CNC Community CHRONICLE

Archive

December 20, 1974
No. 31 of 1974

SUNDAY
Dec. 22

☉
dies solis

Graduation - 2:30
Campus Center
Theatre

MONDAY
Dec. 23

☽
dies lunae

TUESDAY
Dec. 24

♂
dies martis

WEDNESDAY
Dec. 25

☿
dies mercurii

THURSDAY
Dec. 26

♃
dies jovis

FRIDAY
Dec. 27

♀
dies veneris

SATURDAY
Dec. 28

♄
dies saturni

COMMITTEE REPORTS

Report of the Honor Code Sub-Committee:

This committee was created by the Dean of Academic Affairs for the purpose of developing a policy, as an addendum to The Code for Academic Work, with respect to the student who receives constructive criticism from another student or faculty member before turning in assigned work.

The committee believes that The Code for Academic Work contains a very clear and explicit statement regarding "assistance." It is as follows:

> Basic Policy. A student's name on any written exercise (theme, report, notebook, course paper, examination) is regarded as assurance that it is the result of the student's own thought and study, stated in his own words and produced without assistance, except as quotation marks, references and footnotes acknowledge the use of other sources or of assistance.

The committee is reluctant to make any further statement of policy with regard to "constructive criticism" which we believe to be in essence a form of assistance.

We would like to report certain explicit positions which we discovered in our research and discussions and which we believe support our position.

Dr. Ross Brackney of the English Department does not believe that a student's essays or papers should be evaluated or improved by any professor, student, friend or relative before the essays or papers are handed in for grades. A student cannot honestly employ the services of an "editor."

Dr. John Avioli of the Mathematics Department does not believe that a student should receive assistance in working specific homework problems or problems on take-home tests; he believes that assistance should be confined to teaching "method" by the use of other problems.

Dr. Theodora Bostick of the History Department does not believe that a student can solicit or accept specific corrections on papers before these papers are handed in for grades.

Professors John Harwood and Roula Kostaki do not believe that Basic Studies instructors are justified in polishing essays or term papers or in assisting students in working specific math problems which are to be graded for correctness.

In summary, although the committee as a whole considers that anyone may discuss ideas with students, lend books to students, direct students to appropriate publications, or suggest handbooks for reference, it does not believe that direct or specific assistance is acceptable according to the statement of basic policy in The Code for Academic Work.

We submit this report to the Dean of Academic Affairs, to the faculty, and to the administrative officers of the College, and we solicit opinions from those who may not agree with our interpretation.

Respectfully submitted,

Rita Hubbard, Chairman
William Polis, Consultant
John Harwood
Roula Kostaki
John Avioli

DEAN'S ANNOUNCEMENTS

Holiday Greetings

Mrs. Musial and I have received your many kind expressions of holiday greetings with joy and gratitude, and we would like to return our best personal wishes to every member of the faculty for a joyful holiday season and a pleasant vacation.

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Revision of College Catalogue

A new format is being planned for the 1975-77 College Catalogue. In the near future, forms will be circulated to department chairmen for the purpose of gathering accurate current information about departmental programs, departmental requirements, and course descriptions. Departmental cooperation in completing and promptly returning these forms is important. Professor Harwood, as editor of the College Catalogue, will prepare copy from the information supplied by the departments, and then return it to department chairmen for approval. Division coordinators will assist in this project.

In order to meet our proposed publication deadline, the date for submitting information to Professor Harwood must be set at February 14. For this reason, any faculty members planning to have new courses or programs or policies included in next year's College Catalogue should immediately bring their proposals to the attention of the appropriate Faculty committee. In the interest of having all proposals affecting the new catalogue brought before the Faculty in time to be included in next year's Catalogue, priority will be given to academic policies and curriculum proposals at the February faculty meeting.

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January and February Faculty Meetings

The Faculty By-Laws calls for monthly general meetings of the Faculty during each school year at a regularly scheduled time. Since school will not be in session during the first weeks of January, and since I am unaware of any matters of sufficient urgency to require convening a meeting during the first weeks of January, the next regular Faculty meeting will be held on February 7 (a slight departure from our usual custom of meeting on the second Friday of the month). Please make note of this date in your calendar. If for any reason a special January meeting becomes necessary, I will send a special announcement.

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Psychology 313

On the basis of a recent vote by the members of the Psychology Department, Psychology 313 (Human Relations) will continue to be offered on a pass-fail basis. As of the spring, 1975, semester, this practice will be followed in all sections of the course.

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Faculty Elections

Professor Elizabeth Daly has been chosen by the members of the Division of Education and Communications to serve in the office of Division Coordinator.

Professor Robert Durel has been chosen by the members of his department to serve in the office of Chairman of the department of Sociology. Professor Durel's election

was made necessary by the resignation of Professor Kernodle who will assume new administrative responsibilities as Coordinator of the Division of Social and Behaviorial Sciences. Each of these new positions becomes effective at the beginning of the spring, 1975, semester.

It is appropriate at this time to thank Professor Kernodle for her outstanding service over the past several years as Chairman of the Department of Sociology. I am sure the entire faculty joins me in this expression of appreciation.

GRANTS AND FELLOWSHIPS

Fund for the Improvement of Post-Secondary Education

The authorizing legislation for the Fund identifies purposes for which grants and contracts may be awarded. These are:

(1) encouraging the reform, innovation, and improvement of post-secondary education and providing equal educational opportunity for all;
(2) the creation of institution programs involving new paths to career and professional training, and new combinations of academic and experimental learning;
(3) the establishment of institutions and programs based on the technology of communications;
(4) the carrying out in post-secondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes;
(5) the design and introduction of cost-effective methods of instruction and operation;
(6) the introduction of the institutional reforms designed to expand individual opportunities for entering and re-entering institutions and pursuing programs of study tailored to individual needs;
(7) the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculty;
(8) the creation of new institutions and programs for examining and awarding credentials to individuals, and the introductions of reforms and current institutional practice related thereto.

This is an especially appropriate government funding program for CNC. Faculty members interested in preparing a proposal should get detailed information from my office as soon as possible. Preliminary proposals must be postmarked on or before January 15, 1975.

NOTICES

Commencement Exercises

The first December Commencement exercises in the history of the Christopher Newport College will be held on December 22 in the Campus Center Theatre at 2:30 P.M.

Dr. Thomas A. Graves, Jr., President of the College of William and Mary in Virginia, will deliver the commencement address.

The Christopher Newport College choir under the direction of Mrs. Mary M. Thompson, and accompanied by Mr. Glenn Van Metre will furnish the music.

The Invocation and Benediction will be given by Rabbi A. David Packman of Temple Sinai, Newport News.

Dr. Thomas J. Musial, Dean of Academic Affairs, and the department chairmen will present the approximately 88 degree candidates, and Dr. James C. Windsor, President of the college, will confer the degrees.

The faculty will participate in the ceremony led by Professor Ruth Kernodle who will act as Grand Marshal. Professors Walter Knorr and Elizabeth Daly will assist with the hooding of the graduates.

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Trees Wanted at CNC

For the past five years, the Christopher Newport College Biological Society has been involved with CNC's campus landscape, planning the landscape and planting most of the foliage on the campus.

With the Christmas season rapidly approaching, many people are contemplating what kind of Christmas tree to purchase. The Biological Society is soliciting live Christmas trees for campus landscaping to screen off some off-campus views and improve the general appearance of the College's campus. Any person who donates a live tree to the Society will be given a receipt for the tree and will be able to deduct the purchase cost of the tree from his income taxes.

To donate a tree, contact the Biology department at CNC. The Society will pick up trees locally.

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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

OF ACADEMIC INTEREST

Modern Language Association Newsletter, December, 1974

Return to the Liberal Arts

To the Editor:

In a special report to the New York Times, ironically issued over the Labor Day weekend, the labor market for college graduates in New York City was shown to be comparatively worse than the national average and absolutely depressing. What makes the report of special significance now is the sense of futility inherent in the information about the closed-out fields. What the report indicates is that the fields of teacher preparation, allied health services, social work, library service, and computer science are oversupplied--just those fields that the City University system emphasizes and heavily funds in its desire to appeal to its open admissions students. For the college graduate generally educated with a liberal arts degree, the job market has never been too good, but now, for the college graduate abandoning' liberal arts for certifying skills, the situation is disastrous. Not only is he now likely to find his major field closed, but because he has probably pursued the field under the insulating advice of guidance counselors, he may also be unfit to

pursue anything else. He may even be psychologically unfit to absorb the lessons of his fate and to decide what to do next. The "open" fields do not promise much--fabric design, aviation engineering, and special services in hospital work and education for the handicapped--and suggest at least that for these fields there is no need for a four-year college education.

This situation, however, provides a lesson for colleagues if they do not want to be accused of indifference by their graduates and by the communities these graduates thought they would serve. In fact, the City University might not even have a choice: it had better change its curricula not only to avoid unpleasant public relations but also to avoid being phased out because of declining enrollment. If City University exists primarily to certify open admissions students who need training for "upward mobility" and the jobs for which the students finally qualify no longer exist, then the University is wasting the public's money and time; it is not the exclusive responsibility of those "out there" to provide jobs; school and society are no longer separate (as they used to be and still should be). The City University has become the city's proving ground, and unless it can prove it is necessary, high school graduates might as well go directly to the marketplace and attend a university much later on for the ethical and psychological considerations peculiar to their training and craft. The ultimate meaning of the report is that colleges should stop trying to be "relevant" and go back to providing the liberal arts.

It is unwise and expensive for colleges to attempt to keep pace with an ever-changing and increasingly technical job market. There is no way for City University to anticipate job needs a decade from now or to fund, adequately, those jobs it thinks will last. And there is no need for nineteen schools to offer similar certifying courses that all become equal on the unemployment line.

Community colleges should go back to offering vocational and technical guidance in fields that indicate need for paraprofessional training and skilled personnel. Unlike the four-year schools, the two-year schools are small enough to respond to changes in the economy and in the city's work supply and demand. Community colleges in each borough should offer courses and programs in fields particularly needed by the respective boroughs. The four-year schools can then go back to the liberal arts.

As long as both divisions offer the necessary training in good faith, there is nothing elite about splitting the City University into legitimate two- and four-year schools which serve different needs. Relieved of the immediate and practical purposes better served by community schools, four-year liberal arts schools could return to the business of general education. Some graduates of the four-year schools would go on to graduate school, some to professional programs, and many, not knowing what they wanted, would nonetheless be adequately prepared to move in a number of directions once they made up their minds, having received an education essentially devoted to the humanities and general sciences and to the problems they have in common, such as articulation and research.

Joan Baum
York Coll., City Univ. of New York