

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

OF

THE COLLEGES OF WILLIAM AND MARY

GOALS
PURPOSES
SCOPE

September 1961

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GOALS, PURPOSES, AND SCOPE
OF
THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

State Council of Higher Education Request, June 2, 1961

Pursuant to a meeting of representatives of Governing Boards of State institutions of higher learning, Presidents, and members of the State Council of Higher Education in Charlottesville, May 15 - 16, 1961, the Council by letter dated June 2, 1961, requested that the respective institutions submit statements of purposes and programs to the Council prior to September 1, 1961. In accordance with the general outline of information specified by the Council, the following statement is presented in regard to The College of William and Mary in Virginia.

Purpose and Scope

The program of a college can best be viewed in terms of the purposes of the institution. Such purposes must undergo modification from time to time if the educational needs of recurring generations under the impact of a rapidly changing society are to be met.

The College of William and Mary in Virginia was founded by the Royal Charter of 1693 as a place of "universal study" and as a college of "good Arts and Sciences."

In 1779, Thomas Jefferson, whose life and character were moulded as a student here, was successful in his advocacy of certain reorganization of the college program to meet the needs of his day. His proposals introduced the studies of Law, Medicine, the Fine Arts, and Modern Languages.

The beginning of a teacher training program was initiated in 1888 to serve the newly established public school system of Virginia. Women students were admitted in 1918, and in 1920 Business Administration was begun as a major field of study, and extension work was instituted.

In more recent years the College has offered in close association with a thorough grounding in the Humanistic and Scientific studies a variety of programs designed to prepare its students for definite professions. In particular, these undergraduate emphases have been oriented toward careers in Government and Citizenship, Law, Teaching, Medicine, Engineering, Business, Forestry, Dentistry, and Marine Science.

The Graduate Program of the College has been directed toward those areas in which by tradition and resources special interest and competence exist. The areas upon which graduate study emphasis is laid are Law, Government, and other studies related to public service, Education, Physical Education, Early American History (in cooperation with the Institute of Early American History and Culture, sponsored by the College of William and Mary and Colonial Williamsburg), Marine Biology (in cooperation with the Virginia Fisheries Laboratory and the Southern Regional Education Board), and Psychology (in cooperation with the Eastern State Hospital).

The mission of the College emphasizes two important aspects:

- (1) To provide for Virginia and the nation a distinctive combination of certain kinds of education characterized by superior quality, not easily matched elsewhere, and
- (2) To provide in eastern Virginia such educational services at the student and adult level as are needed regionally and can best be administered in the interest of the Commonwealth through the agency of the College of William and Mary.

This mission is implemented by more specific purposes:

- (1) To prepare men and women in those areas of learning conducive to culture and citizenship in today's world as well as in earning a living amid contemporary demands.

- (2) To create and encourage a community of adult citizens where research, investigation, discovery, and inquiry advance understanding and knowledge so necessary to the survival and advancement of our civilization.

Guidelines For Growth In Mission and Scope

Two recent actions indicate the necessity for the College to make rapid strides in advancing its program to assume the scope and depth essential for the education of the youth and the adult for the world of tomorrow that portends so emphatically from present day events and demands.

The Report, "Higher Education in the Tidewater Area of Virginia," published under the auspices of the State Council of Higher Education and distributed in 1960, states:

"The resources that are present at the College of William and Mary at Williamsburg for development of graduate programs badly needed in the area should be utilized and turned to local area service. Its program of graduate studies in teacher education and in some special arts and sciences fields such as physics and mathematics should be expanded.

"When and as demands for graduate programs develop in the Tidewater Area, an examination should be made of the possibilities of their being provided by educational resources in the area. To this point graduate programs in several fields basically related to the arts and sciences are feasible now at the College of William and Mary at Williamsburg."

The Board of Visitors of The Colleges of William and Mary at a meeting on March 4, 1961, adopted the following resolution which sets forth certain basic guidelines for program growth:

ADVANCEMENT OF EXISTING PROGRAMS
TO EXPANDED LEVELS OF KNOWLEDGE AND EXCELLENCE

WHEREAS, The College of William and Mary in Virginia was founded by the Royal Charter of 1693 as a place of "universal study" and as a College of "good Arts and Sciences," and

WHEREAS, Thomas Jefferson in 1779 was successful in his advocacy of the studies of Law, Medicine, the Fine Arts, and Modern Languages as a means for the attainment of the purposes of the College in his day, and

WHEREAS, In more recent years the College has offered in close association with a thorough grounding in the Humanistic and Scientific studies a variety of programs designed to prepare its students for definite professions, and

WHEREAS, In every program the College holds the firm conviction that it must educate future citizens who will not only be competent scientists, lawyers, teachers, engineers, or business leaders, in so far as their specialized knowledge is involved, but also will be well grounded in a sound general education conducive to a breadth of comprehension that will enable them to use their specialties towards the strengthening of our country and the advancement of a well ordered society in the highest sense, and

WHEREAS, The rapidity of twentieth century change; the explosion of knowledge that heralds a space age; and the accelerated conflict of ideologies in the struggle for the minds of men mean that the College must now make rapid strides in advancing its program to assume the scope and depth necessary in educating youth for the world of tomorrow that portends so immediately from present day perspectives and demands,

THEREFORE, BE IT RESOLVED, That the Chancellor, the President, and Faculty of the College take such steps as will advance existing programs to expanded levels of knowledge and excellence in all areas in which by tradition and resources special interest and competence be found, and

BE IT FURTHER RESOLVED, That in this advancement, priority attention be given those fields whose current lag or retardation must be overcome as a means to their own improvement as well as to enabling their maximum academic contribution to related fields in the total education of the student.

The Present Program

The academic program now in operation at the College of William and Mary in Virginia may be divided into two parts: The undergraduate program leading to the Bachelor of Arts and Bachelor of Science degrees; the advanced and graduate programs leading to the Master of Arts, Master of Education, Bachelor

of Civil Law, Master of Teaching in Science (in connection with the National Science Foundation Summer Institute for Teachers of Science), Master of Arts in Taxation, and Master of Law and Taxation degrees.

The Undergraduate Programs

The undergraduate curriculum for both A.B. and B.S. degrees heavily stresses a broad base of general education. For the A.B. and B.S. degrees, certain Basic or Distribution courses are required. These are designed to insure that a certain amount of every student's course work will be distributed among each of six general areas of knowledge. These areas are: (1) English Language and Literature and Fine Arts; (2) Foreign Language; (3) Mathematics and Philosophy; (4) Natural Science; (5) Social Science, and (6) Physical Education. (For the details concerning the Distribution Requirements see Appendix A). Fifty to fifty-eight credit hours are required in distribution subjects for the A.B. degree; sixty to sixty-eight credit hours for the B.S. degree.

At the conclusion of the sophomore year, the student chooses a field of concentration. Seventeen departments are approved for concentration for the A.B. degree; six departments for the B.S. degree. At least thirty (30) semester credits must be attained in the field of concentration. Any department approved for concentration may require as many as forty-two (42) semester credits for concentration. Concentration requirements are set by each department within the limitations indicated above; these requirements vary in each department.

In addition to the distribution and concentration requirements, nine elective semester credits must be chosen from departments other than the concentration department to complete the 124 semester credits (this includes 4 credits in Physical Education) required for both degrees.

The curriculum also includes a number of pre-professional programs. These are described in detail in the catalogue. Most of these programs lead to the A.B. and B.S. degrees; some provide entry to a professional school after two or three years, and some provide for an eventual degree at William and Mary; four programs prepare the student for Medicine, Dentistry, Public Health; one program prepares for Engineering, and an additional program prepares for entrance to leading engineering colleges after three years with eventual bachelor's degree from William and Mary. One program prepares for Teaching the Natural Sciences and Mathematics, and a three-year program prepares for entrance to the School of Forestry of Duke University. A three-year program prepares for entrance to the Marshall-Wythe School of Law. A program leading to Undergraduate Professional Training in Chemistry is offered by the Chemistry Department, and one program leading to the C.P.A. examination is offered by the Department of Business Administration.

Advanced and Graduate Programs

Advanced and graduate programs leading to the Master of Arts degree are offered in the following departments: English, Education, History (American Colonial History), Mathematics, Marine Science, Physics, and Psychology. Students admitted to these programs must complete twenty-four (24) semester credits of advanced work, one-third of which must be taken in courses exclusively for graduate students, with an average grade of B; they must register for a thesis course (6 credits), complete a satisfactory thesis, and pass a comprehensive examination. A combined Master of Arts degree in American History and an Apprenticeship Program is offered by the Department of History in cooperation with the Institute of Early American History and Colonial Williamsburg. The Apprenticeship Program is available in three fields: Editing Historical Books and Magazines, Operations of an Historical Library,

and the Interpretation of Historical Sites. The training part of the program adds approximately five months' time to the M.A. program.

A program leading to the Master of Education degree is planned for students who wish to continue systematic professional study beyond the Bachelor's degree in order to extend their preparation for administrative, supervisory, counseling, and teaching positions in secondary and elementary schools. A special emphasis on preparation for school administrators is now being planned for this degree.

The Master of Teaching in Science is entirely related to the National Science Foundation Summer Institute for Teachers of Science. This degree requires attendance at a minimum of three sessions of the Summer Institute, the successful completion of two courses in a major science (16 credits), and one course in a minor science (8 credits), a thesis and comprehensive examination.

The Bachelor of Civil Law degree is offered by the Marshall-Wythe School of Law. A program leading to the Master of Arts in Taxation degree is offered by the Marshall-Wythe School of Law in cooperation with the Department of Business Administration and Economics. This program consists of specialized study beyond the baccalaureate degree.

A program leading to the degree of Master of Law and Taxation is offered by the Marshall-Wythe School of Law. This program may be completed in seven or eight years: the requirements for the A.B. and B.C.L. degrees are completed in six years of combined arts and law program; the seventh year is devoted to the specialized study of tax law. Specific requirements and course offerings are described in the catalogue, pp. 176-193.

Expansion of the Present Program

In reviewing the previous sections of this report as they relate to mission and scope, guidelines for growth, and the existing program, it is concluded that the nature of the expanded program for the immediate future may be projected as follows:

Undergraduate Program

The A.B. and B.S. degree programs need to be re-studied from the standpoint of strengthening the distribution and concentration requirements in terms of logical and inter-disciplinary relationships; depth and breadth of content; honors programs beginning in the Freshman year with emphasis on independent study, research, and comprehensive examinations.

Certain extra-curricular programs emanating from the regular curricula must be encouraged. Examples include the opportunities for creative writing in the student newspaper and magazine publications, which should receive a major stimulus and coordination from the offerings in English, and the intramural activities which have their source of direction in the physical education program.

Geology, which will be offered as a part of the science distribution during 1961-62, should be expanded, and attain the status of a department, providing a major field of concentration.

Consideration should be given to obtaining an air ROTC in addition to the current ROTC opportunity which operates so efficiently on the campus. The College-owned airport can be improved to afford adequate training, and this addition to the present ROTC would attract very capable young men to the College.

The Business Administration and Economics Department offerings should be intensified in terms of laboratory opportunities in the use of computers and other machines; in providing seminars for representatives of business to

have close contact with students; and in bringing to the campus those whose long experience and high status in the business and economic world would stimulate students to relate theory to practice.

In so far as resources will permit, famous persons whose records of achievement are outstanding in various fields should be brought to the campus for extended periods of time. Such contact on an informal, but organized basis would provide for students and faculty inspiration, insights, and encouragement to higher levels of excellence.

Many of these improvements can be evolved through a Self-study by the faculty and staff. Such a self-evaluation study is now required by the Southern Association of Secondary Schools for accreditation. The provisions for the same will be projected in the budget for the second year of the biennium, 1962-64.

Graduate Programs

The graduate programs described in a previous section of this report should be improved with a particular emphasis on strengthening the undergraduate fields affected. For example, advanced courses in American Literature as a part of the graduate program in English could be effectively planned in relationship to similar period offerings in courses for the graduate program in History. The College receives approximately 125 inquiries each year as to offerings in respect to doctoral programs.

In keeping with the guidelines of growth, the following new programs at the graduate level would appear justifiable:

Master's Degree in Chemistry and in Biology. This would bring these fields abreast of the Master's Degree offerings in Physics, Mathematics, and Marine Science, and provide certain courses so necessary to complement the work of these latter fields. The General Assembly of Virginia has appropriated \$45,000 for plans for a new Science building, and a request for this building

will be projected as a priority consideration for the next Session of the Legislature.

Master's Degree in Government. Many of the statesmen who shaped the destiny of this Commonwealth and nation were educated for service to their country at this College. To reinstate an emphasis in this direction by an expanded offering in Government, with one of the major emphases on foreign service preparation, would be in the highest tradition of this College.

Master's Degree in Dramatic Arts (Theater). The facilities in Phi Beta Kappa Hall, plus the highly recognized stage of development of the dramatic arts at the College, together with the production of "The Common Glory," warrant consideration of an advanced degree with emphasis on the theater. This unique offering would attract young playwrights, and with present facilities and staff could be initiated at very little expense in the relatively near future.

Doctoral Degree in Colonial History with Emphasis on Colonial Virginia. It is obvious to anyone acquainted with the priceless research material for this period of our nation's history as would be made available in the New Library, plus the relationship with Colonial Williamsburg in a similar emphasis, that such a degree would not only be justified, but would also constitute a distinctive contribution to the State, nation, and world.

Doctoral Degree in Marine Science. This degree program is under current advocacy by the Board of Visitors, pending completion of a special study under the auspices of the State Council of Higher Education.

Other Degrees and Facilities. It is very likely that increasing interest in Physics, plus the attainment of the New Science Building, plus the inauguration of Master's Degrees in Biology and Chemistry as complementary fields, will warrant a careful consideration of the offering of a doctoral degree in Physics. It is also very probable that, in relation to an expansion

in Government with a foreign service emphasis, a degree focus on International Law within the Marshall-Wythe School of Law would be timely and appropriate.

In moving ahead with these advanced programs, it must be remembered that the most critical and urgent need now existing is for instructional facilities and faculty counseling space to meet the demand of an enrollment that has presently exceeded these resources. Despite a very sharp increase in enrollment since 1935, no additional academic buildings, except Ewell Hall, which is an addition to old Phi Beta Kappa Hall, have been provided on the campus. The result is that current teaching must be done in attics, crowded basements, and other areas not conducive to such instruction. It is imperative that the New Library, New Science Building, one regular academic building, and a Physical Education "wing" of a new physical education building (which can also make possible adequate quarters for ROTC) be realized as soon as possible in order to meet currently critical instructional needs. This fact is incorporated here because of the necessity for future program planning to include a consideration of physical facilities.

The Student Body

The College of William and Mary is a coeducational institution. As a resident college this situation is unique among the State institutions, and it necessitates consideration for an offering that will meet the needs of men as well as for women. It is a general policy of the College to try to obtain a ratio of sixty per cent men to forty per cent women. The completion of the new men's dormitory for the session beginning in September, 1962, will enable this ratio to be more firmly attained.

Selection of Students

By act of The General Assembly of Virginia, men and women are admitted to the College on the same conditions. Since the number of applicants who meet the essential requirements is considerably in excess of the number that

can be admitted, the College selects those who present the strongest qualifications in scholarship, character, personality, performance in extra-curricular activities, and breadth of interests. The requirements for admission are specifically described in Appendix B of this report.

Geographical Distribution

The College serves local, state, regional, national, and in some respects international needs. Whereas the primary obligation is to enroll students from the Commonwealth of Virginia, the College has, in its long history, established a national reputation. This cosmopolitan influence in the character of the student body has contributed greatly to the educational and cultural horizons of the student and tended to eliminate provincialism in thought and outlook.

At a meeting of the Board of Visitors, August 27, 1960, the officials of the College were directed to increase the ratio of State to out-of-State students to seventy per cent Virginia and thirty per cent out-of-State students as soon as practicable.

During the Session 1960-1961, students were enrolled from forty-one states, eight foreign countries, and the District of Columbia. The distribution is reflected in the following breakdown:

Alabama	4	Massachusetts ..	42	South Carolina ...	5
California	15	Michigan	18	Tennessee	6
Colorado	2	Minnesota	4	Texas	10
Connecticut	31	Mississippi	1	Vermont	2
Delaware	13	Missouri	10	Virginia	1530
Dist. of Columbia	21	Montana	1	Washington	1
Florida	26	Nebraska	2	West Virginia	5
Georgia	7	New Hampshire ..	2	Wisconsin	2
Hawaii	2	New Jersey.....	156	Brazil	1
Illinois	24	New Mexico	1	Canada	1
Indiana	5	New York	148	England	3
Iowa	3	North Carolina ..	13	Korea	1
Kansas	6	Ohio	44	Philippines	2
Kentucky	11	Oklahoma	1	Turkey	1
Louisiana	3	Oregon	1	Japan	1
Maine	3	Pennsylvania ...	145	Malaya	2
Maryland	66	Rhode Island ...	6		
				TOTALS	2410

The general career interests of students are varied. They lead primarily to the professional fields of Law, Medicine, Engineering, Dentistry, Forestry, Teaching, and Governmental services. In such capacities they often pursue advanced education and are employed -- self and otherwise -- at the local, State, regional, and national levels.

The number of persons served by the College and several categories of students are reflected for the year 1960-61 as follows:

Undergraduates (and unclassified)	2,274
Law	54
Graduates	84
Extension	1,689
Evening College	<u>608</u>
Total	4,709
Summer School, 1960	<u>1,048</u>
	5,757

The Evening College

The primary mission of the Evening College of The College of William and Mary in Virginia is to fulfill a community demand for college credits and degrees by highly-motivated segments of the Peninsula area population who have discovered the need for additional formal instruction involving residence credit. The Evening College offers the only collegiate program of continuing education on the Peninsula (except for Hampton Institute) which provides the residence credits so urgently needed by qualified persons whose additional education must be obtained during hours that do not conflict with full-time employment responsibilities.

Since the Evening College was established in 1952, the credit program has been tailored to the needs of these five groups:

(1) Recent high school graduates whose economic circumstances preclude obtaining of a college education except on a part-time basis.

(2) Older adults who have previously not been able to avail themselves of the opportunity to obtain a college degree or college credits.

(3) Adults who have completed part of their college education and who wish to continue it. This category includes numerous active-duty military personnel who are stationed in the Peninsula area and many employees of commercial and industrial establishments.

(4) Adults who have already earned formal degrees but who, because of the demands and exigencies of modern life, and the expansion of knowledge, desire to extend the boundaries of their education. Teachers and school administrators who seek advanced degrees constitute the largest single occupational group in this category who are served by the Evening College. In addition, professional staff personnel from such industrial firms as Dow Chemical Company, American Oil Company, and Newport News Shipbuilding and Dry Dock Company are enrolled regularly. Civilian employees of military establishments, including a sizeable number from the National Aeronautics and Space Administration, are enabled to obtain refresher instruction with emphasis upon the latest developments in their respective fields of interest.

(5) Adults who find it desirable to improve their cultural and intellectual development and to expand their horizons.

The steady growth in enrollment in the Evening College underscores the extent of demand in the Peninsula area for part-time collegiate continuing education carrying residence credits. Since 1957, enrollment growth has been continuous in terms of individuals served:

<u>1957-58</u>	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	Projected <u>1967-68</u>
465	527	582	608	1,400

Between sixty and seventy courses are taught on the Williamsburg campus each academic year. Instruction is provided by regular members of the College

faculty except for two or three courses each semester which are staffed by qualified residents of the community. Thus it is possible for the Evening College to provide part-time students with the same quality of education which is available to full-time day session students.

As registration in the Evening College is open to credit registrants only, the Evening College seeks to maintain standards of admission and retention comparable to the full-time programs. The essential requirement for admission to the Evening College is graduation from an accredited secondary school with a minimum of sixteen acceptable units or the equivalent of this requirement as shown by examination. All applicants for admission, other than former students in good standing at The College of William and Mary in Virginia, must file an application in person at the Evening College office during pre-registration periods.

Transcripts of high school academic records or transcripts of work taken at other colleges must be furnished by all new applicants not later than one week prior to the regular registration date each semester. These transcripts must be requested by the applicant and must be mailed directly to the Director of the Evening College by the issuing high school or college.

The Evening College will not take action on an application for admission until all application forms, transcripts, and test scores (when required) have been received and processed. Tests of the College Entrance Examination Board may be required at the discretion of the Evening College. Tests may include the Graduate Record Examination, the Scholastic Aptitude Tests, the General Educational Development Test, or other tests deemed appropriate by the College.

Applicants whose academic records appear to reflect deficiencies may be permitted to take the tests noted above during a testing period. The cost of such tests is borne by the applicant. The College reserves the right to reject any applicant whose performance on such tests suggests to the examiners

that he is not qualified to engage in the courses in which he wishes to enroll.

Tuition fees beginning with the 1961-62 session will be \$12 per semester credit, payable upon registration. Some of the military students and civilian employees of military establishments have enrolled under provisions of Armed Forces education plans in which the Services contribute a portion of the tuition fee. Contributory programs are also in effect in several industrial firms.

The enthusiastic public acceptance of the Evening College program indicates that it is fulfilling the needs of the groups cited above. If changes in the educational requirements of the community population become apparent, program offerings will be adjusted to continue to provide residence credits to those whose educational objectives must be met on a part-time basis.

Summer Session

The Summer Session is planned to provide courses for undergraduate and graduate students enrolled in liberal arts programs, to provide professional training for teachers, counselors, principals, supervisors, and superintendents, and to furnish basic instruction in pre-professional programs such as Forestry, Engineering, Medicine, Dentistry, Law, and the Ministry. Provision is made also for meeting the educational needs of veterans from the armed services and of high school graduates who wish to begin college work in the summer in order to accelerate their completion of the four-year college program.

The Summer Session is an integral part of the educational program of the College of William and Mary, and the opportunities for study are essentially the same as in the regular academic session. Courses in instruction are carefully selected from the regular session curriculum and are supplemented by courses specifically designed to meet the needs of students who

attend the Summer Session. Instruction is provided by regular members of the William and Mary faculty, supplemented by specialists from other institutions.

In general, the regulations concerning degree requirements, admissions, student conduct, the Honor System, and the like are essentially the same in the Summer Session as in the regular academic year. The administrative responsibility for the summer program rests primarily with the Director of Summer Session, a member of the faculty who performs this function as a part-time responsibility.

The Summer Session consists of a six-week term followed by a three-week post session. Students may enroll for either or both terms. Certain courses in Law, Science, and Mathematics are taught on a nine-week basis. Additional workshops for teachers are available in three and six-week terms. Six semester hours constitutes a full course load for the six-week term and the three hours is considered a full load during the post session.

Tuition for the Summer Session is comparable to that charged students enrolled during the regular session. The unit for computing the tuition charge is the semester hour of credit. Tuition is \$8.50 per semester hour for Virginia residents and \$14.00 per semester hour for non-residents. There are no additional special fees except a registration fee of \$3.00 per student, and a laboratory fee in laboratory courses.

The enrollment trend in Summer Session remained relatively constant from 1951 to 1956. Following that date the present organizational pattern was instituted and has resulted in a steady increase in enrollment since that time as indicated in the following table.

Total Enrollment in Summer Session 1951-61

<u>1951</u>	<u>1952</u>	<u>1953</u>	<u>1954</u>	<u>1955</u>	<u>1956</u>	<u>1957</u>	<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u> (est.)
626	453	541	516	559	511	686	808	848	1048	1250

The increasing enrollment cannot be explained in terms of any single influence, but a number of factors appear to be significant:

1. An increase in the graduate enrollment in Education.
2. A tendency for increasing numbers of undergraduate students to accelerate their programs and to graduate in three years by attending Summer Session as well as the regular semesters.
3. A tendency for significant numbers of superior students to attend Summer Session in order to broaden their educational background beyond the minimum degree requirements in order to improve their preparation for graduate school.
4. A significant increase in the number and the extent of special institutes for teachers and counselors. Approximately 200 teachers will be enrolled in programs of this nature at the College during the current Summer Session.
5. The flood of young workers into the labor market results in a scarcity of summer jobs available for students. As a result, many students attend Summer Session rather than "waste" three months' time. Since the post war "baby bulge" is only beginning to enter the labor market, this trend will probably continue or increase.

It appears, therefore, that barring unforeseen circumstances, the Summer Session enrollment should continue to increase slowly but steadily in the immediate future. It has been proposed that the enrollment will reach 2200 by 1967. This estimate seems entirely feasible.

The geographical origins of the Summer Session students may also be of interest. For the past five years approximately 80% of the students were Virginia residents. The remaining students came from all parts of our country, providing opportunity for all students to benefit from the experiences of fellow students from a wide variety of regional and cultural groups. It may