

October 3
#26 of 1986



CHRISTOPHER
NEWPORT
COLLEGE

THE CHRONICLE

1985-86 Academic Year

Monday
October 6

Campus-Wide Food Drive - Oct. 6 through Oct. 8 - CC Lobby

Dr. Russell DeYoung & Ms. Cyndie Clevenger - Local Hunger Experts - CC233-Noon

Tuesday
October 7

Wednesday
October 8

Film, "How Do We Live in a Hungry World?" - Theater Lobby
each hour from 9:00 a.m. to 4:00 p.m.

Thursday
October 9

Friday
October 10

Saturday
October 11

Sunday
October 12



OFFICIAL ANNOUNCEMENTS

Board of Visitors

At the first regular session of the Board of Visitors for the 1986-1987 Academic Year held on September 25, 1986, the following resolutions were passed:

Resolution 1: Cancellation of Indebtedness

Resolution 2: Corporate Resolution

Resolution 3: Resolution for Participation in the Common Fund

Resolution 4: Administrative Faculty Appointment: Director of Career and Planning and Placement

Resolution 5: Capital Outlay Priorities, 1988-90

The next meeting of the Board of Visitors is scheduled for November 19, 1986.

-- Joanne Landis, Board Liaison

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Making the Grade

Early last month, I shared with the three school deans some concerns relating to the matter of grade distributions at the College and asked that they initiate discussions of these concerns with their respective school faculties. Inasmuch as this is a matter in which the Academic Affairs Committee of the Board of Visitors has had a continuing interest, I conveyed the substance of this initiative to that group as well via an enclosure (information item) in the agenda for the Board's September meeting. As a public document this enclosure then attracted the interest of a Daily Press reporter, who wrote a column about it in last Saturday's paper. I am aware that the appearance of this article has been a source of concern to some members of the Faculty and has perhaps diverted attention from the issues originally raised. That is, of course, regrettable, inasmuch as the original issues and still their to be addressed and are still such as to be worthy of our professional attention. In the weeks ahead the three school deans will be initiating discussions of these issues with their respective faculties -- discussions aimed at exploring some fundamental questions about the nature of grades and grading at our College and in this time. I believe that those discussions have the potential to do great good, and I will follow them with correspondingly great interest. If they should eventually produce recommendations for any kind of change in the academic practices of the College, such recommendations will, of course, be considered only through the appropriate, sanctioned, collegial processes of our governance structure.

-- Vice President for Academic Affairs

NEWS & GENERAL INFORMATION

October ASTD Meeting

The Southeastern Virginia Chapter of the American Society for Training and Development will hold its regular monthly meeting on October 22, from 6:00 to 9:00 p.m. at the Crawford Parkway Holiday Inn in Portsmouth. The program will feature a panel of distinguished HRD (Human Resource Development) professionals including William Gerry, former Director of Technical Skills Training; Tommy Drew, Advertising Training Manager with Virginian Pilot/Ledger Star; Ruth Jones, Director of Affirmative Action at Old Dominion University; Shirley Ellis, Assistant Director of the Center for Executive Development at the College of William and Mary; and Michael Glenn, President of Anchor Associates, Ltd. Participants will learn what other consultants and trainers do and how training theories and practices are applied.

Cost for the October 22 program is \$11.00 for members and \$12.00 for guests. The deadline for registration is noon, October 17. For reservations, call Dorothy Hinman at 461-3232 (Virginia Wesleyan College) from 9:30 a.m. to 5:00 p.m. After 5:00 p.m., call 461-8311. On the Peninsula, call Norma Brown at Christopher Newport College. Her 24-hour number is 599-7158. All ASTD meetings are open to the public as well as members.

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

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Let's Can Hunger

Three student religious groups are jointly sponsoring "Let's Can Hunger," a campus-

wide food drive from Monday, October 6, to Wednesday, October 8. Faculty and staff are invited to participate by bringing one can, box, or jar of non-perishable food to the Campus Center Lobby during those three days. Food will be donated to the Food Bank of the Peninsula for distribution to local hunger agencies.

Faculty and staff are also invited to hear two local hunger experts on Monday, October 6, at noon in CC233. They are Dr. Russell DeYoung, Area Coordinator for Bread for the World, and Ms. Cyndie Clevenger, Director of the Food Bank of the Peninsula.

On Wednesday, October 8, the film, "How Do We Live in a Hungry World?" will be shown in the Theater Lobby every hour on the hour from 9:00 a.m. to 4:00 p.m. This 33-minute color film depicts five Americans who decided to "quit talking and start doing" something about world problems.

Faculty and staff support of these efforts are appreciated.

-- Carolyn Lawrence, Campus Minister

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Dr. Lynette Muir, International Lecturer at CNC

Christopher Newport College will sponsor Dr. Lynette Muir, international lecturer and specialist in medieval French.

At 12 noon on October 6 Dr. Muir will speak on "Star Trek, the New Arthuriad?", a comparison of the twenty-year old Star Trek with King Arthur's world of fifteen centuries ago. She will speak in the Anderson Auditorium of the Administration Building.

At 8:15 p.m. on October 6, she will present an illustrated talk "The Turin Shroud and Medieval French Literature." The talk will also be in the Anderson Auditorium. Both talks are free and open to the public.

Dr. Muir is Director of the Centre for Medieval Studies of the University of Leeds, England and is a founding member of the International Society for the Study of Medieval Theatre.

Muir is the author of Liturgy and Drama in the Anglo-Normal "Adam" and of Literature and Society in Medieval France published last year. Her current study is a seventeenth century subject of considerable local interest, the London records and the family of Nicholas Ferrar, Treasurer of the Virginia company after the Jamestown settling.

For more information phone 599-7095.

-- Paula Delo, Director of Public Relations

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New Telephone Extension

Theatre Manager, Dr. Gwen Sharoff, has a new telephone extension, X7358. Please call this number in making reservations for the use of the Campus Center Theatre. Messages may be left on the answering machine.

-- Gwendolyn Sharoff

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Personnel News

The Personnel Office would like to welcome and introduce the following new employees!

Classified Employee - Renee Berry, Buyer A. Purchasing

Hourly Employees - Maria R. Pease, Office Services Aide, Campus Center

College Vacancies

Director of Student Life	Campus Center	Deadline - 10/24/86
Clerk C (Hourly)	Library	Deadline - 10/03/86
Fiscal Technician (Hourly)	Business Office	Deadline - 10/03/86
Food Oper. Asst. A (Hourly)	Cafeteria	Deadline - 10/10/86
Purchasing & Stores Supv. A (Hourly)	Purchasing	Deadline - 10/10/86

-- Office of Personnel

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DUKE-UNC/FORD FOUNDATION WOMEN'S STUDIES GRANTS

The Duke-UNC Women's Studies Research Center, through a two-year grant from the Ford Foundation, announces the availability in 1987 of 10 curriculum development grants of \$2,000 each to be awarded to faculty in colleges and universities throughout North Carolina, South Carolina, and Virginia. The grants will allow scholars to work with a faculty advisor in Women's

Studies at Duke or UNC-Chapel Hill through a series of individual meetings, seminars, and correspondence. The goal of the project is to initiate a new course or revise an existing course in the social sciences, history, or literature curriculum to reflect the new Women's Studies scholarship.

The application deadline for this grant is November 14, 1986. For application forms and more information, please call Wendell Barbour at 7130 or Betty Smith at 7135.

-- Wendell Barbour, Grants Coordinator

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Virginia Center for the Humanities - Grant Opportunities
Summer & Fall Residencies - 1987

The Virginia Center: The Virginia Foundation for the Humanities and Public Policy invites applications for residencies for Summer and Fall of 1987 at the Virginia Center for the Humanities. The Center supports individual and collaborative residencies to assist scholars and teachers; library, museum, and media professionals; and citizens working in the humanities to interpret modern society and to improve the quality of public discourse.

The Residency Program: Fellows invited to the Center may pursue research, writing, and public programming in any field of the humanities. We seek fellows who will explore the boundaries that often isolate scholarship from a general audience. Those eligible to apply include Virginia residents working in any area of the humanities and non-state residents who propose work on a subject of special relevance to Virginia. Anyone pursuing work on the Virginia Foundation's annual initiatives--the Environment, the History of Virginia Women, the Black Experience in Virginia, the Virginia Statute for Religious Freedom, Virginia Statehood and the Eighteenth Century, the Age of Shakespeare and Elizabeth I, and the Treaty of Versailles and the New Order--is eligible.

1. Individual residencies: The Center supports individual residencies for scholars, teachers, library and museum professionals, and other citizens working to enlarge their understanding of the humanities.
2. Collaborative residencies: The Center also supports collaborative residencies. Groups of three individuals from three disciplines (history, philosophy, and literature, e.g.) or from three fields (teaching, research, and museums, e.g.) may apply to work together on a particular subject.

Term of Residence and Stipend: Residencies for individuals are available in periods varying from one month to one semester. Collaborative residencies are available for periods from one to four weeks. Fellows will be expected to be in residence in Charlottesville for the full length of their appointment to the Center. Each Fellow will be provided with an office, library privileges at the University of Virginia, and modest secretarial support. Stipends will range up to \$3,000 per month depending on length of tenure at the Center; sabbatical or other fellowship support; and salary.

Application Process: Applications for the Summer and Fall of 1987 must be postmarked by November 1, 1986.

For more information and the required application forms, please call Wendell Barbour at 7130, or Betty Smith at 7135.

-- Wendell Barbour, Grants Coordinator

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United Way

The United Way Campaign continues. To date (Sept. 30) 24 persons have contributed \$1,726. Our "hoped-for" goal is 63 persons and \$4,382. If you have not contributed, your support will be very much appreciated. Please send your pledges or checks (made out to "United Way of the Virginia Peninsula") to Bob Fellowes in Accounting and Finance. Remember if you are from the Williamsburg area, I can provide you with pledge cards for their campaign. Just give me a call at X-7146.

-- Bob Fellowes, Coordinator, United Way Campaign

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Menu for Week of October 6th through 10th

MONDAY, OCTOBER 6th

Liver & Onions
Taco Salad
Turkey & Dressing
Baked Pork Chops

Corn O'Brien
Mashed Potatoes
Bread Pudding
Broccoli
Lima Beans
" Variety

TUESDAY, OCTOBER 7th

Pizza
Cornish Hens
Lasagna
Beef Tips

Buttered Potatoes
Carrots & Peas
Broccoli
Lima Beans
Scalloped Potatoes
Cherry Cobbler

OF

WEDNESDAY, OCTOBER 8th

Hawaiian Chicken
Lasagna
Roast Beef & Gravy
Stuffed Shells
Veal Parmesan

Apple Crunch
Rice Pilaf
Mashed Potatoes
Lima Beans
Green Beans

DESSERTS

THURSDAY, OCTOBER 9th

"CHEF'S CHOICE"

EACH

FRIDAY, OCTOBER 10th

"CHEF'S CHOICE"

DAY"

-- Food Services Operations

FACULTY/STAFF/STUDENT NEWS

C. L. Hamblin, FALLACIES (Newport News, 1986), has a Preface by John Plecnik and John Hoaglund, pp. 1-5, At the International Conference on Argumentation in Amsterdam, June 3-6, John Hoaglund chaired sessions on Intercultural Perspectives and Ethical and Social Questions, as well as reading a paper "Arguments and Explanations." At the Fourth International Conference on Critical Thinking and Educational Reform, Sonoma State University, Aug. 3-6, John conducted two workshops, "Critical Thinking and Teaching Informal Fallacies: The Old Approach and the New," and "Stimulating Thinking About Thinking with Logical Puzzles."

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Paula Delo recently presented a Chamber of Commerce forum, the Peninsula Podium at the Chamberlin Hotel. Parke Rouse, the local historian, traced the history of the area surrounding Hampton Roads with emphasis on the Fort Monroe-Phoebus area and recounted the origins of the Chamberlin Hotel and its history to the current day.

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Madeline Smith attended a conference at West Virginia University and delivered a paper to the Philological Society of West Virginia, September 25-26. The title of the paper is "Christian Myth in Twain's The Prince and the Pauper."

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Gwendolyn Sharoff recently attended two conferences in New York City: the United States Institute for Theatre Technology Costume Symposium '86 at Martin Izquierdo's Studio, August 14-16, and the National Educational Theatre Conference at New York University, Washington Square, August 17-20.

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Captain Johnnie L. Capehart, Campus Police, taught "How to Prepare Lesson Plans" in the First Line Supervisor School at the Peninsula/Tidewater Police Academy on September 9, 1986.

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Captain Johnnie L. Capehart spoke on "The Consequences of Drug and Alcohol Abuse" at Social Actions Training for members of the Virginia Air National Guard on September 13.

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Sargeant Joyce L. Huning attended First Line Supervisor School at the Peninsula/Tidewater Police Academy, August 4-8, 1986 and Firearms Training, September 2-5.

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Sargeant Eugene J. Thibeault attended Field Training Officers School at the Peninsula/Tidewater Police Academy, September 15-19.

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Officer Regan G. Newton attended the Basic Police School at the Peninsula/Tidewater Policy Academy, July 22 - September 23, 1986. Graduated - September 24, 1986.

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Officer Scott R. August attended Advanced Crime Prevention School at the Peninsula/Tidewater Academy, August 4-8, 1986.

CORRESPONDENCE SUBMITTED FOR PUBLICATION

Some Place to Stand: an Anniversary Address
by
William Raspberry

I

I have made my living with words for a little longer than Christopher Newport has been a college, so you won't be surprised to learn that I try to pay special attention to words and usage.

I'm not a grammatic prig about it, or at least I try not to be. I try not to be like some newspaper readers in my experience who (it seems) read not for content but for grammatical accuracy. You can imagine how it is: You research and think and sweat over some elusive idea, and finally you capture it and tame it into print and wait for the letters that say: How brilliant! What splendid insight! And from one so YOUNG! You know what I mean.

And the chances are you'll get a few of those. But there will be, in any sizeable stack of mail, at least one letter that says "You misspelled 'Khadafy,'" or "You used 'laid' when you should have used 'lain,'" or "who" when you should have said "whom," or "convinced" when you really meant "persuaded." I am convinced -- persuaded -- that if these people read the New Testament it would be primarily for the thrill of catching St. Paul in some grammatical lapse.

That is not what I mean when I tell you that I'm interested in words and their usage. What interests me about word usage is the fact the words you use to describe a thing can influence your feelings about that thing.

It is for that reason that I don't like to read discussions of "single parent families" or "female-headed households." To describe a troubled household as "female-headed" makes it sound as though there is something negative about being female and in charge. You are left with the vague sense that the problem somehow rests with the female. What is usually meant is that the family is "fatherless." In other words, the problem is the ABSENCE of a crucial breadwinner or disciplinarian or role model, not the PRESENCE of a female.

And what does any of this have to do with your reasons for being here this morning? I'll tell you. When I set out to get some information on Christopher Newport College, to guide me in preparing my remarks, somebody told me that Christopher Newport is a "nontraditional" college.

Now what the devil is that? It sounds like an apology. What would you have thought if Mrs. Passage had introduced me as a non-white, non-tall, non-Virginian, non-educator? You'd probably have found yourselves wondering why anybody bothered to invite me to participate in your celebration.

But she didn't describe me in terms of what I am not but in terms of what I am. I commend the approach to the faculty, students and friends of Christopher Newport College. If you persist in defining yourselves in terms of what you lack and what you aren't, you are very likely to begin thinking of yourself in negative terms. And if you're not careful, you'll find yourself apologizing for having spent so much time here.

I recommend that for a non-apologetic view of what Christopher Newport College is you should take a few minutes (not now but later) to peruse the Silver Anniversary special edition. It is an extraordinarily positive view of what CNC is: "a psychological place" as well as a physical one that can respond to the needs of its students in ways that are unique: 75

acres of suburban beauty, a place of variety with a commitment to preserving and drawing upon that variety, "a regional college with a world view," a college whose graduates are making their mark in an incredible range of fields.

The outside world will -- at least until your reputation catches up with the facts -- continue to think of Christopher Newport in terms of what it is not, but you don't have to let them infect you with their negative view.

I speak from long experience.

I was on summer vacation, between my junior and senior years, and I had managed to find a summer job on a little weekly newspaper. I was no journalist, I knew, and in fact had never given any thought to journalism as a possible career. I took the job because it was available and I needed the money to continue my education. But I did consider myself reasonably bright, and I thought I could learn the work if I put my mind to it.

Well, my first day on the job, the editor, a grizzled old man named Scotty Scott, assigned me a story to do. I did my background reading, conducted my interviews, and wrote my story. I took it to the editor and waited for him to say how surprised he was that I had done so well. I didn't have to wait long. He took my deathless prose, folded it in half, tore it into small pieces and dropped it into the wastebasket without even so much as glancing at what I had written.

"It's your very first story," he explained. "It can't possibly be any good. Now go and re-write it."

I don't remember what my commencement speaker, or any of my convocation speakers said for the whole six years it took me to finish college. But I remember that. Scotty Scott was not talking to some vague, faceless audience. He was talking to me. And though I was furious that this man could be so insensitive to a nervous young beginner, and insufferably arrogant on top of it, I will never forget what he said to me, and how he made me so determined to prove to him that I could be a first-rate reporter.

Fortunately, Scotty Scott was not the first adult who had made an impression on me. My teachers, in college and in high school, had made me feel that I was pretty bright, that I was capable. And my parents -- my mother in particular -- had gone out of her way to build my self confidence. It was her notion that my brother and my three sisters, growing up in small-town Mississippi, would be knocked down by the outside world soon enough and that it was up to her to make sure that we would not be destroyed psychologically when the cruelty came.

Scotty Scott was right. My first story was not as good as it might have been. But if his idea was to break my spirit, he failed, because my mother was right too. I WAS bright and capable. And if my capabilities didn't as yet include journalism, I knew it was just a question of time.

II

I am not going to give you a long speech this morning. I only want to warn you that the world you will shortly be facing is full of Scotty Scotts who will be convinced that because you are inexperienced, because you are products of a small, unsung "nontraditional" college, you can't possibly be any good. Some of those who take the wind out of your sails will be right. The chances are great that your first work won't be much good. But I hope that your years at Christopher Newport, and at home before you came here, also brought you into intimate contact with some people like my mother who made you feel that you are bright and capable, that while you may not possess some particular skill, you do possess the ability to acquire it. I hope that you have learned the distinction between ignorance and stupidity.

You are ignorant. Even those of you who are working hard in school and earning good grades cannot possibly know very much of what your employers will need you to know. You are ignorant. But you are, I pray to God, not stupid. Ignorance says you don't know yet. Stupidity says you can't learn. Never forget the difference.

And don't worry about being ignorant. Learn to think of ignorance as consisting of things you don't know YET. Apart from the minority of you who will leave college with such developed vocational skills as computer science, or who will go on to such trade schools as medicine or law or engineering, most of you will, by the time you are my age, be doing something totally unrelated to your majors here. That does not mean that your years at Christopher Newport

will have been a waste; it means only that their value will consist primarily of the generalized information we call liberal arts. What your college education will have given you is some place to stand while you figure out where to go.

Take the word of someone whose major was, at various times, English, history and mathematics: It's all right that you don't know for sure what your career will be. You don't really need to know what you'll be doing 10 or 15 or 25 years from now. Even if you wanted to know, you couldn't. Things are changing too fast. Time doesn't always make ancient good uncouth, but it regularly renders ancient majors irrelevant. Talk to your instructors, talk to your role models, talk to the people whose success and conduct you admire in your communities, and ask them what they majored in. The chances are that their majors have as little connection with their careers as my long-ago math major has to do with my career in journalism.

It is not likely to be much different for you. Some of you will end up in careers that have nothing directly to do with your studies here because you simply cannot know at age 21 or 23 or 29 what you will WANT to be doing at age 41 or 43 or 49. Some of you will switch because you find your chosen careers unrewarding, physically or financially. And some of you will wind up in fields that don't even exist now.

Some time ago, I happened to speak with the former governor of Delaware -- Pierre S. DuPont, who just this week announced his intention to run for President -- and I would like to pass on to you what he said to me. At the beginning of this century, he said, half of America's workers made their living on the farm. Today, 4 percent do. "The steel industry was in its infancy; the automobile industry did not exist. Computer technology lay two generations away, in the minds of scientists yet to be born. The transformation of our jobs, the movement of our people, the improvements in our skills over the first 85 years of this century have been stunning. BUT IT IS ENTIRELY LIKELY THAT THE CHANGES RECORDED IN THOSE 85 YEARS WILL BE MATCHED AND SURPASSED BY THE CHANGES OF THE FINAL 15 YEARS OF THIS CENTURY."

Unless your crystal ball is a lot clearer than mine, there is no way you can predict what kind of career opportunities will be available to you five or ten or twenty years down the road, except to say that they will be different from anything you or I can imagine today.

We could hazard some guesses as to what the major SOURCES of the new jobs might be: computer technology, space, gene-splicing. These technological breakthroughs will change our lives, change the way we do nearly everything we do, as dramatically as electricity changed the lives of my grandparents. But that doesn't mean that Grandpa's generation should all have become electrical engineers. The vast array of career possibilities introduced by electricity did not require knowledge of electricity. The careers that space exploration and microchips and recombinant DNA will make possible are unknown and unknowable. You cannot get ready for them in any specific way. I only hope that you will, during your tenure here, learn the art of flexibility; that you learn how to learn. Because that will be your most valuable asset in the years ahead: your willingness to stay loose, and to recognize opportunity when it comes along, even if it bears no direct relationship to your college major.

One more thing: Learn the language. Learn to speak it, learn to write it. For some of you that will mean overcoming years of bad habits, but it can be done with practice. If you have any luck at all, your instructors will make you speak and write. They will not cripple you by letting you waste your time filling in blanks when, by requiring you to write essay answers to questions, they could move you along the road to excellence in English. If you are not so lucky, if you have the misfortune of having a teacher who does not make you practice the language, then practice it yourself. Write something. Your thoughts, your feelings, your hopes and dreams. Argue. I don't mean fuss, I mean argue. Practice the art of organizing your thoughts and your information in such a way that you can win a point in a serious debate.

You may be thinking that I put special stress on language only because I make my living with words. Wrong. Proper use of language is the clearest, most unmistakable mark of an educated man or woman. There are in this very room people who met each other for the first time this morning. They have already made judgments about one another's intelligence: Not by giving them tests, or quizzing them in their fields of work, but by listening to them speak. You simply cannot listen to people who speak well and believe that they are stupid. And, I'm afraid, you cannot listen to people who speak poorly and believe that they are truly smart. Good English, written and spoken, will open more doors for you than you can dream of. Poor speech and badly organized writing will close doors that you didn't even know existed.

I don't mean to tell you that language is the only skill you need pay attention to. I'm telling you a fact of life: Without good English, you will have the very devil of a time getting people to honor the skills you do have.

What more shall I tell you this morning? Take courage. I know how tough it is for some of you, spending part of your day as worker, part as parent and part as student. I also know, being the product of small, not-particularly famous or prestigious schools myself, that you sometimes find yourselves wondering whether the reward will justify the sacrifice. Christopher Newport is not a 350-year-old institution like Harvard, with its deeply ingrained traditions and reputation, nor a 150-year-old university like UVa, with its clear sense of self. CNC is a mere 25 years old, and its traditions are still in the developmental process. In contrast with the more famous and prestigious institutions, which manage to bestow some of their luster on their graduates, you are more likely to bring honor to CNC than the other way around. Any particular year's enrollment will leave Harvard and UVa unchanged. What you accomplish here, and after you leave here, will contribute mightily to the honor and reputation of CNC, for better or for worse.

That's a heavy burden, but the instinct that brought you here did not play you false. The sacrifice you make to earn your education here will be eminently worthwhile if you will but recognize what you have here.

Take courage, and take pride in what you have at this beautiful campus.

What do you have? You have what every good college or university has: a school dedicated to giving its students the basics. But you have more than that. You have a school that tries to give its students not just facts and figures, dates and data, but also what might be called the tools for living. You have fellow students who, older than the average, have experienced something of life and can share with you their wisdom.

And don't underestimate your wisdom, or the value of your insights. I can tell you in a matter of seconds what it took me decades to learn: that the so-called experts may have information -- the statistics, the theories and the familiarity with the published authorities that passes for expertise. But the insights that grow out of your unique experiences, the wisdom that you acquire by living life, not just learning about the lives of others, are as valid as anyone else's. Never forget that.

Take courage, take pride and take advantage. If you take advantage of the opportunities here, no matter how unheralded this infant institution may be, you will leave here with the discipline, curiosity, the openness of novelty and opportunity and the intellectual wherewithal which together make it possible for educated men and women to understand, cope with and perhaps to transform that rapidly changing world out there.

Congratulations on your 25 years of earnest effort and committed excellence, and thank you for allowing me to share in your celebration.

-- Submitted by L. B. Wood, Jr.

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September 26, 1986

Dr. John E. Anderson, President
Christopher Newport College
50 Shoe Lane
Newport News, VA 23606

Dear Jack,

Now that the Virginia Living Museum construction is in full swing, we had to close to the public in order to complete renovations and install new exhibits. We would like to request your help in arranging a public viewing of the partial solar eclipse which will occur on October 3.

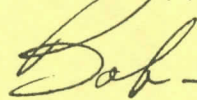
We would propose to conduct the viewing session on the grounds of Christopher Newport College using our telescopes and personnel. The purpose of the viewing session would be to promote public awareness and education concerning eclipses, their causes and how to view them safely.

In discussions we have had with Dr. Summerville and Mr. Eagle, we have determined that the best location on the campus would be the grounds between the Student Campus Center and McMurran Hall. We request use of these grounds, the parking areas adjacent to the Campus Center restrooms from 1:30 p.m., October 3 to 4:30 that same afternoon. The eclipse begins at 2:01 p.m. and ends at 4:27 p.m. We would provide posted signage for visitor logistics and coordinate public relations and media contacts for the event.

We would assume responsibility for the proper safety instruction and usage of our equipment by the public during the event.

We also would like to invite interested staff and students of Christopher Newport College to participate in this event. Those who wish to do so should contact Jon Bell, our astronomy director, at 595-1900. He will be in charge of the event for us. We appreciate Christopher Newport College helping to make the eclipse viewing accessible to the community while our own facilities are unavailable due to construction.

Sincerely,



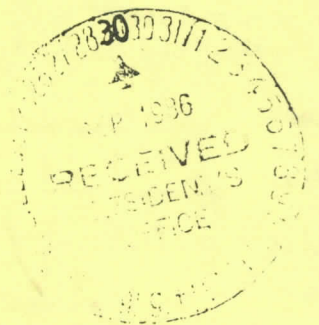
Robert P. Sullivan
Executive Director

RPS/leb

cc: Jon Bell

Approved 9-30-86

cc: 4/26/86
4/27/86
4/28/86



PRELIMINARY
PROGRAM

THE ACADEMIC PROFESSION IN
VIRGINIA AND THE NATION

10

November 6-7, 1986
Omni International
Norfolk

Sponsored by:

Major Addresses:



STATE COUNCIL OF
HIGHER EDUCATION
FOR VIRGINIA

- * **THE CONTEMPORARY AMERICAN FACULTY: BEYOND THE GLOOM.**
JACK H. SCHUSTER, Professor of Education and Public Policy
Claremont Graduate School, California. Co-Author of
American Professors: A National Resource Imperiled.
- * **THE DISIMPERILED WOMAN: THE EMERGENCE OF A NATIONAL
ACADEMIC RESOURCE.**
ELIZABETH A. CLARK, Professor of Religion, Duke University.
- * **THE TRANSFORMATION OF THE PROFESSOR: TEACHER TO ENTREPRENEUR.**
ALFRED B. ROLLINS, JR., Professor of History, and former
President, Old Dominion University.
- * **THE ACADEMY: A HISTORICAL PERSPECTIVE.**
JOHN R. THELIN, Associate Professor of Education, The College
of William and Mary.

Concurrent
Sessions:

- * What We Teach and How We Teach It
- * Faculty Responsibilities to the Broader Society
- * The Faculty as Entrepreneurs
- * Us and Them: Faculty and Administrators
- * "So Long, It's Been Good To Know You": Early Retirement
- * Student Cultures and Their Effect on The Academy
- * A Renewable Resource: Supporting Faculty Development
- * Differential Pay by Discipline

Registration

\$75 (includes Thursday luncheon and banquet)
(\$85 after October 24). Please complete and return registration
form below.

Lodging

Single -- \$55.00, Double -- \$65.00 (subject to city and state
taxes). Please mail the enclosed registration envelope to the
Omni International in Norfolk by October 15, 1986 to guarantee
reservations at conference rates.

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For further information contact:

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Council of Higher Education
James Monroe Building
101 N. 14th Street
Richmond, Virginia 23219
(804)225-2636

Registration cut-off date -- October 24, 1986

(No refunds after this date)

Conference begins at 8:00 a.m., November 6 and ends by noon, November 7.

Name(s) _____

Address _____

Institutional affiliation _____

\$75 registration fee enclosed (after October 24 registration fee \$85)
(registration fee includes 1 lunch and 1 banquet)