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CHRISTOPHER NEWPORT COLLEGE

OFFICIAL ANNOUNCEMENTS

AN ANNOUNCEMENT OF A STATE OF VIRGINIA CLASSIFIED POSITION VACANCY

CLASS TITLE: Accountant

CLASS CODE: 23414

SALARY RANGE: \$17,512 - \$23,934

POSITION NO.: 00019

APPLICATION DEADLINE: August 30, 1985

DEPARTMENT: Business Office

DATE OF VACANCY: September 16, 1985

GRADE: 09

APPLICATION INSTRUCTIONS: APPLICANTS WHO MEET THE MINIMUM QUALIFICATIONS DESCRIBED BELOW AND ARE INTERESTED IN THE POSITION SHOULD COMPLETE THE STATE OF VIRGINIA APPLICATION FOR EMPLOYMENT (DPT FORM 10-012) AND SUBMIT IT TO MRS. BECKY MOORE, PERSONNEL OFFICE, ROOM 203, ADMINISTRATION BUILDING, NOT LATER THAN 4:00 P.M., AUGUST 30, 1985.

DUTIES AND RESPONSIBILITIES: The incumbent will be responsible to the Controller for the day to day operations of the Cash Management and the Virginia Satalite Computing On-Line Accounts Receivable System (VASCOAR), and the accounting of all revenues received by the College. (S)He will supervise maintenance of all student accounts receivable records using VASCOAR, including receipts, charges, and adjustments, in order to provide accurate and up-to-date records. Directs the transfer of accounts from current to delinquent status. Maintains an up-to-date list of all students owing the College any monies (library fines, parking fines, tuition, etc.). Maintains ledgers on returned checks, emergency loans, and prepares a trial balance for each at the end of the month. (S)He supervises the cashier operations of the College. Reviews daily cash report by comparing it to the computer report of transactions by type. Resolves all discrepancies and prepares batch for keypunching. Reviews certificates of deposit and is responsible for transmittal to the State Treasurer. (S)He supervises preparation of refund vouchers. Reviews the add/drop/withdrawal forms prepared by the Registrar's Office and compares to refund computed by student accounts clerk. Resolves discrepancies, if any, and then approves for processing.

JOB QUALIFICATIONS: College degree in Accounting or related field preferred. Previous supervisory experience in automated accounts receivable systems required. Excellent human relations, communication skills, and experience in college/university accounts receivable environment desired.

AREA OF CONSIDERATION: Open to the Public. An EOE/AA Employer.

-- Director of Personnel

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Holiday Leave

The College will observe the following holiday schedule during the Fall Semester:

LABOR DAY - The College will be closed on Labor Day, September 2, 1985. This is an authorized holiday, and annual leave is not charged. Classes will meet but all offices will be closed.

THANKSGIVING - The College will be closed on Thanksgiving Day, November 28, and on Friday, November 29, 1985. Both days are authorized holidays and annual leave is not charged.

CHRISTMAS AND NEW YEAR'S DAY - The College will close at 12:00 noon December 24, 1985, and remain closed until 8:00 a.m., January 2, 1986. All of these days are authorized holidays with the exception of December 24, 1985. Traditionally, Governors have authorized State government offices to be closed for one-half day for Christmas Eve. Taking this practice into consideration, one-half day will be observed as Christmas Eve on December 24. If the Governor does not authorize the additional four hours of Christmas leave, four hours of annual leave will be charged for the afternoon of December 21.

Employees required for necessary services on the above holidays are eligible for compensatory leave.

-- Personnel Office

NEWS & GENERAL INFORMATION

On-Campus Student Employment Program

The Office of Counseling and Career Services is now responsible for the on-campus Student Employment Program, previously managed by the Office of Student Life. The Director of Employer Relations, Judith Hietanen, is charged with the responsibility of managing, implementing, and interpreting the policy under the direction of the Vice President for Student Affairs.

Eligible full-time students may apply for employment through Debbie McHugh, Recruiting Coordinator, Campus Center 146. Department Chairmen or Supervisors interested in student referrals for on-campus employment may contact Debbie at extension 7047. Any concerns or suggestions regarding the program may be addressed to Lynne Ballard, Assistant Director of Employer Relations, extension 7165.

-- Lynne Ballard
Assistant Director, Employer Relations

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August A.S.T.D. Meeting

The Southeastern Virginia Chapter of the American Society for Training and Development will hold its regular monthly meeting on August 28 from 6 p.m. to 9 p.m. at The Omni in Norfolk. The program, which is open to the public, will be "Training Middle Management," presented by Dr. Charles S. Broadfield of Janus Associates, Inc.

Cost for the August 28 program is \$16 if reservations are made by August 27 and \$18 if made after that date or at the door. For reservations or information, contact Eileen Werber at 441-4505 (Southside) or Norma Brown at 599-7153 (Peninsula). Please note that member or guest cancellations on the day of the meeting as well as no-shows will be billed in accordance with the cancellation policy.

For further information, contact: Norma Brown, Assistant Director, Continuing Education, Christopher Newport College, 599-7153.

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NEH 1986 Summer Stipends

The National Endowment for the Humanities is inviting applications for its 1986 Summer Stipends awards. The amount of the stipend is \$3,000 for two consecutive months of full-time study or research. The application deadline is October 1, 1985. For application packets and additional information, please contact Wendell Barbour at 7130 or Betty Smith at 7135.

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NSF College Science Instrumentation Program Grants

The National Science Foundation is inviting proposals aimed at improving the quality of undergraduate science instruction. The application deadline is November 8, 1985. For application packets and additional information, please contact Wendell Barbour at 7130 or Betty Smith at 7135.

-- Wendell Barbour, Grants Coordinator

FACULTY/STAFF/STUDENT NEWS

New Arrivals in the Library

The Smith Library welcomes the addition of two librarians to its staff on August 16. Mary Brennan Hand is the new Catalog Librarian; she comes from Indiana University where she was Technical Services Supervisor for residence hall libraries. Molly, as she prefers to be

called, holds a B.A. in history and a master's degree in library science from Indiana University.

Catherine Doyle assumes the position of Access Services Librarian. Cathy arrives from the University of Houston--Downtown campus where she was Head Reference Librarian. Cathy holds a B.A. in history from Douglass College and a master's degree in library science from Simmons College.

-- Wendell Barbour, Library Director

COMMITTEE INFORMATION & FACULTY BUSINESS

Faculty Development Grants

The FAC encourages faculty to consider applying for Faculty Development Grants during the fall semester. Deadline for completed applications is Friday, October 4, 1985.

Please note that grant applications forms have been changed and all grant applications must be submitted on the new forms. Forms are available from the office of the VPAA.

From the fall semester of 1982 through the spring semester of 1985, the College awarded \$34,153.50 in grant money to faculty. Of that total, nearly one-half was awarded during 1984-1985.

If you need assistance in your grant application, please contact any of the members of the Faculty Advisory Committee: Professors Colonna, Doane, Pugh, Morris, Avery, Gordon, Friedman, and Healey.

-- Douglas Gordon, Chairman, FAC

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THE DEMANDS AND REWARDS OF TEACHING

ALPHEUS THOMAS MASON
McCormick Professor of Jurisprudence Emeritus
Princeton University

An invitation to attend this particular commencement and receive a degree with fellow Centre College students is most gratifying. But when President Spragens asked me to address you, my feelings were mixed. The conventional graduation speech in which elderly gentlemen propound ideas on cosmic subjects rubs me the wrong way. I resolved this dilemma by choosing teaching as my topic. Surely one well beyond the Biblical summit of three-score years and ten who has spent over half a century in the classroom may be permitted to till a familiar field without seeming overly presumptuous.

I would like, however, to share with you the amusing irony of this choice. Having rejected topics considered cosmic, I select one which borders on the arcane.

Last Sunday's *New York Times* carried excerpts from Joan Mondale's commencement address, delivered recently at her alma mater, Macalester College. The Vice President's wife apparently shares my distaste for the run-of-the-mill commencement speech. In any event, she announced her purpose to give an "un-commencement" talk. But before the end she was solidly in the traditional groove, giving unsolicited advice on "high-falutin" subjects.

In the next few minutes, despite my own professed intention, I may find myself caught in the same trap.

I am reminded of the delightful comment of an acute observer: "Intellectuals are no more dishonest than other men, but their resources for self-deception are greater."

One who chooses the life of a teacher should, I think, consider what it entails. He or she is, to be sure, entering a field rich in rewards: communion with books and youth, a chance — indeed, a command — to follow truth wherever it may lead. Teaching carries one into the upper reaches of the mind and spirit or it is not teaching, not a calling whose most precious fruits are creative. Teachers, like parents and grandparents, have a vital stake in the future. Yet sacrifices are demanded, perhaps in excess of any other profession. One must invest unconscionable years in formal preparation and this is but a beginning. College and graduate degrees merely set in motion an educational process which must be unending.

The risks are incalculable. College teaching requires no apprenticeship, no opportunity to prove to one's self or to others that one has the necessary gifts and dedication. A person

may find himself or herself in full academic dress only to discover that he or she is a misfit. Too often one observes in the academic profession people admirably equipped as to formal requirements, sincere in their desire to do the job, but totally lacking any spark to ignite the flame of learning.

Added to this gamble is the widely advertised fact that even the most successful teacher must look forward to slender financial rewards. It is inconceivable that anyone would enter the academic profession with an eye to money-making. Of course, the community has no right to expect a teacher to subsidize education. Yet that is precisely what he may be called on to do.

"I always knew I liked teaching," a freshly minted Princeton Ph.D. told me at the end of his first year in the classroom, "but I had not realized I would have to pay for doing it." That young man had just discovered that his annual salary fell short by \$500 of covering living expenses.

Realization of what one is up against confronts the teacher with the first class. Faced with both human and abstract material, the teacher experiences a sort of chill in being entirely on one's own. George Bernard Shaw's wise crack — "Those who can, do; those who cannot, teach" — might be revised thus: "Many of those who can do, cannot teach." Whatever the profession, whether law, medicine, or the ministry, those who achieve eminence as teachers are always in short supply compared to those who distinguish themselves as practitioners.

Chief Justice Stone, himself a former teacher and law school dean, never tired of refuting Shaw's much quoted anti-teaching aphorism. Shaw's scorn, Stone said, overlooks the fact that "teachers are the big doers because they influence the whole course of human thought and action." Christ and Socrates were teachers. A judge on the high court addresses an anonymous audience. The teacher, on the other hand, can actually see how high-minded enthusiasm kindles in others like fires of dedication. Many years after putting on judicial robes, Stone was quite sure that "my work as a teacher will be far more influential and lasting than anything I ever do as a judge."

Setting a class afire is the most demanding and rewarding thing a teacher can do. There is no one way of achieving it. I am convinced with John Stuart Mill that each person's mode of laying out one's existence is best, not because it is best in itself, but because it is one's own way.

Learning is mysterious. Like love, sex, or life itself, teaching is an art. Education can convert a bundle of emotional impulses — fears, hopes, dreams — into a disciplined and spiritual human being. One recalls Carlyle's perceptive comment: "Education is like light — from a chaos it makes a world."

Teachers function at four ascending levels: first, they dispense knowledge, facts, figures, information; second, they sharpen the powers of

analysis and discrimination; third, they stimulate awe and humility in the face of the unknown and unknowable; finally, they deepen appreciation of the individual's dignity and significance.

Knowledge is, of course, indispensable to the educated person. It is the teacher's atomic fuel. Whatever the specialty, the teacher must try to master it. Because he is exemplar, as well as preceptor, he or she should be exacting in the selection and organization of course material. Because the mind does not live on information, the teacher is more than a conduit for the flow of knowledge. The main task is to enlighten the mind, not stuff it. Socrates claimed he never taught anybody. He merely played midwife to other people's thinking. Although students should leave the classroom with no lurking doubt as to the value of truth, they will understand that it is elusive, a goal to be sought but never fully achieved. Any teacher who inculcates the belief that truth has been or can be ultimately attained would render a college or university obsolete. Justice Holmes warned that "certitude is not the test of certainty. We have been cocksure of many things that were not so."

Teaching can be, and sometimes is, a mean and petty calling reminiscent of Mr. Creakle in *David Copperfield*. Bullying dogmatism, ridicule, sarcasm — these are the deadly sins of the poor teacher. I still remember the academic person who tried to teach me English composition. Seated on an elevated platform, textbook firmly in hand, armed with a little black notebook, he inserted in a manner not too well disguised the grade of a faltering student after his painful recitation. Prospective teachers in his classroom owed him a great debt. He taught them how *not* to teach.

Since all education is more or less self-education, the demands on the student are quite as exacting as those required of the teacher. "A pupil of whom nothing is ever asked which he cannot do," John Stuart Mill observed. "never does all he can." Woodrow Wilson, a masterful teacher, said that the purpose of a college education is to make the undergraduate "a reading man instead of a mere pupil receiving instruction."

"The governing idea," Wilson said, "is that students are not so much taking courses as getting up subjects under teachers, who are their guides, philosophers, and friends."

Obviously Wilson's ideal — student transformed from mere pupil into a reading man, teacher raised from schoolmaster to philosopher — makes heavy demands on both student and teacher. The student must be present not only physically but intellectually. He must have read the assignment and feel inclined to discuss it.

But how can this high-toned relationship be sustained if the student does not abide by his side of the bargain? If he absents himself or fails to do the reading, does the teacher take notice of this untoward situation? Of course, he

does. He must, I think, insist that students be both regular in attendance and in conscientious reading of assignments.

Here, however, delicacy of the highest order is required if the teacher is not to descend to the low level of schoolmaster. It is one thing to make a mental note of a student's absence; it is something else ostentatiously to record it in the conventional roll book. When a student is absent or has failed to do the reading, it is one thing to express, with a bit of good-natured chiding thrown in, grave disappointment that discussion had to proceed without the benefit of his or her contribution; it is something else to scold or upbraid a fellow seeker-after-knowledge.

Any teacher tempted to give short shrift to seemingly strange ideas or eccentric action in the classroom may be given pause by the reminder that originality is not produced by teachers. "An unoriginal mind," John Stuart Mill warned, "cannot understand originality." Students may be lazy, stupid, eccentric, what have you, but ninety-nine out of a hundred have a divine spark which sympathy, understanding, and enthusiasm can arouse. It is very moving and most rewarding to observe how eagerly students repay even the slightest concern for their morale and intellectual well-being. Proverbs 3, 13-17, highlight this precious alchemy:

*Happy is the man that findeth wisdom,
and the man that getteth understanding.*

*For the merchandise of it is better than
the merchandise of silver, and the gain
thereof than fine gold.*

*She is more precious than rubies; and
all the things thou canst desire are not to
be compared unto her.*

*Length of days is in her right hand; and
in her left hand riches and honor.*

*Her ways are ways of pleasantness, and
all her paths are peace.*

To be effective, the teacher must pursue the calling in a grand manner. Beyond dispensing knowledge and sharpening the student's power to observe, to think, and to judge, the educator inevitably instructs by a subtler, more unconscious medium. Attitude toward subject matter, discrimination in its selection, consideration given views that differ from one's own — all these are constantly on display. Influence is exerted in ways of which the teacher may not be fully aware. Personal qualities, including a sense of humor, energy of mind, bearing — indeed, his whole being — set off an intellectual and moral chain-reaction.

Running through Wilson's ideas on education is Lord Bacon's maxim: "Much reading maketh a full man." Such emphasis may give insufficient weight to the quality of the things read and the long and painful pondering necessary to derive full benefit therefrom.

Justice Brandeis used to tell of the experience that came to him as a youth while studying

in Dresden. He was preparing an essay on a subject about which he had known nothing; suddenly it dawned that ideas could be evolved from reflecting on one's material. For Brandeis this was a new discovery. At the age of sixteen, he had experienced the joy of creative work. To confess that such occurrences are rare is not to detract but rather to stress the infinite complexity of the teacher's task. Matthew Arnold suggests the difficulty of stimulating creative endeavor:

*We cannot kindle when we will
The fire that in the heart resides,
The spirit bloweth and is still,
In mystery our heart abides;
But tasks in hours of insight will'd
Can be through hours of gloom fulfilled.*

A teacher who is also a productive scholar is more likely to work this kind of magic. A career devoted to taking in other people's intellectual washing can be a dreadful bore to teacher and student alike. Although scholarly publication may provide freshness of approach, it does not guarantee effectiveness in the classroom. Mark Hopkins, a name deeply etched in the folklore of college teaching, did not publish scholarly articles and books, yet he was a great teacher. "Doctor Hopkins is a princely mind," his biographer writes. "Nothing is so intellectual, so logical as his trains of thought; nothing moves me to such a pitch of feeling."

The teacher is fully effective only when the materials of learning are so ably and imaginatively presented as to penetrate the very marrow of the learner's thought and prompt a yearning that cannot be stilled. Education of this kind takes place when the impact of the thing learned bursts into the learner's self so as to rouse excited awareness of its far-reaching implications. The best teacher will somehow open the eyes of his students to what Malraux calls "the greatest mystery."

"The greatest mystery is not that we should have been thrown up by chance between the profusion of matter and the profusion of the stars; but that in this prison we should be able to get out of ourselves images sufficiently powerful to deny our insignificance."

The community entrusts to the teacher its precious possessions. But neither it nor the teacher may be fully mindful of the fragile potentialities of the materials with which he or she works. Each human being that comes within the instructional range offers the teacher a fresh chance, a new possibility of aiding a development, of inducing a freedom that might not otherwise be realized.

The ingredient that elevates teaching from the low level where pupils study lessons and teachers hear recitations, the quality that transforms it into cooperative enterprise — teachers and students joined in exploring worthwhile subjects — is friendship. What I have in

mind is not the kind of rapport that this relationship usually engenders, but friendship of a very special sort.

Machiavelli reminds us that the Prince who would rule successfully had the choice of being feared or loved. My observation is that great teachers have been able to stimulate both these emotions and fuse them into an amalgam of friendship so self-evident that none could fail to see it. "There is no possible teaching," the Spanish novelist and playwright Perez Galdos observes, "without blessed friendship which is the best conductor of ideas between man and man." In his Seventh Letter, Plato remarks: "After much converse about the matter and a life lived together, suddenly a light, as it were, is kindled in one soul by a flame that leaps to it from another, and sustains itself." Paradoxically, as it may seem, the function of the teacher, especially the college teacher, is to render his or her services unnecessary. For any particular student, the ultimate test of a teacher's success is his or her ability to work himself or herself out of a job.

A gifted teacher, then, will dispense knowledge, endeavor to discipline the mind by every possible device, attempt to develop discrimination and discernment, and subtly inculcate a sense of the individual's integrity and significance. While recognizing that truth can only be approximated, the teacher's goal is to encourage students to pursue it. None of these things can be accomplished unless the teacher has an affectionate concern for others. For students, the good teacher becomes, as Wilson said, "philosopher, guide, and friend."

Not every teacher can rise to the level of Mark Hopkins or Woodrow Wilson, but surely one may hope for more teachers who share the enlarged vision these men had of their task. The demands are subtle. For one having the skill, the personal gifts, and a compulsion to probe and ponder so strong as to inspire others, teaching is among the most rewarding of callings.

-- Delivered at the 154th Commencement of
Centre College of Kentucky (Submitted by
Douglas Gordon)

