

CNC CHRONICLE

1982-83

October 14th
#30 of 1983

MON.

October 17

Volleyball - home - N.C. Wesleyan vs CNC 6:30 pm
N.C. Wesleyan vs Norfolk State - 7:30 pm
Norfolk State vs CNC - 8:30 pm
Ad Hoc Curriculum Task Force - 2:00 pm - CC Board Room

Noon - FPC - Bus. & Econ. Conf. Room - Adm. Bldg.

President/Vice Presidents

TUE.

October 18

Soccer - (home) - Va. Wesleyan College - 3:00 pm
Golf - 1:00 pm - Randolph-Macon - Hanover Country Club, VA

WED.

October 19

Career Program - A105

Volleyball - (home) - CNC vs UNC-Greensboro - 6:30 pm
UNC-Greensboro vs Chowan - 7:30 pm
Chowan vs CNC - 8:30 pm

THU.

October 20

Chairmen's Meeting - School of L&NS - 2:30 pm - A305

FRI.

October 21

SAT.

October 22

SUN.

October 23

Soccer - 2:00 pm - (home) - Homecoming - Shenandoah
Cross Country - Mason-Dixon - Towson, MD
Baseball - VCU - 2 games - 1:00 pm - (home) - played at Ferguson High School

Baseball - VCU - 2 games - 1:00 pm - (away)

Published weekly by the

**Vice President for
Academic Affairs**

No Longer Alien

Our gross national inadequacy in foreign language skills has become a serious and growing liability. It is going to be far more difficult for America to survive and compete in a world where nations are increasingly dependent on one another if we cannot communicate with our neighbors in their own languages and cultural contexts. . . .

The inability of most Americans to speak or understand any language except English and to comprehend other cultures handicaps the U.S. seriously in the international arena. Paralleling our professional language needs, foreign language instruction at any level should be a humanistic pursuit intended to sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the differences among them. It is axiomatic—and the first step to international consciousness—that once another language is mastered it is no longer alien, once another culture is understood it is no longer alien.

Source: *Strength Through Wisdom: A Critique of U.S. Capability. A Report to the President from the President's Commission on Foreign Language and International Studies* (Washington, D.C.: U.S. Superintendent of Documents, November 1979), p. 11.

to foreign countries and bring foreign students to study in the United States are under attack.

The Russians aren't so foolish. They actively recruit foreign students to study in the Soviet Union, paying the full cost. Over 1,000 Latin American students are studying under scholarship in the Soviet Union; fewer than 50 are studying in the United States. Tomorrow's Latin American leadership is getting a Russian, not an American, education (Chancellor, 1983). In the long run, who will win in Latin America?

The current Administration does not offer outright opposition to the idea of foreign language and cultural instruction and international student exchange, of course. Instead, it questions "the intensity" of the need, arguing that the decline only represents a shift in student interest (Wolfe, 1980). And perhaps it does. The American public has only a slight interest in teaching foreign languages. While a few major colleges and universities have recently increased their foreign language entrance requirements, there is no national outcry for foreign language teaching. Indeed, in a recent poll of parents' concerns for their children's education, only 37 percent wanted more instruction in foreign languages, and 8 percent wanted less (McFarland, 1983). Of all curricular areas reported in the poll, increasing instruction in foreign languages was next to last in community concern, beating out only extracurricular activi-

ties. What is particularly disturbing is that this poll was taken in a highly educated university community. One shudders to contemplate what results would be obtained in a more typical American city.

What Must Be Done

Curiously, Americans—who have always been characterized by their rapture with the practical answer—today reject the obvious solution to this national crisis. First, we must increase, not cut, expenditures for foreign language instruction. The funds should be spent in two ways: English-speaking children should learn at least one modern foreign language, and non-English-speaking children should be taught English (Lewis, 1981). The instruction should begin as early in the schooling process as possible, for that is where research suggests it is most effective. Further, such instruction should continue for many years (a minimum of five) in order that the student may become truly fluent in a foreign language and actually be able to use it. More colleges and universities should join the few that are now increasing their foreign language entrance requirements. This will then act as leverage to force secondary schools to offer more languages and teach them in greater depth. All colleges and universities should require at least five semesters of foreign language study (or exemption through demonstrated proficiency) as a minimum qualification for the receipt of a bachelor's degree. The same lever-

age principle can be used by graduate schools on recalcitrant colleges, requiring proficiency in a foreign language for entrance into graduate study. Although it would be difficult to accomplish, there is no reason why professional schools—particularly schools of business administration—should not have similar requirements.

We must purge ourselves of the notion of "superior" and "inferior" languages and cultures (Lewis, 1981). For example, in schools where a significant number of students speak Spanish, the goal must not be "driving out Spanish" so much as instructing in English. Indeed, the school with a mixed-lingual population has a decided advantage, for students can teach each other their own languages. Spanish-speaking students can teach Spanish to their English-speaking classmates and vice versa. What a wonderful outcome: a student body fluent in two languages, confident in both and less likely to be exploited in either. Of greatest importance, we must expand and encourage international student exchange programs, for such are not only the foundation of effective defense, but they also provide a pool of understanding from which a stream of world tolerance just might flow.

American education has been characterized as a collection of reactions to crises: it has been said that it has walked backwards into the future. It is true that what masks itself as curriculum is in reality a fusion of tradition, psychological folklore, and vestiges of reactions to former crises. Sputnik caught us napping in science, math, and foreign languages. We awakened and put a man on the moon, but then we went back to sleep. Advocating the teaching of foreign languages is the labor of Sisyphus: it attaches to a crisis, it almost becomes a permanent part of the curriculum, the crisis passes, and studying language goes out of style.

Perhaps this time it will be different for the stakes are dearer than a ride to the moon. When we find our business executives and diplomats coming back from foreign countries empty-handed when we find our balance of payment an impossible burden, and when we find ourselves bungling into war to protect one people whose language we do not speak from another whose language we also do not speak, we will have only ourselves to blame. □

FACULTY/STAFF/STUDENT NEWS

The Department of Arts & Communication held its first semi-annual departmental retreat in Nags Head from October 7 to October 9, 1983.

-- Rita Hubbard, Chairman

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Nuclear Awareness Week

The CNC Campus Program Board is sponsoring "Nuclear Awareness Week" in the Campus Center on October 17, 18 and 19. Tables of interest groups will be in the lobby each of these days.

The admission is free for a panel discussion scheduled to be held at 12 noon, Wednesday, October 19, in the Campus Center Theatre. The panel will include Dr. Phil Murray, a radiologist; Christy Vernon of the Virginia Consumers Coalition; John Burnham of the Peninsula Nature and Science Center who will be representing Truth and Power, an environmental conservation group; and William E. Pherris, VEPCO staff engineer. Dave Wagner, VEPCO staff health physicist, will also be in attendance.

To cap off the 19th, Harvey Wasserman, an authority in the field of nuclear energy and the detrimental effects of radiation on modern civilization, will speak in the Campus Center Theatre at 8 p.m. The lecture is free and open to the public.

Mr. Wasserman is a journalist who has been published in The New York Times, The Los Angeles Time, The Boston Globe, Mother Jones and Rolling Stone. He is the author of Energy War and Harvey Wasserman's History of the United States.

His latest book, Killing Our Own; The Disaster of America's Experience with Atomic Radiation, is an investigation of the impact nuclear radiation has had on the American people. Based on documented evidence and interviews, Killing Our Own includes case histories of men, women and children who have died of multiple myeloma, leukemia, lung cancer, and other disorders linked with radiation.

Active in civil rights, anti-war, anti-nuclear and pro-ecology movements since 1973, Wasserman has lectured at about 200 campuses, public rallies, radio and television talk shows, newspaper interviews and community gatherings throughout the world.

-- Office of Student Life

COMMITTEE INFORMATION & FACULTY BUSINESS

Faculty Evaluation Committee Report

At the meeting of F.A.C. on October 6, 1983 the following actions were taken:

I. Areas of Concern - "Yellow" College Handbook

The F.A.C. wishes to call the attention of the Faculty to several areas of concern when instances arise which lead to the implementation of provisions of the current "yellow" College Handbook.

A. Role & Functions of the Chairmen of Departments

The provisions of an attachment to the contracts of department chairmen entitled "Role Description of Department Chairmen" which defined their roles and functions are different from some of the provisions of the College Handbook specifying certain functions of the chairmen. In particular, the contract attachment states that the department chairmen "chair or appoints chairmen of department peer groups." The Handbook states that the peer groups will elect their chairmen, see step 1 p. V-8 and V-7 bottom 2b.

B. Retirement Age

On page V-30 of the Handbook it states that, "The Board of Visitors has established a policy of retiring employees at age sixty-five (65) unless exceptional circumstances exist."

The Supreme Court of the United States in EEOC v. Wyoming, has recently upheld the extension of the federal Age Discrimination in Employment Act to state and local government employees.

The federal law bars mandatory retirement of workers before age 70 and prohibits discrimination against employees age 40 to 70.

Tenured professors became covered under the Act in July 1982.

C. Examination Schedule

Page V-39 C&E in the Handbook, the current CNC Catalog, p. 13 and the Registration News, Fall 1983, back of the cover sheet give different guidance to students and faculty regarding the taking of exams as scheduled and any exceptions.

- II. The F.A.C. discussed the kind of input the committee would give to President Anderson relative to the review of the USES by a committee and guidelines for the publication of the CNC Chronicle. The results of this meeting will be reported to the Faculty.

-- Elizabeth Daly, Chairman
