

also be of interest that the Summer Session enrollment is composed of almost equal numbers of teachers from Virginia schools and of undergraduate students working toward degrees. It is evident, therefore, that the Summer Session provides educational opportunities for an increasingly large number of students, primarily residents of Virginia and including a large number of teachers from the public schools of Virginia. This results in a double benefit to the Commonwealth; it tends to decrease the pressure on the facilities for higher education during the academic year and, at the same time, improves the quality of education in the public schools by providing opportunities for large numbers of teachers to improve their level of competence. It would be difficult to find more important functions in the current educational scene.

The following table indicates the origin by states of the enrollment in the 1960 Summer Session:

Alabama	3	Kansas	1	Oklahoma	3
Arizona	2	Kentucky	4	Pennsylvania	35
Arkansas	1	Maine	2	South Carolina ...	2
California	6	Maryland	19	Tennessee	4
Connecticut	4	Massachusetts .	4	Texas	7
Delaware	3	Michigan	5	Utah	1
Florida	10	Minnesota.....	1	Virginia	822
Georgia	2	Mississippi ...	1	West Virginia ...	7
Hawaii	1	Nebraska	2	Wisconsin	3
Idaho	1	New Jersey ...	27	Puerto Rico	1
Illinois	9	New York	27	Japan	1
Indiana	1	North Carolina.	9	Hong Kong	1
Iowa	1	Ohio	15		
				TOTALS	1048

The Extension Division

The Extension Division was developed in order to provide educational opportunities for adults of Tidewater Virginia who could not attend regular campus classes because of full-time employment or family responsibilities. This continues to be the primary role of the Division. A preponderance of the courses are regular college courses taught for college credit, although non-credit courses and seminars may be organized upon request.

With few exceptions, courses are in session three hours weekly for nineteen weeks and carry three semester hours of academic credit. Most classes are held during the evening hours. Credit earned in Extension may be applied toward a degree at any one of the Colleges of William and Mary if the individual has been admitted to candidacy for a degree through the regular admissions procedures and the particular course is included in his degree program. Those who wish to transfer Extension credits toward a degree at another college must obtain the approval of their advisor at that institution.

It is also possible for adults to enroll for Extension courses in order to broaden their educational background or to improve their professional or vocational competence. Students in this category must present evidence of high school graduation or evidence of good standing in the college previously attended, but need not apply for degree candidacy. In situations where reasonable doubt as to ability to profit from the instruction may exist, additional evidence such as test results or reports of previous academic achievement may be requested in order to establish eligibility. The College reserves the right to reject the application of any prospective student whose test results and previous academic background indicate that he is not qualified for the course for which he has applied.

A majority of the students enrolled in Extension courses are not interested in obtaining a degree. Many hold undergraduate and graduate degrees and are taking courses in order to broaden their educational background. Others are high school graduates who need specific courses in order to meet their individual vocational or personal needs. In light of current events, it appears that the demand for this service will increase tremendously in the coming decade. Educational qualifications for employment in a wide range of occupations are constantly increasing. The need for re-training employees displaced by automation is receiving increasing emphasis. The Extension

Division is the only agency presently organized to provide educational opportunities at the college level for these groups in Eastern Virginia, including the major metropolitan areas of Richmond, the Lower Peninsula and Hampton Roads. If these needs, which are so vital to the industrial development of the Commonwealth, are to be met the enrollment in Extension courses will undoubtedly increase tremendously. In the fiscal year 1960-61, 1689 individuals enrolled in Extension courses. It has been projected that this number will increase to 3000 by 1967-68. In light of the factors mentioned above, this would appear to be an extremely conservative estimate, especially when it is considered that five years ago less than 500 individuals were enrolled in the Extension Division.

At present the Extension Division is organized as part of the College of William and Mary in Virginia, but it provides service for all of the Colleges of William and Mary in the administration of off-campus courses and programs. Explosive growth in enrollment in the past three years has necessitated some changes in administrative procedures. The procedures projected for the coming year should allow for increased enrollment with little increase in administrative cost.

Institute of Early American History and Culture

The Institute of Early American History and Culture was established in 1943 by the union of certain historical research and publication activities of the College of William and Mary and Colonial Williamsburg, Incorporated. The College contributed The William and Mary Quarterly, a historical periodical published since 1892, and the use of the rich resources of its library, while Colonial Williamsburg contributed the Williamsburg Restoration Historical Studies, its program of research fellowships, and the use of its important manuscript collections. The board of editors of the Quarterly and the Restoration's advisory council of historians were merged to form the first Council

of the Institute, an advisory board drawn from the nation at large.

By promoting the study of early American history, the Institute aims, in the words of its Constitution, "to preserve and advance understanding of the enduring contributions of the colonists and the founders of the Republic." It does so by the publication of significant books and articles in the field of early American history from the beginning through the Jeffersonian era, by conducting research itself and stimulating it elsewhere; by teaching and consultation; and by the acquisition of research materials on microfilm. Its collection of early American newspapers on film is one of the largest extant. Its publication of the Virginia Gazette Index (1950) provides the only comprehensive index to a series of important colonial newspapers so far made available to researchers.

The Institute cooperates in many ways and to the fullest possible extent with the historical activities of both the College and Colonial Williamsburg, but it is an autonomous organization with a separate and distinct program which is national rather than local. Its books, published over a joint imprint with the University of North Carolina Press, and the articles appearing in the William and Mary Quarterly are directed to the widest possible audience.

Virginia Fisheries Laboratory

The Virginia Fisheries Laboratory is situated at Gloucester Point, on the York River, thirteen miles from the Williamsburg campus. The Laboratory was established in 1940 to pursue research and educational activities relative to the tidal waters of the State and the organisms living therein. Though in the beginning its research efforts were directed almost solely toward the commercially important marine species, its interest and area of responsibility has continually expanded to cover the broad spectrum of inshore oceanography as well as fisheries biology. As Virginia's only marine research institution, the Laboratory is actually a general marine laboratory conducting oceanographic

inquiries in the spirit and tradition of Matthew Fontaine Maury (Pathfinder of the Seas), Virginia's first marine scientist.

Through the offerings of the School of Marine Science, a joint venture of the College and the Laboratory, an unusual opportunity is afforded students of Marine Science and Fisheries Biology to take advanced undergraduate and graduate training at an active, year-round center of marine and fisheries research.

Because it is located on an important estuary with easy access to Chesapeake Bay and the nearby Atlantic, the Laboratory is admirably situated to conduct research and teaching in marine, estuarine, and freshwater biology and general hydrography. The field station at Wachapreague, Virginia, re-established in 1959, offers access to the embayments, salt marshes, and barrier beaches of Virginia's Eastern Shore.

The main laboratory, constructed in 1950, is equipped with running sea water, compressed air, gas, constant temperature rooms, chemistry laboratory, and an extensive reference library. The new building, completed in 1958, contains living accommodations for students and summer workers. The specially designed 55-foot diesel-powered research vessel Pathfinder is equipped with radio telephone and modern biological and oceanographic instruments. An auxiliary motorboat, outboard motorboats, and rowboats are available.

The program of the Department of Marine Science is primarily intended for the advanced student who wishes to specialize in Marine Science and/or Fisheries Biology. The graduate program, leading to the Master's degree in Marine Science, also includes instruction in General Oceanography and Limnology, Biometry, Population Dynamics, Seminar in Marine Science, Taxonomic Methods, Phylogeny, and Research. Training in Physical and Chemical Oceanography is available to graduate students by special arrangement with the Chesapeake Bay Institute of the Johns Hopkins University.

Qualified advanced undergraduate students who take residence at or near the Laboratory in summer may take advanced training in Invertebrate Ecology, Physiology, and other subjects as scheduled. Special summer research courses in Marine Science for qualified science teachers and undergraduate biology majors are offered as funds are available. Financial assistance is generally available to qualified graduate and undergraduate students and to participating teachers.

GENERAL REQUIREMENTS FOR THE DEGREES
OF A.B. AND B.S.

One hundred and twenty-four semester credits are required for graduation. Of these one hundred and twenty-four semester credits, one hundred and twenty must be in academic subjects and four in required physical education. A minimum of 120 quality points in academic subjects is required.¹

The student must make a minimum quality point average of 1.0 for all courses in the field of concentration for which he receives an official grade.

No degree will be granted by the College until the applicant has been in residence at least one college year and made a minimum of thirty semester credits at the College in Williamsburg. This period must include the last year of the work required for the completion of the degree.

Students transferring from other institutions should expect to spend at least two years in residence at the College.

DISTRIBUTION, CONCENTRATION, AND
ELECTIVES

The credits required for graduation are to be secured in accordance with the following arrangement:²

A. Distribution

The Distribution Requirements are designed to insure that a certain amount of every student's course work will be distributed among each of six different general areas of knowledge. The range of courses which Bachelor of Science students may take to satisfy the Distribution Requirements is more limited than that open to Bachelor of Arts students as indicated by the separate listings of basic requirements below.²

1. "Academic subjects" means subjects other than required physical education.
2. An entering freshman may receive a limited amount of credit or advanced placement in certain fields through satisfactory achievement on the Advanced Placement Tests of the College Entrance Examination Board or, in some instances, on other evidence of superior preparation in secondary school. These fields are Biology, Chemistry, English Composition, English Literature, American History, European History, Latin, Mathematics, French, German, Spanish and Physics. Further information can be obtained from the Dean of Admissions.

Basic Requirements for the Bachelor of Arts Degree

1. English Language and Composition
 (English 101, 102) 6 semester credits
 English 201,202, or Fine Arts 201,202,
 or Humanities 201,202 6 semester credits
2. Ancient or Modern Foreign
 Language 6 to 14 semester credits
 - (a) A student who enters College with less than two
 high school units of a foreign language must
 acquire fourteen semester credits in a single
foreign language, ancient or modern.
 Introductory courses in Greek and Latin meet
 four hours per week. Introductory courses in
 French, German, Italian, Russian and Spanish
 meet five hours per week (4 credits each
 semester).
 - (b) A student who enters with two high school units
 of a foreign language must acquire twelve semes-
ter credits in that same language beyond the
introductory level or fourteen semester credits
in a single new language.
 - (c) A student who, upon entrance, can demonstrate
 on a placement test the equivalent of a
three-year high school knowledge of a foreign
language must acquire nine semester credits in
that same language or fourteen semester credits
in a single new language.
 - (d) A student who, upon entrance, can demonstrate
 on a placement test the equivalent of a
four-year high school knowledge of a foreign
language must acquire six semester credits in
that same language or fourteen semester cre-
redits in a single new language.
No credits will be counted toward the degree
for the first semester of an introductory
foreign language unless followed by the
successful completion of the second semester
of that language.
3. Mathematics or Philosophy 201,202 6 semester credits
4. Biology, Chemistry, Geology or Physics 10 semester credits
5. Physical Education 101,102,201, 202 4 semester credits

6. Economics 201, 202;³ Government 201, 202;⁴ History 101, 102; or Sociology 201, 202.⁵ (Any two of these courses) 12 semester credits

Basic Requirements for the Bachelor of Science Degree

1. English Language and Composition (Eng. 101, 102) 6 semester credits
 English Literature (Eng. 201, 202) 6 semester credits
 2. Foreign Language (French, German, Russian)⁶ 6 to 14 semester credits

- (a) A student who enters College with less than two high school units of a foreign language must acquire fourteen semester credits in a single foreign language, ancient or modern. Introductory courses in French, German, and Russian meet five hours per week (4 credits each semester).
- (b) A student who enters with two high school units of a foreign language must acquire twelve semester credits in that same language beyond the introductory level or fourteen semester credits in a single new language.
- (c) A student who, upon entrance, can demonstrate on a placement test the equivalent of a three-year high school knowledge of a foreign language must acquire nine semester credits in that same language or fourteen semester credits in a single new language.
- (d) A student who, upon entrance, can demonstrate on a placement test the equivalent of a four-year high school knowledge of a foreign language must acquire six semester credits in that same language or fourteen semester credits in a single new language. No credits will be counted toward the degree for the first semester of an introductory foreign language unless followed by the successful completion of the second semester of that language.

3. Mathematics 6 semester credits
 4. Biology, Chemistry, Geology, Physics (one continuous course) 10 semester credits

In addition to satisfying the Distribution Requirement in Science, a candidate for the B.S. degree must take a continuous

- ³ Freshmen may elect Economics 201, 202.
⁴ Freshmen may elect Government 201, 202 if they have completed a year course in Modern European History at either the secondary or college level.
⁵ Freshmen may elect Sociology 201, 202 if they have completed two units of secondary school preparation in social science courses, including a minimum of one unit in World History and/or European History, or satisfactory achievement on the Advanced Placement Tests, or with the approval of the head of the department.
⁶ Owing to limited instructional facilities, enrollment in Russian will be restricted. See page 213 under Russian 101, 102.

course in a second and different science selected from this group in accordance with the requirements of the Department in which the student is concentrating.

5. Physical Education 101, 102, 201,202 4 semester credits
6. Economics 201,202⁷; Government 201, 202⁸, History 101,102; or Sociology 201,202.⁹ (Any two of these courses) 12 semester credits

All students who have completed less than 45 semester credits in academic subjects (except part-time students and students enrolled in pre-professional programs approved by the College) must carry in each semester at least three of the courses (not including Physical Education) which meet these distribution requirements. Unavoidable exceptions to this regulation must be approved by the Committee on Academic Status.

English 101, 102 and Physical Education 101,102 must be taken in the freshman year. Physical Education 201,202 must be taken in the sophomore year.

B. Concentration

Before the end of the sophomore year each student should select a major department in which he shall concentrate during his junior and senior years. The following rules shall govern concentration:

- (a) The whole program of concentration shall represent a coherent and progressive sequence.
- (b) The student in consultation with the head of his major department shall select the courses for concentration. Of these, at least thirty semester credits must be with the major department.
- (c) Each department may require as many as twelve additional semester credits in courses from that department or from other departments.

When a student concentrates in a field in which he has received credit for a distribution requirement, such credit shall be counted in the total field of concentration.

No student shall be permitted to apply toward a degree more than forty-two semester credits in a subject field.

⁷. Freshmen may elect Economics 201,202.

⁸. Freshmen may elect Government 201,202 if they have completed a year course in Modern European History at either the secondary or college level.

⁹. Freshmen may elect Sociology 201, 202 if they have completed two units of secondary school preparation in social science courses, including a minimum of one unit in World History and/or European History, or satisfactory achievement on the Advanced Placement Tests, or with the approval of the head of the department.

The subject fields include: Biology, Business Administration, Chemistry, Economics, Education, English, Fine Arts, French, German, Government, Greek, History, Latin, Law, Mathematics, Music, Philosophy, Physical Education for Men, Physics, Psychology, Sociology and Anthropology, Spanish.

No student shall be permitted to apply toward a degree more than twenty-one semester credits in technical courses in any one subject field nor in any one department.

Students may apply twenty-seven semester credits in Elementary Education and twenty-four semester credits in Secondary Education respectively toward the A.B. degree.

C. Electives

Of the number of semester credits remaining for the completion of these degree requirements, at least nine semester credits must be chosen from departments other than those in which courses for concentration were selected.

FIELDS OF CONCENTRATION

Degree of Bachelor of Arts

The following departments are approved for concentration: Ancient Languages, Business Administration, Economics, Education, English Language and Literature, Fine Arts, Government, History, Law, Mathematics, Modern Languages,¹⁰ Music, Philosophy, Physical Education for Men, Psychology, and Sociology and Anthropology.

NOTE: Students planning to concentrate in Modern Languages are required to take six semester credits of Latin or Greek.

Degree of Bachelor of Science

The following departments are approved for concentration: Biology, Chemistry, Mathematics, Physical Education for Men, Physics and Psychology.

Education (fifteen semester credits for teaching in the secondary school and eighteen semester credits for teaching in the elementary school) should be taken by students planning to teach.

^{10.} The Department of Modern Languages offers concentration in French, German and Spanish.

NOTE: The twelve or fourteen semester credits of foreign language required for distribution must be taken in French or German or both by students planning to concentrate in Chemistry, with the exception of those who are preparing for medicine. Further, a reading knowledge of scientific German will be required of those students who wish to meet the minimum standards for professional training in Chemistry (see page 111).

Degree of Bachelor of Civil Law

For the requirements of this degree, see page 179.

APPENDIX B

ADMISSION REQUIREMENTS

The essential requirement for admission to the College of William and Mary is graduation in the upper half of the class from an accredited secondary school, with a minimum of sixteen acceptable units or the equivalent of this requirement as shown by examination. Candidates for admission from secondary schools requiring more than the normal four years for graduation may be accepted when their transcripts show the full equivalent of graduation from a four-year secondary school in the upper half of the class.

Since the number of applicants who meet the essential requirement 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 high school record, the recommendation of the principal, and such other sources of information as may be available are utilized in determining the applicant's fitness for selection. A personal interview by a representative of the College may be required of the candidate.

Scholarship

Evidence of superior achievement in the secondary school is considered of prime importance in determining selection for admission. High rank in the graduating class is taken as presumptive evidence of superior scholarship and weighs heavily in the applicant's favor.

Although the College does not prescribe specifically the high school units to be presented, preference is given to candidates who present at least four units in English, three in a foreign language (ancient or modern), or two in each of two foreign languages, two in history, two and one-half in mathematics, and two in science. The remainder of the sixteen units should consist of additional credits in these preferred subjects.

Personal Qualifications and Ability to Adjust

Evidence of good moral character and of such traits of personality as will make for desirable adjustment to the College will be considered of importance equal to the student's academic achievement; such characteristics as determination, enthusiasm, self-discipline, imagination and ability to work with others are important. It is understood that these terms necessarily deal with intangibles. In general, however, the student whom the College desires to enroll is the person of genuine intellectual ability and moral trustworthiness; in addition, he or she should

possess the qualities that will make for friendly and congenial relations in the College group. Recommendations from alumni may be requested when the College deems them necessary. Also, other references may be asked to supply information pertinent to the character and other qualifications of the candidate.

Performance in Extra-Curricular Activities

A record of interested participation in extra-curricular activities when accompanied by good achievement in the field of scholarship increases the likelihood of the applicant's selection. The Committee, therefore, takes into account the participation of the candidate in such fields as publications, forensics, athletics, and the arts.

Tests of the College Entrance Examination Board

All candidates for admission to the freshman class of the College of William and Mary must take the Morning Session Scholastic Aptitude Test of the College Entrance Examination Board.

Admission of Transfer Students

In order to be able to admit as large a freshman class as possible, it is the general policy of the College to admit with advanced standing from other colleges only applicants with exceptional academic records and personality qualifications.

A student having completed a year's session at another college will be admitted only on a thirty hours' record with an average of C or better on these hours. A student having completed two sessions at another college will be admitted only on a sixty-hour academic record with an average of C or better on such hours.

The Advanced Placement Program

The College participates in the Advanced Placement Program of the College Entrance Examination Board. This program offers to able and ambitious students the opportunity to qualify for advanced placement and credit in Biology, Chemistry, English, History, Latin, Mathematics, Modern Language, and Physics. Applicants for advanced placement take the College Board Advanced Placement Tests.

ADMISSION TO GRADUATE STUDY

Graduate students are admitted either to regular graduate status or to unclassified graduate status. All applications for admission to graduate status are subject to the approval of the Committee on Graduate Studies and the recommendation of the head of the department in which the applicant plans to do his major work. They become candidates for the master's degree upon the recommendation of the department and the approval of the Committee on Graduate Studies after completion of a minimum of one semester of graduate work.

Graduate Record Examination

Applicants for admission to regular graduate status are required to take the Graduate Record Examination. The results of such testing will be considered along with the applicant's academic record and personality traits; evidence of good moral character and of such personality traits as will make for a desirable adjustment to the College will be considered of equal importance to the student's academic achievement.

An interview with an official of the College or an alumnus of the College may be required. Recommendations by officials at a candidate's undergraduate college will be secured by the Dean of Admissions, and these recommendations will be considered carefully when the candidate's application is reviewed.

Grade point averages on undergraduate work and other prerequisites are specified for the respective Master Degrees.