

THE COLLEGES OF WILLIAM AND MARY

GOALS

PURPOSES

SCOPE

SEPTEMBER 1961

## THE COLLEGES OF WILLIAM AND MARY

### HISTORICAL BACKGROUND

The College of William and Mary in Virginia, since its inception in 1622 and the granting of its Charter by King William and Queen Mary in 1693, has had for its purpose: "A Place of Universal Learning." Its goals have been excellence in teaching, accelerated interest in research and academic accomplishment, and superiority in student body. It is expected that teachers and students alike will strive with serious purpose toward these goals to the utmost of their capabilities.

The College in its early years was a "place of universal learning." The body of knowledge then known to mankind was taught, and contributions were made to the new body of knowledge. Those who have preceded us struggled to carry on the distinguished heritage of this institution. Those who were responsible for the College recognized what was needed in education; they realized their responsibility to the larger community, but they never had sufficient funds to continue the imaginative program of "firsts" which was conceived as early as the 18th century.

The early "firsts" of the College of William and Mary were to be emulated in American education. As time went on, after World War I, the College of William and Mary offered the first extension programs in Virginia for credit; the first school of law in America was re-established. At the same time, the need for a blending of the old with the new was recognized, and work in the fields of business administration and professional education was initiated. As taxation became more of a burden and, therefore, more important to the citizens of our country, the College

offered functional programs in law and taxation leading to the degree of Master of Law and Taxation.

The College pioneered in Virginia by establishing branch colleges in the twenties and early thirties in the largest metropolitan areas of the Commonwealth-- Norfolk and Richmond. Through lack of support and funds, these colleges were languid and small. After World War II, the Board of Visitors realized that the College of William and Mary in Virginia had a genuine responsibility for the development of her institutions of higher learning in the large urban areas where there were great unsatisfied demands for advanced professional work and for adult education as well as education for youth of college age.

The Board of Visitors also recognized, as did distinguished educators, that it was essential to bring together liberal and professional education under one organization. It is generally agreed among educators that this community of knowledge--liberal and professional--has a broadening effect on those who come into contact with its many facets and that the separation of the arts and sciences and professional education has not been in the best interest of higher education--as evidenced in the institutions where the arts and sciences have been developed in concert with the learned professions and the other professions so essential to the development of our civilization.

The Board of Visitors, as early as 1951, recognized the paucity of education which existed and in 1953 decided to enlarge the educational offerings of the Colleges. One of the first undertakings was the authorization of four-year programs in the City of Norfolk in the arts, sciences, and teacher-education. In addition, because of the magnitude of the com-

mercial and industrial enterprises in that area, a four-year curriculum in business administration was initiated.

The Richmond Professional Institute, a unique institution which provides certain programs of education not found in any other college in Virginia, offers instruction in the junior college, the senior college, and the graduate professional schools, and grants graduate degrees in the fields of applied psychology, social work, and occupational therapy.

The College of William and Mary in Virginia in Williamsburg offers advanced work on the master's level in the arts and sciences, in law and taxation, in education, and in marine science.

The Board of Visitors has become increasingly aware during the past decade of the alarming gap between the educational demands thrust upon The Colleges of William and Mary and the academic and physical facilities and the services furnished to our communities in advanced education and in adult training. Recent surveys have spelled out in considerable detail the educational needs of and pressures upon The Colleges of William and Mary. As a result of other surveys by consultants and advisors to the State Council of Higher Education, the Legislature of Virginia enacted laws which created The Colleges of William and Mary and established two junior colleges--one in Newport News and one in Southside Virginia.

The Board of Visitors is confident that the Legislature of Virginia, in enacting into law a system known as The Colleges of William and Mary, must have realized that education is no longer of secondary consequence, and that education is not a welfare function but rather an instrument of local, state and national policy--just as our national defense and our economic concepts are instruments of national policy. In fact, education today is not only for the purpose of creating a literate electorate, but also to enable

individuals to keep pace with educated persons in a competitive world. Education has become an instrument of national survival.

It is with these thoughts in mind that the programs of education and administration for The Colleges of William and Mary will be reorganized and more advanced studies instituted. Necessary funds will be sought for an imaginative faculty, for teachers to probe deeply into the existing and new bodies of knowledge, and for facilities which these colleges have never had, but which they need so very badly if they are to meet the challenges of the nation, the state, and the large metropolitan areas of Virginia--a Virginia which is becoming more industrialized every day--a Virginia whose citizens received over seven billion, five hundred thousand dollars in payroll payments during 1959.

"The years that the locust hath eaten are being slowly restored." The Colleges of William and Mary, like other vital institutions, feel the unending pressure to teach and disseminate new knowledge, to apply more intensive instruction, to secure learned, well-adjusted teachers; in a word, to keep alive and fruitful the questing spirit of true learning--as opposed to acceptance of the oblivion which follows apathy and routine.

## THE COLLEGES OF WILLIAM AND MARY

### GOALS, PURPOSES, OBJECTIVES, SCOPE AND AIMS

#### WHAT THEY ARE:

The Colleges of William and Mary consist of the College of William and Mary in Virginia, the Norfolk College of William and Mary, the Richmond Professional Institute and junior colleges at Newport News and at Petersburg. They are "Established as colleges of The Colleges of William and Mary and are integral parts thereof." "Such colleges shall be subject to the supervision, management and control of the Board of Visitors of The Colleges of William and Mary; such colleges shall be separate from each other and each college shall report directly to the Board of Visitors through the Chancellor."

These institutions are complex and diversified institutions of higher learning in eastern Virginia which, by law, have been combined to work together on significant educational and managerial problems.

"The past is prologue to the future." Certain sections of the Code of Virginia as amended, state the responsibility and authority of the Board of Visitors of "The Colleges of William and Mary" in its proper corporate name and style, to perform certain functions.

Section 23-44 of the Code of Virginia as amended, Rights, Powers and Duties of Board in General-- "The Board of Visitors shall be vested with all the rights and powers conferred by the provisions of this chapter and by the ancient royal charter of the College of William and Mary in Virginia, insofar as the same are not inconsistent with the provisions of this chapter and the general laws of the State."

"The Board shall control and expend the funds of the colleges and

any appropriation hereafter provided, and shall make all needful rules and regulations concerning the colleges, and generally direct the affairs of the colleges." (Code 1919 §§ 935, 936; 1938, p. 444; 1944, p. 402; 1945, p. 52; 1960, c. 180.)

Our nation, and particularly the region in which The Colleges of William and Mary are located, faces unprecedented change and growth. Likewise, The Colleges of William and Mary face unprecedented change and growth because these colleges are national and local assets responsive to the educational needs of the entire nation, and particularly the educational needs of the urban environment in which they are located. By their very nature, they are responsible and responsive to both educational and research needs. It is essential that these colleges fulfill their functions as enunciated in the ancient charter-- functions which are still applicable-- the broad function of "universal study." This is particularly true due to the potential inherent in these colleges, their geographical location and their growth environment. These colleges serve a vast economic and governmental complex. Federal, State and local studies have indicated the paucity of higher education available to a vast citizenry served by The Colleges of William and Mary. The growth of this area is indicated by the Department of Labor studies, local civic studies and "Survey and Report--Higher Education in the Tidewater Area of Virginia." This report, which the Governor, the Legislature and the Board are familiar with, stresses the need for additions and growth in higher education.

The Colleges are in a national, state and local environment which requires that they be centers of creative activity--cooperatively and indi-

vidually-- for the larger purposes which they should undertake in the communities which they serve. They must be laboratories wherein "universal studies" and knowledge can be integrated with the life of the Nation, the State and the locality. They should offer their academic strength to the solution of and fulfillment of, not only basic studies, but to the advanced educational needs of a changing and advanced industrial, commercial, professional and creative society.

If The Colleges of William and Mary are to fulfill their goals and their purposes and keep abreast of national and state goals, their programs must be supplemented and enlarged; their curriculum must be broadened in height and in depth to accommodate new fields of study. New knowledge is continually emerging and the colleges are not accommodating those who desire this new knowledge nor are we accommodating and developing existing fields of learning to our full potential-- particularly fields which the colleges have explored to a limited degree over a period of years. For example, this is particularly true in the field of science and certain professional subjects in which, by tradition and inclination, William and Mary has created priorities. It is axiomatic that institutions which do not accommodate new knowledge will soon be liabilities instead of assets. Such an institution will be third-rate rather than second-rate or first-rate.

A more serious attitude is apparent on the campuses and in the urban communities in which The Colleges of William and Mary are located. The students are spending more time in the laboratories, in the libraries, and in study outside of classroom periods. More students are interested in and are capable of studies beyond the baccalaureate degree. More young



people of college age and adults are inquiring of the colleges about advanced studies in the various and sundry fields in which they intend to work or are working. The baccalaureate degree is a prerequisite for those who seek initial employment and for those who are interested in advancing and extending their knowledge of a chosen profession. It is also essential that these individuals undertake additional study in more advanced subjects if they are to improve themselves, their professions and our society.

It is interesting that a recent report entitled "Higher Education and National Affairs," published irregularly by "American Council on Education," stated that the "Total number of students enrolled for advanced degrees in the 572 United States colleges and universities which grant such degrees was 305,000 in the fall of 1959, the United States Office of Education has revealed. Of this number, 76,000 were seeking advanced degrees in agriculture, mathematics, biological and physical sciences, selected social sciences, and health professions."

"Of the total enrolled for advanced degrees, only one-third (115,000) were studying full time."

This indicates the vast number of students-- adult students-- who are working and studying to improve themselves and by so doing, improve the capacity of our nation to imaginatively create and possibly survive.

#### GOALS

A committee on National Goals made this statement: "Education at every level and in every discipline must be made more effective." It has long been the goal of The Colleges of William and Mary, as enunciated in the ancient charter, in studies of the Boards of Visitors, and decisions

of that corporate body, to improve education on every level and in every discipline. It is also the goal of The Colleges of William and Mary, due to the nature of these colleges, to contribute to the development of our people, their professional endeavors, and their industrial, business and professional potential. To attain these goals, every discipline necessary to stimulate the cultural, scientific, technical and professional needs of an extended, growing urban community should be phased into the programs of The Colleges of William and Mary at the appropriate institution.

PURPOSES:

The purpose of The Colleges of William and Mary is to contribute to the educational growth, effectiveness and operating efficiency of the Colleges. First-rate institutions, in implementing their purposes, make certain demands upon their staffs and faculties. Faculty members should be competent in their subject field; they should understand the relationship of their subject field to related areas of knowledge. They are expected to contribute to the body of knowledge and to undertake creative work beyond the preparation for their classroom instruction. In undertaking these purposes, they should have the appropriate environment for their creative work and student consultation and advisement.

These purposes and objectives require first-rate libraries and suitable facilities, not only for future development, but are required now for faculty and students in residence.

SCOPE:

The scope of an institution is the range in which it displays itself. Each institution, in its statement of goals, purpose, scope and aims, does indicate the range within which it is now displaying its activities. Ed-

ucation is now being offered on the baccalaureate level and in some few fields on the master's level. Schools have been created within the operating complex of The Colleges of William and Mary in appropriate colleges in consonance with the social, economic, industrial and governmental environment of that community, and at the same time, taking into consideration the history and tradition of certain institutions within the organization.

The Colleges of William and Mary have an all-inclusive scope. First-- they are co-educational. They must consider not only the educational needs of all students but they must consider the special needs of men and the special role of women in transmitting our heritage. This particular point has never been emphasized. Secondly-- all the institutions now in operation conduct day schools and evening schools; cooperate in, or conduct, extension programs; and conduct a full summer session. It must be realized that the so-called liberal arts college has broadened its offerings to include professional training. For over forty years, The Colleges of William and Mary have been complex arts and sciences institutions with varied professional training. This has been necessary due to the increasing complexity of our economic system. It is essential that American colleges, as well as colleges everywhere, be responsive to emerging social needs as well as adapting themselves to special environments and requirements. Those well versed in the fields of higher education will inform you that the ancient liberal arts colleges today, all over the country, are "demonstrating a healthy adaptability that augurs its long survival as a flexible social tool." It is also generally agreed that "Bringing together of liberal and professional education under one roof is a priceless desideratum."

It is generally accepted that all subjects may be taught liberally in the tradition of the arts and sciences but that it has been a terrific blunder to separate the arts and sciences from professional education. They complement each other. It is essential that the college or university today prepare youth to live and to make a living.

These joint services have been a unique function of The Colleges of William and Mary for many years. It is interesting to note that the following tabulation statistically indicates the extensive services that have been rendered by The Colleges of William and Mary during the academic year July 1, 1960 through June 30, 1961.

TOTAL ENROLLMENTS OF  
THE COLLEGES OF WILLIAM AND MARY  
July 1, 1960-June 30, 1961

College of William and Mary in Virginia

Day College	2328
Evening College	608
Graduate School	84
Extension	1689
Summer School, 1960	<u>1048</u>
Total	5757

Richmond Professional Institute

Day College	2384
Evening College	2372
Adult Classes	1125
Summer School, 1960	<u>1083</u>
Total	6964

Norfolk College of William and Mary

Day College	2548
Evening College	1865
Technical Institute	708
Summer School, 1960	<u>1505</u>
Total	6626

GRAND TOTAL STUDENTS SERVED  
DURING ACADEMIC YEAR 1960-61-- 19,347

A grand total of 19,347 different individuals have received educational instruction in The Colleges of William and Mary over a period of one year.

When you consider the fact that two junior colleges will open their doors in September 1961 and that The Colleges of William and Mary are now rejecting qualified students due to the lack of facilities, it is apparent that these colleges by 1970 should be in a position to serve over 38,000 students if facilities are made available.

VIRGINIA FISHERIES LABORATORY

In accordance with the statute of Virginia, the Virginia Fisheries Laboratory operates educationally within the complex of The Colleges in the field of Marine Science. This great potential of five colleges and one laboratory, if properly used, can be efficient and as economical as any arrangement could be in furthering the aims of education.