



CHRISTOPHER
NEWPORT
COLLEGE

December 12
#37 of 1986

THE CHRONICLE

1985-86 Academic Year

Monday

December 15

Men's Basketball - (home) - 7:30 PM - Apprentice School

Presidential Candidate - Open Session - 3:00 PM - Anderson Auditorium

Tuesday

December 16

Wednesday

December 17

Thursday

December 18

Men's Basketball - (home) - 7:30 PM - Birmingham Southern

Friday

December 19

Saturday

December 20

Men's Basketball - (away) -
1:00 PM - W&M

Sunday

December 21

OFFICIAL ANNOUNCEMENTS

Board of Visitors

At the November 19, 1986 Meeting of the Board of Visitors, the following resolutions were passed:

Resolution 1: Board of Visitors Awards Plaque of Recognition

Resolution 2: Board of Visitors Awards Emerita Status

Resolution 3: Cancellation of Certain Outstanding Past-due Accounts Receivables Considered Uncollectible

Resolution 4: Approval of Waiver of Tuition and Fees for Members of the Faculty and Staff of Christopher Newport College

Resolution 6: Board of Visitors Awards Honorary Degree

Resolution 7: Extending Invitations to all former Board of Visitors and Honorary Degree Recipients to College Functions

Resolution 8: Creation of The Society of Former Board of Visitors of Christopher Newport College

Rector O'Neill has called a Special Meeting of the Board of Visitors on Thursday, December 18, 1986, at 7:30a.m., in the Usry Board Room of the Campus Center. The meeting will move directly into Closed Session under the Freedom of Information Act, as amended, Section 2.1-344(a)(1) personnel matters. Public announcement of the appointment of a new president will be withheld until acceptance is confirmed. A Continental Breakfast will be served.

-- Joanne Landis, Board of Visitors Liaison

* * * * *

Administrative Actions on Instructional Faculty Recommendations

The recommendations of the Instructional Faculty in items III, IV, V, VI, and VII of the minutes of the meeting of 11/14/86 (see Chronicle #36 of 1986) have been approved.

-- Vice President for Academic Affairs

NEWS & GENERAL INFORMATION

December ASTD Meeting

The Southeastern Virginia Chapter of the American Society for Training and Development (ASTD) will hold its next meeting on Wednesday, December 17, at the Madison Hotel (Granby and Freemason Streets) in Norfolk, beginning at 6:00 p.m. December's meeting will be strictly social for members and guests to mingle and have fun. The meeting will be conducted in the Jefferson Room where there will be hors d'œuvres and punch, as well as a cash bar. A buffet dinner will be served.

Incoming president, Dr. Marybeth Saunders, will ring out the old year and present hopes, best wishes and ideas for 1987. And in accordance with the Gifting Spirit, members and guests are asked to wrap a "white elephant" to be adopted at a gift exchange.

Advance registrations are required and can be completed by calling Ms. Dorothy Hinman at Virginia Wesleyan College (461-3232, from 9:30 a.m. to 5:00 p.m. and 461-8311, after 5:00 p.m.) or Ms. Norma Brown at Christopher Newport College (599-7158, 24 hours). All ASTD meetings are open to the public as well as to its membership.

-- Patsy R. Joyner, Director, Community &
Continuing Education, Paul D. Camp Com-
munity College

* * * * *

Party for Eva Garner

Please join us in wishing Eva Garner a fond farewell on December 19th from 3:00 to 5:00 p.m. in the Business Office inside hallway. (Wine & cheese tasting).

-- Rebecca H. Butler

* * * * *

Chinese Gourmet Club Feast

The Chinese Gourmet Club is planning another feast to be held at the New Ming Gate (Mercury Boulevard) on Sunday, February 1 at 7:00 p.m. Menu and price will be announced later. Plan to attend!

-- Bob Herrmann, Psychology Department

* * * * *

Library Intercession Hours

The library will be closed Sunday, December 14th. During the intersession the library will be open 8:00 a.m. to 5:00 p.m. Monday to Friday. We will be closed Saturdays and Sundays.

The library will close for Christmas on Tuesday, December 23rd and reopen on Monday, January 5th. On Saturday, January 10th the library will be open from 8:30 a.m. to 1:00 p.m. for registration. We will also be open until 8:00 p.m. on Tuesday and Wednesday, January 13th and 14th for registration.

-- Wendell Barbour, Library Director

* * * * *

Public Humanities Projects

The following announcement has been received from the National Endowment for the Humanities.

The Division of General Programs fosters public understanding of the humanities through grants from Public Humanities Projects and other programs. The work of the division is based upon two assumptions: (1) that the study of the basic ideas and texts of the humanities remains important throughout a person's life and not merely during the years of formal education; and (2) that the humanities can be presented to the public in ways that are both intellectually substantive and stimulating.

Public Humanities Projects seek to recognize innovative and exemplary public programs and to promote model projects that may have national significance. The program has supported such national events as the Festival of India, and it has encouraged planning for the Columbian Quincentenary in 1992. The Endowment is especially interested in identifying new opportunities for calling attention to the work of humanities scholars. Grants have placed scholars in residence with theaters and symphony orchestras, where they have worked with these institutions to help present public programs on such topics as the recovery of compositions by Handel and Bach and the difficulties in recreating authentic performances of these composers' works. This program also encourages collaboration among humanities institutions, such as archives, historical societies, museums, state humanities councils, and colleges and universities. For example, in 1986 an award from this program enabled the Arkansas Resource Center to mount a state-wide project reinterpreting the role played by blacks in Arkansas history. Timed to coincide with the state's sesquicentennial, this project involved historians from a number of the state's colleges and universities as well as distinguished guest lecturers. In presenting programs, applicants may make use of a wide variety of formats—public symposia, debates, reading and discussion groups, interpretive publications, and audio-visual materials—to reach segments of the general public with humanities programs.

Eligible applicants include colleges and universities, professional organizations or associations, cultural and community organizations, agencies of state and local governments, and various nonprofit community groups. In many cases an applicant will be a consortium of such groups or an ad-hoc organization formed to mount special, one-time events, such as the commemoration of a historical anniversary. As a general rule, priority is given to projects which seem likely to reach national or regional audiences. The program offers both planning and implementation awards. All projects should feature the participation of scholars from one or more of the humanities disciplines.

Deadline for Applications

March 20, 1987

for projects beginning after October 1, 1987.

September 18, 1987

for projects beginning after April 1, 1988.

Endowment programs do not discriminate on the basis of race, color, national origin, sex, handicap, or age. For further information, write to the director, Office of Equal Opportunity, National Endowment for the Humanities, Washington, D.C. 20506

For guidelines and additional information, call the Public Affairs Office, National Endowment for the Humanities, 202/786-0438, or fill out the form below and mail it to the NEH.

TO: Public Humanities Projects
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506

Please send guidelines for Public Humanities Projects to:

Name _____
Title _____
Institution _____
Address _____
City _____ State _____ Zip _____

G86-6

-- Asst. to VPAA

* * * * *

PERSONNEL NEWS

ATTENTION! We now have a new Tuition Waiver Policy! This policy provides that all full-time employees, and those part-time employees, other than student employees, approved by the appropriate Vice President, may receive waiver of tuition for one (1) course, four (4) credit hours or less, during each regular semester, and one (1) course, four (4) credit hours or less, during the entire summer. If the employee terminates his/her employment during the semester in which (s)he is enrolled, or is terminated for other than the convenience of the College, (s)he will be responsible for all financial obligations incurred, including fees and tuition. If outstanding financial obligations are not met, a final grade will not be recorded in the Registrar's Office and the employee's final paycheck will be withheld until the matter is resolved. NOTE: PART-TIME/HOURLY EMPLOYEES MUST ATTEND CLASSES ON THEIR OWN TIME. If interested, please come by the Personnel Office and pick up the necessary forms.

-- Personnel Office

FACULTY/STAFF/STUDENT NEWS

Parviz Khajeh-Khalili attended the Regional Meeting of Maryland-District of Columbia and Virginia Section of the MAA (Mathematical Association of America) that took place at Loyola College in Maryland on November 21-22. He presented a paper entitled "Generalized Hardy Inequality."

* * * * *

Johnnie L. Capehart has been appointed to a Committee to formulate an Interagency Drug Enforcement Team within the Virginia Campus Police Association to investigate drug problems at Virginia Colleges and Universities.

* * * * *

Bob Dixon completed a course in "Efficiency of Commercial and Industrial Boilers."

* * * * *

Officer Evonne Dowdell attended an Environmental Design Crime Prevention School at the Peninsula/Tidewater Police Academy, November 17-21, 1986. . . .

* * * * *

Officer Brenda Maddow attended Police Basic Investigation School at the Peninsula/Tidewater Academy, November 17-21, 1986.

* * * * *

Nick Koltun, Media Services Librarian, attended a "Strategic Planning" workshop on November 13 and 14 at Old Dominion University.

* * * * *

On December 8, 1986 the following employees attended a workshop entitled "How to Supervise:" Christel Daniels, Business Office, Patrese Ellis, Business Office, Catherine Leedy, Business Office, Patricia Taylor, Business Office, Richard White, Capital Outlay.

CORRESPONDENCE SUBMITTED FOR PUBLICATION

Dean's Colloquia, Christopher Newport College
Gordon K. Davies, December 3, 1986

I am pleased and honored to be with you this afternoon, and to participate in a program that has included Governor Mills Godwin and Secretary of Education Donald Finley. I shall try to maintain their high standards, and hope I can do so without repeating much of what they have said.

Governor Godwin appropriately recalled the development of Virginia's fine system of higher education. He paid particular attention, as well he should, to the founding and growth of the Virginia Community College System. With a rare combination of vision and skill, Governor Godwin proposed the creation of that system, and then served as governor during eight of its first 12 years. He truly is the founding father of this system, which today enrolls over 150,000 students in every part of Virginia.

The Governor also recalled the introduction of a new concept in higher education: the urban colleges and universities that now serve the corridor from Washington, D.C., to Norfolk. Not counting community colleges, there are five institutions serving the major population centers in the corridor. All experienced significant change during Governor Godwin's two

administrations. Christopher Newport College became a four-year institution during the Governor's first term, and an independent college during the second. Again, the educational vision and political skill of Mills Godwin has left its mark on Virginia higher education.

The hallmark of the urban institution is access. Access for those who want and need higher education opportunities close to work or home. Access for those who come late to advanced education. Access for those whose educational preparation is skimpy. Access, in short, for a largely new clientele: older, part-time, pragmatic, engaged in careers, commuting, often female or other minority.

The traditional college student's life has the campus as its locus. The typical student of the urban college has several loci to her or his life: campus, home, work, to name only three. We know what can and cannot be accomplished in the single locus college. We are still finding out the limits and the great advantages of the multiple loci urban institution.

Colleges and universities are of course not new to cities. Europe abounds with them, as do our major cities. We have only to think of the great City College of New York, Columbia, Boston University, the University of Chicago, and so on. The list is long.

But what is new is the flexibility and pragmatism implicit in the mission of the modern urban college or university, assuming, of course, that the institution chooses to be flexible and pragmatic.

It is easy, a mere accident of demography and geography, for a college to be in a city. But it is an intentional act to be of a city. CCNY was of the city; Columbia in the 60's was merely in it. Which preposition should we apply to Christopher Newport College?

I want to reflect on the distinctive role of the true urban colleges -- those that are of the cities -- in the next few years. Doing so means, of course, that I shall be wrong to some extent. It is easier to create the past than it is to create the future. But there are some tasks that urban institutions are called to do with greater urgency than other colleges and universities. They can and should assume leadership roles in American higher education in clarifying a number of issues and proposing a variety of changes.

Not that other institutions won't tackle these issues, because they will. But our nation's quest for a common culture cannot return us to the 19th century. We must accept the complexity and diversity of the American people, women and men of all races and ethnic groups, and search for the common threads within their experience. The urban college is the best laboratory available for that effort.

I shall focus on Virginia, but the issues and the changes apply to all of higher education. While the states are different in many ways, they have come to share many characteristics as life in our nation becomes more homogenized. The downtowns of our cities look alike, as do the suburbs. The mobility of our population, and of industry and commerce, contribute to the growing similarity among cities. So do national communication and entertainment networks, fast food and lodging, supermarkets and the demise of local breweries (now being reversed in modest ways).

To be of the city is to serve it, and to participate in its life, educationally, culturally, economically. The many capacities of colleges and universities are made accessible to those who need and can use them. More and more, the urban institution of higher education will be a broker of services for the city, able to respond rapidly to needs of varying durations, flexible as to subject, schedule and audience.

We are living in a peculiar, transitional period. Not only are the numbers of young people declining, but they are declining along ethnic and racial lines that subject one in every five of them to lives of poverty. Wealth is shifting to the elderly, but only to a small segment of the elderly. We are beleaguered by great efforts to sell image rather than substance, in higher education not less than in government. We are held afloat by the false buoyancy of an economy in which the price of crude oil is only a fraction of what it was and will be once again. We are told that we are at war to retain dominance of international markets, as if we had some right to consume most of the energy and control most of the wealth in the world. In this welter of confusing and not particularly comforting detail, what can the urban college contribute? Let me suggest a few ideas, most of which have to do with what we teach, how we teach it, and why.

First, the urban college will offer education that is practical, applicable to life and work situations. It will seek, as part of the curriculum, to explore the interrelationships

among various courses, and the relationship of each student's coursework to her or his life beyond the campus -- the life centered around the other loci.

But what is education for if it isn't practical? There are reasons to study history, philosophy, literature. If the faculties haven't stated them it's because they haven't had to. The task we might put to a faculty might be this: without reference to Santayana, state ten reasons, in order of priority, to study history. Some reasons might be development of powers of observation, of capacity to spot patterns and reason by analogy, mastery of critical skills and writing, and a fuller comprehension of the range of the human condition as it has been experienced through the centuries.

One result of this exercise might be a curriculum in which apparently disparate subjects like physics and poetry were offered side by side, because the reasons to study them are so similar.

Second, the urban colleges will take the lead in the study of adult development, determining how learning occurs and what teaching methods work best at what ages. Carl Jung observed more than 50 years ago that we educate women and men for the first half of their lives, but send them into the second half wholly unprepared. Levinson, in The Seasons of A Man's Life, reports that men (at least) go through different stages of development in which their needs for mentoring change. Yet we teach adults at all stages of life, usually without regard for their different ways of learning.

Higher education is an anti-intellectual enterprise short of self-criticism. We analyze other behavior and phenomena, but not our own. The urban college would do great service to its clients and all of higher education if it undertook systematic study of how adults learn.

Third, and related, the urban college will broker higher education to its community. It will provide access to all the courses and programs that are needed -- provide access, not necessarily offer them itself. It will convey the services in the most efficient and effective ways possible, using electronic systems (standard and interactive television and computers, mainly), traditional modes of pedagogy, experiential learning and self-study, to name a few.

Fourth, the urban colleges will question the departmental, disciplinary organization of institutions, the curriculum and knowledge itself. As it reorganizes the disciplines, it will question both their content and their methods of inquiry. The international dimension of the curriculum enters here. There are many other peoples in the world, whose cultural artifacts are not well known to us. They are not included in our definitions of poetry, music or art. Their perceptions of what is real, valuable and beautiful differ from the traditional American and European.

We often hear that our nation is engaged in an economic war for control of the world's markets, and education is called America's "competitive edge." But the military metaphor is dangerous: economic wars have easily become shooting wars and educational reform won't mean anything at all if we fight a war that leaves nothing to the children of the world.

Cities are the centers of trade, and urban colleges must be especially responsive to commerce. But rather than studying other languages and cultures so we can beat nations in world trade, the urban institutions should lead the way in developing curricula that increase our understanding of the full range of human experience, and theories of commerce and resource development that increase the general well being. A fraction of the world's people (including us) has no right to control most of the world's wealth, and the same fraction (again including us) has no right to consume most of its energy.

While they are at it, the colleges of the people, the urban colleges, will recognize the disempowered dimensions of our own society. Rather than understanding human experience from the standpoint of the empowered -- white, middle class males -- they will investigate the experiences of slaves, immigrants, common laborers and women. They will learn to value the unvalued artifacts of plain people without voices: diaries, cookbooks, quilts, samplers, furniture and oral tradition. They will explore the different ways in which human beings structure reality, and even the different ways of knowing that are based on gender.

Finally, in a culture that is fascinated by gadgets, infatuated with technology and convinced that it will save us, the urban college will question what technology really is. I think we shall find that it is both less and more than we recognize it to be.

For it will not save us, anymore than it saved the Connecticut Yankee in King Arthur's Court. It can be used, and abused, like any other product of the human intellect.

But technology is not merely application of scientific knowledge to extend human potential to manipulate an inert universe. In the first place, the universe is not inert and, in the second, technology is the capacity to create and to manipulate information, and we are information processing animals. Technology is not antithetical to the liberal arts and sciences, but a future extension of them. Our task is not to protect the old from the new, but to create a synthesis. How, then, to design a curriculum that engages women and men in the challenges and opportunities of the new arts and sciences?

You well might ask what in all of this is distinctively the province of urban colleges and universities. I answer: nothing, in a sense. Other institutions, some of them colleges and universities, will explore the projects I have suggested, and contribute to our understanding of what we're about. But the urban college, in the center of things, serving new clients, facing every day the continuity and diversity of human experience, is better able than other institutions to comprehend the complexity of higher education's mission. It is better able to explore new options, because it is newer and less bound by tradition.

Does the urban college I have described really exist? Perhaps not, yet. But it can be built -- and you can build it. Thank you very much.

-- Submitted by Barry Wood, Office of Development
