

TABLE I-B  
Comparison of Income Statements  
Expenditures

	1952-1953	Percent of Expenditures
Expense of Operation:		
Providing Education	\$ 188,234.82	
General Administration	616,832.80	
Instruction	188,671.06	
Instructional Plant (Physical)	99,088.42	
Libraries	41,362.57	
Summer School	70,507.23	
Welfare & Supervision of Students		
Organized Activities Relating to Educational Departments		
Organized Research		
Total Providing Education	\$1,204,696.90	42
Operation of Residence Halls	188,129.90	
Operation of Infirmary	29,554.61	
Dining Hall	367,984.07	
Other Non-Educational Expense	77,249.35	3
Providing Scholarships & Prizes	285.75	
Workmen's Compensation Awards	3,678.41	
Retirement Payments	54,732.95	
Deferred Maintenance	150.00	
Annuity Payments		
Investments Expense		
Athletic Association Salaries		
Contributions		
Testing		
Other		
Total Other Non-Educational Expense	\$ 136,096.46	
Total Expense of Operation	\$1,926,461.94	
Debt Service	39,307.95	
Sub-Total - Maintenance & Operation	\$1,965,769.89	
Capital Outlay	822,809.83	29
Total Expense of Operation & Capital Outlay	\$2,788,579.72	
Transfers to:		
College of William and Mary	\$ 11,201.75	
(For Research)	85.92	
Endowment Funds (Addition to Corpus)	72,394.92	
Agency Funds	3,230.96	
Reserve for Depreciation		
Loan Funds		
Total	86,913.55	
Others:		
Liquidation of Suspense Accounts		
Returned to College for Capital		
Construction		
Loss on Sale of Investments		
For Operating Expense of Chancellor's		
Office		
Revenue Refunded		
Accrued Interest Purchased	627.10	
Reversions	\$2,876,120.37	
Total Expenditures	196,864.53	
Fund Balance at Close of Year	\$3,072,984.90	

TABLE I-B - Cont'd  
Comparison of Income Statements  
Expenditures

	1954-1955	Percent of Expenditures
Expenses of Operation:		
Providing Education		
General Administration	\$ 213,281.63	
Instruction	708,365.47	
Instructional Plant (Physical)	283,418.35	
Libraries	114,247.63	
Summer School	49,947.03	
Welfare & Supervision of Students	67,505.14	
Organized Activities Relating to Educational Departments		
Organized Research		
Total Providing Education	\$1,436,765.25	61
Operating of Residence Halls	236,654.24	
Operation of Infirmary	31,162.43	
Dining Hall	354,869.91	
Other Non-Educational Expense		
Providing Scholarships & Prizes	\$ 79,904.98	3
Workmen's Compensation Awards	115.23	
Retirement Payments	2,766.24	
Deferred Maintenance		
Annuity Payments	353.51	
Investments Expenses	6,388.95	
Athletic Association Salaries		
Contributions		
Testing		
Other		
Total Other Non-Educational Expense	89,528.91	
Total Expense of Operation	\$2,148,980.74	
Debt Service	36,324.22	
Sub-Total - Maintenance & Operation	\$2,185,304.96	
Capital Outlay	95,200.30	4
Total Expense of Operation & Capital Outlay	\$2,280,505.26	
Transfer to:		
College of William and Mary		
(for Research)		
Endowment Funds (Addition to Corpus)	66.06	
Agency Funds	65,346.80	
Reserve for Depreciation	400.00	
Loan Funds		
Total	65,812.86	
Other:		
Liquidation of Suspense Accounts		
Returned to College for Capital		
Construction		
Loss on Sale of Investments		
For Operating Expense of Chancellor's		
Office		
Revenue Refunded		
Accrued Interest Purchased		
Reversions		
Total Expenditures	\$2,346,318.12	100
Fund Balance at Close of Year	1,023,719.87	
	\$3,370,037.99	

TABLE I-B - Cont'd  
Comparison of Income Statements  
Expenditures

1956-1957	Percent of Expenditures
Expense of Operation:	
Providing Education	
General Administration	\$ 216,634.66
Instruction	867,956.13
Instructional Plant (Physical)	267,856.26
Libraries	119,758.85
Summer School	72,226.13
Welfare & Supervision of Students	72,619.42
Organized Activities Relating to Educational Departments	
Organized Research	<u>\$1,617,051.45</u> --- 41
Total Providing Education	254,029.76
Operation of Residence Halls	32,453.70
Operation of Infirmary	368,231.35
Dining Hall	
Other Non-Educational Expense	---
Providing Scholarships & Prizes	\$ 102,483.17
Workmen's Compensation Awards	193.11
Retirement Payments	1,696.68
Deferred Maintenance	
Annuity Payments	5,952.72
Investments Expense	32,133.42
Athletic Association Salaries	689.75
Contributions	
Testing	
Other	<u>143,148.85</u>
Total Other Non-Educational Expense	\$2,414,915.11
Total Expense of Operation	<u>60,021.55</u>
Debt Service	\$2,474,936.66
Sub-Total - Maintenance & Operation	<u>1,087,915.03</u> --- 28
Capital Outlay	\$3,562,851.69
Total Expense of Operation & Capital Outlay	
Transfers to:	
College of William and Mary (For Research)	443.71
Endowment Fund (Addition to Corpus)	67,539.84
Agency Funds	400.00
Reserve for Depreciation	
Loan Funds	<u>68,383.55</u>
Total	
Other:	2,542.45
Liquidation of Suspense Accounts Returned to College for Capital Construction	259,529.87
Loss on Sale of Investments	
For Operating Expense of Chancellor's Office	
Revenue Refunded	
Accrued Interest Purchased	<u>262,072.32</u>
Reversions	\$3,893,307.56 --- 100
Total Expenditures	<u>2,166,800.90</u>
Fund Balance at Close of Year	\$6,060,108.46

TABLE I-B - Cont'd  
Comparison of Income Statements  
Expenditures

1958-1959	Percent of Expenditures
Expense of Operations:	
Providing Education	
General Administration	\$ 274,604.16
Instruction	1,046,107.71
Instructional Plant (Physical)	343,715.39
Libraries	131,720.61
Summer School	71,989.54
Welfare & Supervision of Students	74,665.05
Organized Activities Relating to Educational Departments	
Organized Research	
Total Providing Education	<u>\$1,942,802.46</u> --- 48
Operation of Residence Halls	296,347.49
Operation of Infirmary	35,089.11
Dining Hall	460,176.66
Other Non-Educational Expense	
Providing Scholarships & Prizes	\$ 143,005.18
Workmen's Compensation Awards	423.65
Retirement Payments	1,032.14
Deferred Maintenance	
Annuity Payments	150.00
Investments Expense	7,095.81
Athletic Association Salaries	37,015.76
Contributions	50,000.00
Testing	
Other	
Total Other Non-Educational Expense	<u>\$ 238,722.54</u>
Total Expense of Operation	\$2,973,138.26
Debt Service	189,316.04
Sub-total - Maintenance & Operation	<u>\$3,162,454.30</u>
Capital Outlay	770,473.52 --- 19
Total Expense of Operation & Capital Outlay	<u>\$3,932,927.82</u>
Transfers to:	
College of William and Mary (For Research)	
Endowment Funds (Addition to Corpus)	7,783.72
Agency Funds	78,739.08
Reserve for Depreciation	400.00
Loan Funds	<u>69.09</u>
Total	86,991.89
Others:	
Liquidation of Suspense Accounts Returned to College for Capital Construction	
Loss on Sale of Investments	1,239.13
For Operating Expense of Chancellor's Office	
Revenue Refunded	
Accrued Interest Purchased	
Reversions	
Total Expenditures	<u>\$4,021,158.84</u> --- 100
Fund Balance at Close of year	2,577,648.83
	\$6,598,807.67

TABLE I-B - Cont'd  
Comparison of Income Statements  
Expenditures

	1960-1961	Percent of Expenditures
Expenses of Operation:		
Providing Education	\$ 447,954.11	
General Administration	1,404,528.71	
Instruction	393,847.40	
Instructional Plant (Physical)	166,443.42	
Libraries	86,484.54	
Summer School		
Welfare & Supervision of Students		
Organized Activities Relating to Educational Departments	20,156.70	
Organized Research	<u>185,963.90</u>	
Total Providing Education	\$2,705,378.78	59
Operation of Residence Halls	311,199.93	
Operation of Infirmary	36,781.39	
Dining Hall	592,278.18	
Other Non-Educational Expense		4
Providing Scholarships and Prizes	\$ 161,893.47	
Workmen's Compensation Awards	330.83	
Retirement Payments		
Deferred Maintenance		
Annuity Payments	7,176.34	
Investments Expense		
Athletic Association Salaries		
Contributions		
Testing	18,402.47	
Other	<u>26,412.69</u>	
Total Other Non-Educational Expense	\$ 214,215.80	
Total Expense of Operation	\$3,859,854.08	
Debt Service	124,532.00	
Sub-Total - Maintenance & Operation	\$3,984,386.08	
Capital Outlay	523,539.06	11
Total Expense of Operation & Capital Outlay	\$4,507,925.14	
Transfers to:		
College of William and Mary (For Research)	11,830.31	
Endowment Fund (Addition to Corpus)		
Agency Funds	400.00	
Reserve for Depreciation		
Loan Funds		
Total	<u>12,230.31</u>	
Other:		
Liquidation of Suspense Accounts Returned to College for Capital Construction		
Loss on Sale of Investments For Operating Expense of Chancellor's Office	22,848.00	
Revenue Refunded	10,116.42	
Accrued Interest Purchased		
Reversions	<u>32,964.42</u>	
Total Expenditures	\$4,553,119.87	100
Fund Balance at Close of Year	<u>3,800,543.48</u>	
	\$8,353,663.35	

34

TABLE I-B - Cont'd  
Comparison of Income Statements  
Expenditures

	1961-1962	Percent of Expenditures
Expense of Operation:		
Providing Education		
General Administration	\$ 482,679.45	
Instruction	1,499,978.08	
Instructional Plant (Physical)	344,268.68	
Libraries	166,101.98	
Summer School	102,592.55	
Welfare & Supervision of Students		
Organized Activities Relating to Educational Departments	18,832.94	
Organized Research	<u>202,787.03</u>	
Total Providing Education	\$2,817,240.71	59
Operation of Residence Halls	320,088.85	
Operation of Infirmary	40,032.95	
Dining Hall	559,568.41	
Other Non-Educational Expense		3
Providing Scholarships & Prizes	\$ 146,148.27	
Workmen's Compensation Awards		
Retirement Payments	320.04	
Deferred Maintenance		
Annuity Payments	375.00	
Investments Expense	7,207.05	
Athletic Association Salaries		
Contributions		
Testing	35,684.33	
Other	<u>26,569.61</u>	
Total Other Non-Educational Expense	216,304.30	
Total Expense of Operation	\$3,953,235.22	
Debt Service	102,434.00	
Sub-Total - Maintenance & Operation	\$4,055,669.22	
Capital Outlay	873,386.02	18
Total Expense of Operation & Capital Outlay	\$4,929,055.24	
Transfers to:		
College of William and Mary (For Research)		
Endowment Funds (Addition to Corpus)	\$ 7,501.30	
Agency Funds		
Reserve for Depreciation	400.00	
Loan Funds		
Total	<u>7,901.30</u>	
Other:		
Liquidation of Suspense Accounts Returned to College for Capital Construction		
Loss on Sale of Investments For Operating Expense of Chancellor's Office	4,532.00	
Revenue Refunded	12,275.13	
Accrued Interest Purchased	4.74	
Reversions	<u>6,515.84</u>	
Total Expenditures	\$4,960,284.25	100
Fund Balance at Close of Year	<u>3,410,840.68</u>	
	\$8,371,124.93	

35

TABLE II  
STATEMENT OF OPERATIONS OF BOOKSTORE AND WIGWAM  
YEAR ENDED JUNE 30, 1962

	<u>Books</u>	<u>Novelties</u>	<u>Total</u>
Sales:			
Deduct-Cost of Goods Sold:			
Inventory July 1, 1960	41,572.06	6,754.24	48,326.30
Add Purchases	161,640.43	5,753.19	167,393.62
	<u>203,212.49</u>	<u>12,507.43</u>	<u>215,719.92</u>
Less Inventory June 30, 1962	49,413.77	7,174.52	56,588.29
Cost of Goods Sold	<u>153,798.72</u>	<u>5,332.91</u>	159,131.63
Gross Profit on Sales			46,706.93
Other Revenues:			
Commissions:			891.53
Tobacco Vending Machine			20.20
Magazine Subscription			2,509.46
Interest on Investments			
Rentals (Commissions on Fountain Sales)		8,158.04	
Less-Operating Expense of Fountain	1,000.00		
Fuel Supplies	1,200.00	2,200.00	
Rent			5,958.04
Net Income from Rent			
Total Gross Profit on Sales and Other Revenue			56,086.16
Deduct-Expense of Operation:		13,382.19	
Salaries		1,800.00	
Rent		890.15	
Freight and Express		328.27	
Postage, Telephone and Telegraph		167.20	
Travel		94.58	
Bank Commissions		70.00	
Dues and Subscriptions		39.58	
Office Supplies		48.29	
Janitorial Supplies		101.73	
Miscellaneous		47.09	
Shortage			
Total Expense of Operation			16,969.08
Net Profit on Operation			<u>39,117.08</u>

TABLE III  
STATEMENT OF INVESTMENTS IN REAL ESTATE  
AT JUNE 30, 1962

<u>FUND AND PROPERTY</u>	<u>AMOUNT</u>
General:	
Airport Hanger	16,332.42
Binns House	3,939.80
Braxton House	10,892.04
Bull Property	10,500.00
Cheatham Apartments	56,117.48
College Apartments	48,716.71
Conservatory Apartments	11,191.37
Creasy Property	7,306.27
Davis Bungalow Lot	2,000.00
Davis House	9,194.63
Garages	555.52
Graham Property	13,506.48
Hicks Property	21,366.50
Lacy Property	23,784.54
Larchmont Property	47,426.10
Lodges	239,514.28
Moncure Property	7,000.00
Morris House	15,568.00
Old Brown Hall	6,207.31
Old Methodist Parsonage	16,183.11
Presbyterian Property	8,000.00
Theta Delta Chi #1	13,501.34
Western Union Building	9,500.00
Total	<u>598,303.90</u>

TABLE IV  
STATEMENT OF INVESTMENT IN PLANT  
AT JUNE 30, 1962

DESCRIPTION	AMOUNT	TOTAL
Land:	40,790.65	
Airport	31,349.00	
Building Sites	107,605.16	
Campus	7,000.00	
Lacy Lands	11,000.00	
Mill Neck Property	10,000.00	
Mill Property (Lake Matoaka)	21,500.00	
Strawberry Plains	125,000.00	
Sunken Garden, Walks, etc.	1,115.48	355,360.29
Other	266,659.90	
Buildings:		
Barrett Hall	32,864.72	
Blitzer House	300,672.00	
Blow Gymnasium	19,500.00	
J. A. Bozarth, Property	95,000.00	
Bright House Apartments	1,384,729.12	
Bryan Hall	200,470.00	
Chandler Hall	39,276.85	
Chi Omega and Tri Delta Houses	17,497.09	
Correction of Fire Hazards		
Curbs, Gutters and Road Adjacent to Power Plant	23,099.88	
Cy Young House	10,000.00	
Dining Hall	195,272.42	
Ewell Hall	389,930.58	
Garbage and Rubbage Destructor	4,004.42	
George H. Graham Property	24,737.09	
Hamilton Property	27,733.14	
Infirmary	80,066.94	
Jefferson Hall	249,102.30	
Kappa Delta, Alpha Chi Omega & Pi Beta Phi Houses	80,021.26	
Kappa Sigma House	6,672.00	
Landrum Hall	747,087.45	
Laundry	55,000.00	
Library	150,000.00	
Marshall-Wythe Hall	203,401.00	
Monroe Hall	276,569.26	
Mullen House	14,000.00	
Old Dominion Hall	270,064.19	
Old Infirmery	7,500.00	
Old Practice House Lot	10,000.00	

TABLE IV, Cont'd  
STATEMENT OF INVESTMENT IN PLANT  
AT JUNE 30, 1962

DESCRIPTION	AMOUNT	TOTAL
Buildings:		
Old Taliaferro Hall (Fine Arts Building)	34,207.85	
Phi Beta Kappa Memorial Hall	1,353,346.39	
Physical Education House	1,400.00	
Power Plant (Old)	150,000.00	
Power Plant (New)	414,907.04	
Rogers Hall	326,384.00	
Rowe Property	6,825.00	
Science Building	45,000.00	
Sigma Nu House	14,000.00	
Stadium	187,740.23	
Store House Office Building	4,141.91	
Student Center Building	1,020,237.42	
Taliaferro Hall	118,569.80	
Transformer Vaults	28,436.75	
Tyler Hall	132,283.41	
Ware House	100,100.00	
Washington Hall	265,810.96	
William Yates Hall	719,489.97	
Women's Gymnasium	157,499.71	
Wren Building, Presidents House & Brafferton Building	740,000.00	11,001,312.05
Furniture, Fixtures and Equipment:		
Equipment	611,402.26	
Fire Detection	13,475.43	
Furniture and Fixtures	399,096.69	
Pictures and Books	918,960.48	1,942,935.16
Other Properties:		
Chinese Room	3,054.43	
Heat and Utility Distribution System	517,538.74	
Jamestown Road Underpass	42,854.06	
Office Building Used by Jamestown Corporation	5,271.15	
Tennis Courts	11,575.00	
Miscellaneous	32,123.77	612,417.15
Total		13,912,024.65

TABLE V  
BALANCE SHEET  
June 30, 1962

ASSETS

Current Funds		\$	481,805.77
Cash, Receivables, and Investments.....			
Restricted Funds			732,250.40
Cash and Receivables.....			
Loan Funds			405,006.81
Cash and Receivables.....			
Endowment Funds	\$	160,149.08	
Cash and Receivables.....		<u>4,398,917.22</u>	4,559,066.30
Investments.....			
Plant Funds			15,982,054.08
Cash and Receivables.....		2,070,029.43	
Land, Buildings, and Equipment..		<u>13,912,024.65</u>	
Store Fund			67,777.83
Cash, Receivables and Inventory.....			
Working Capital Fund			35,000.00
Cash, Receivables and Work in Process.....			
Agency Funds			24,047.54
Cash and Receivables.....			<u>\$22,287,008.73</u>

LIABILITIES

Current Funds		\$	2,445.96
Notes and Accounts Payable.....			
Reserve for Accounts Receivable Depreciation, and Deferred Revenue.....		<u>130,968.24</u>	
Sub-Total.....		<u>133,414.20</u>	
Surplus.....			481,805.77
Restricted Funds			732,250.40
Due to Other Funds.....		359,971.48	
Surplus.....		<u>372,278.92</u>	

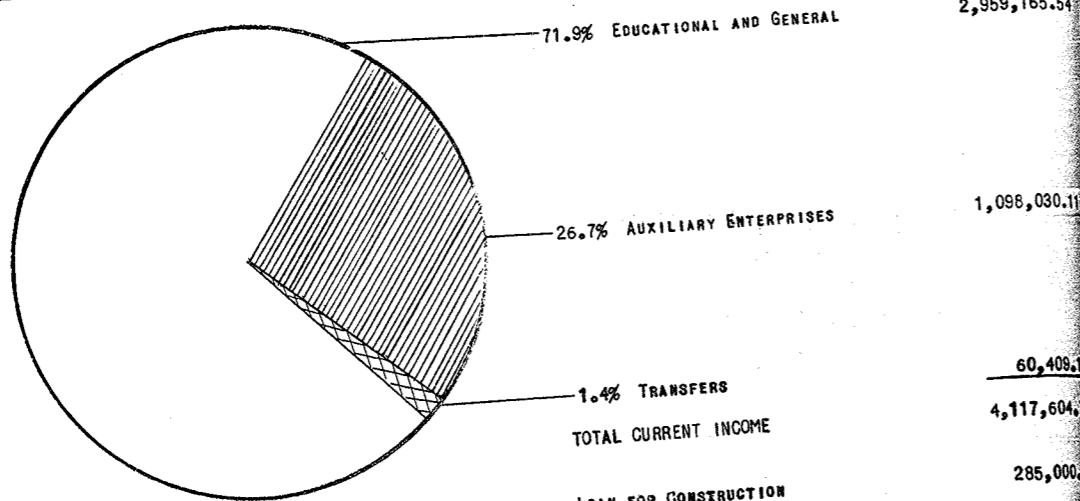
TABLE V  
BALANCE SHEET  
June 30, 1962  
LIABILITIES CONT'D

Loan Funds			
Due to:			
Commonwealth of Virginia.....	\$	14,877.89	
Federal Government.....		305,947.00	
Richmond Professional Institute.....		3,543.36	
Old Dominion College.....		6,856.21	
State Council of Higher Education.....		3,750.00	
Other Funds.....		8,717.07	
Unexpendable Fund Balance (Corpus).....		39,220.66	
Expendable Fund Balance.....		<u>22,094.62</u>	\$ 405,006.81
Endowment Funds			
Reserve for Depreciation and Losses.....		999,125.95	
Expendable Fund Balance.....		424,352.17	
Unexpendable Fund Balance (Corpus).....		<u>3,135,588.18</u>	4,599,066.30
Plant Funds			
Unexpended.....		1,819,695.90	
Bonds and Notes Payable.....		1,307,800.00	
Net Investment in Plant.....		<u>13,912,024.65</u>	
Less Encumbrances Against Future Revenue for Bond Retirement.....		17,039,520.55	
		<u>1,057,466.47</u>	15,982,054.08
Store Fund			
Due to Commonwealth of Virginia..		60,000.00	
Surplus.....		<u>7,777.83</u>	67,777.83
Working Capital Fund			
Due to Commonwealth of Virginia.....			35,000.00
Agency Funds			
Notes Payable.....		123,800.00	
Less Deficit.....		<u>99,752.46</u>	
			24,047.54
			<u>\$22,287,008.73</u>



CHART NO. 1  
INCOME AND EXPENDITURES  
(BY MAJOR DISTRIBUTION CLASSIFICATIONS)  
1961-62

CURRENT INCOME:

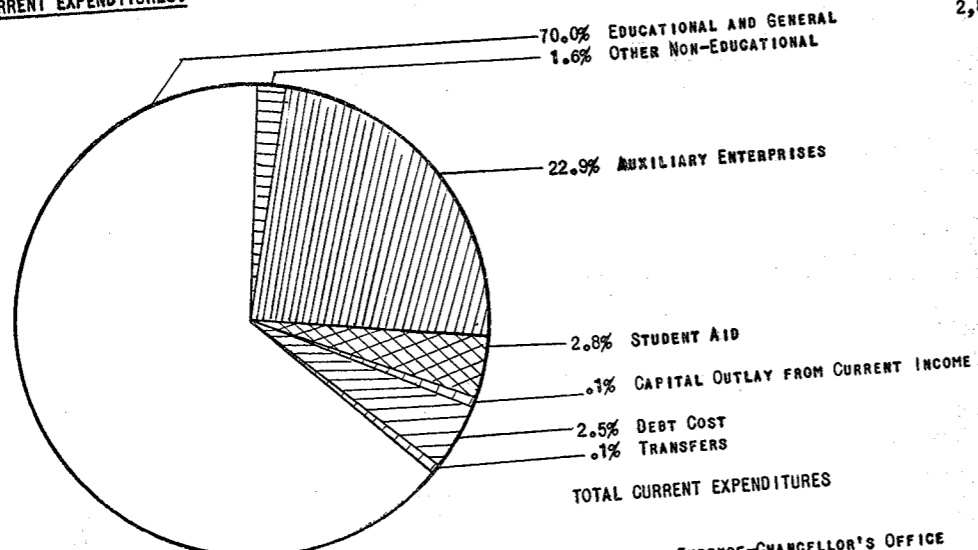


CAPITAL OUTLAY INCOME:  
OTHER INCOME:

LOAN FOR CONSTRUCTION  
SALES - SURPLUS PROPERTY  
INSURANCE RECOVERIES  
**GRAND TOTAL**

2,959,165.54  
1,098,030.11  
60,408.12  
4,117,604.77  
285,000.00  
2,147,000.00  
376,000.00  
4,405,127.77

CURRENT EXPENDITURES:



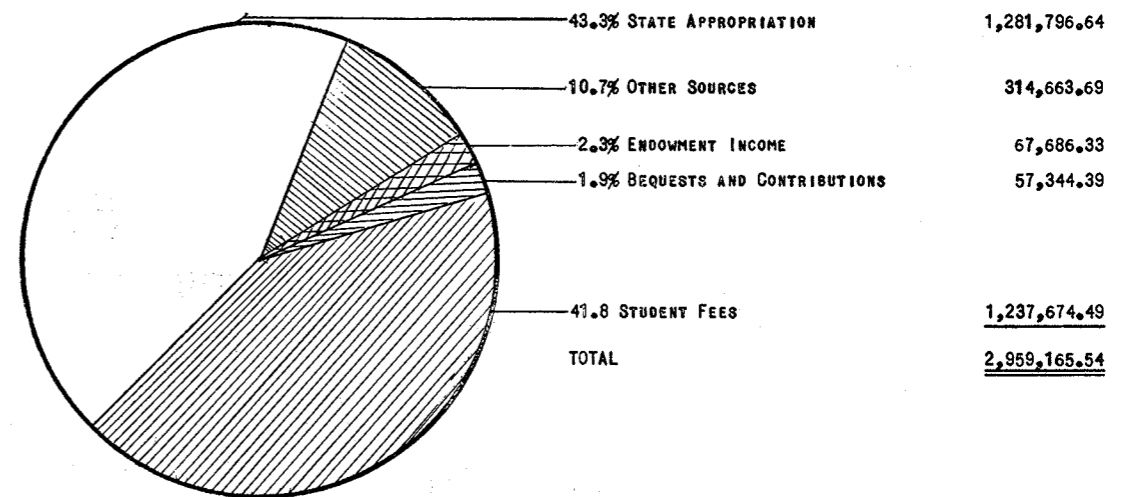
CAPITAL OUTLAY EXPENDITURES:  
OTHER EXPENDITURES:

OPERATING EXPENSE-CHANCELLOR'S OFFICE  
REVENUES REFUNDED  
ACCRUED INTEREST PURCHASED  
REVERSIONS  
**GRAND TOTAL**

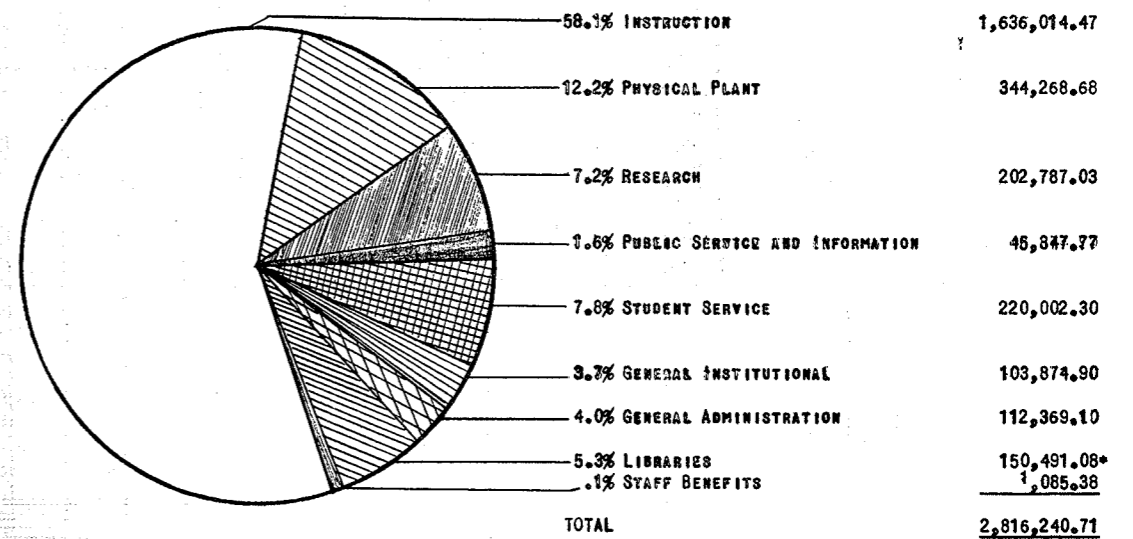
2,816,240.71  
65,314.00  
919,690.00  
112,750.00  
28.00  
102,400.00  
40.00  
4,017,452.71  
878,000.00  
45,000.00  
12,000.00  
6,000.00  
4,913,452.71

CHART NO. 1-A  
DISTRIBUTION OF EDUCATIONAL AND GENERAL  
INCOME AND EXPENDITURES

EDUCATIONAL AND GENERAL INCOME:



EDUCATIONAL AND GENERAL EXPENDITURES:



\*INCLUDES EXPENDITURES FOR BOOKS, PERIODICALS AND BINDINGS.

CHART NO. 1-B  
ANALYSIS OF CURRENT REVENUE  
TEN YEAR COMPARISON

MILLIONS  
OF DOLLARS

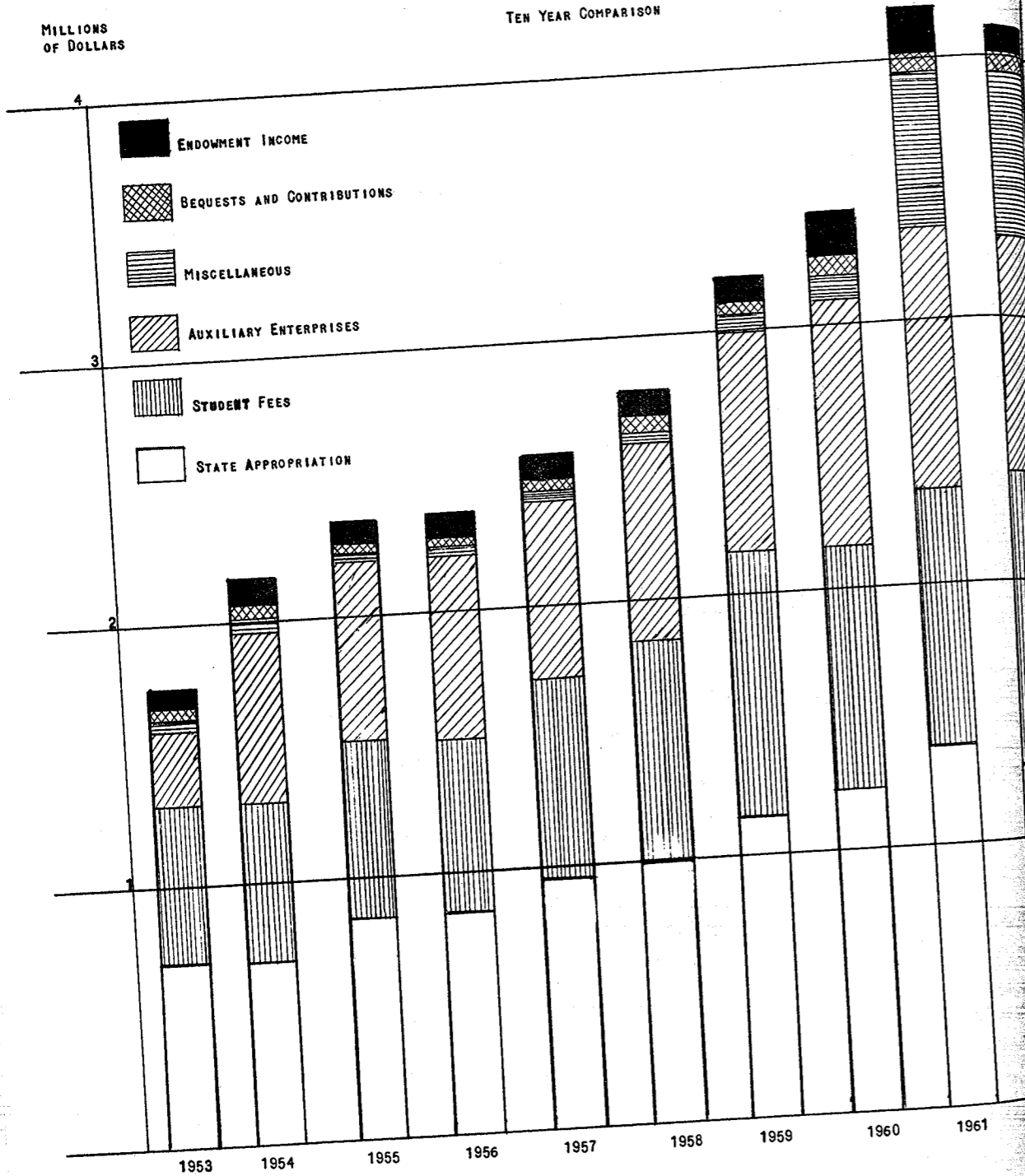
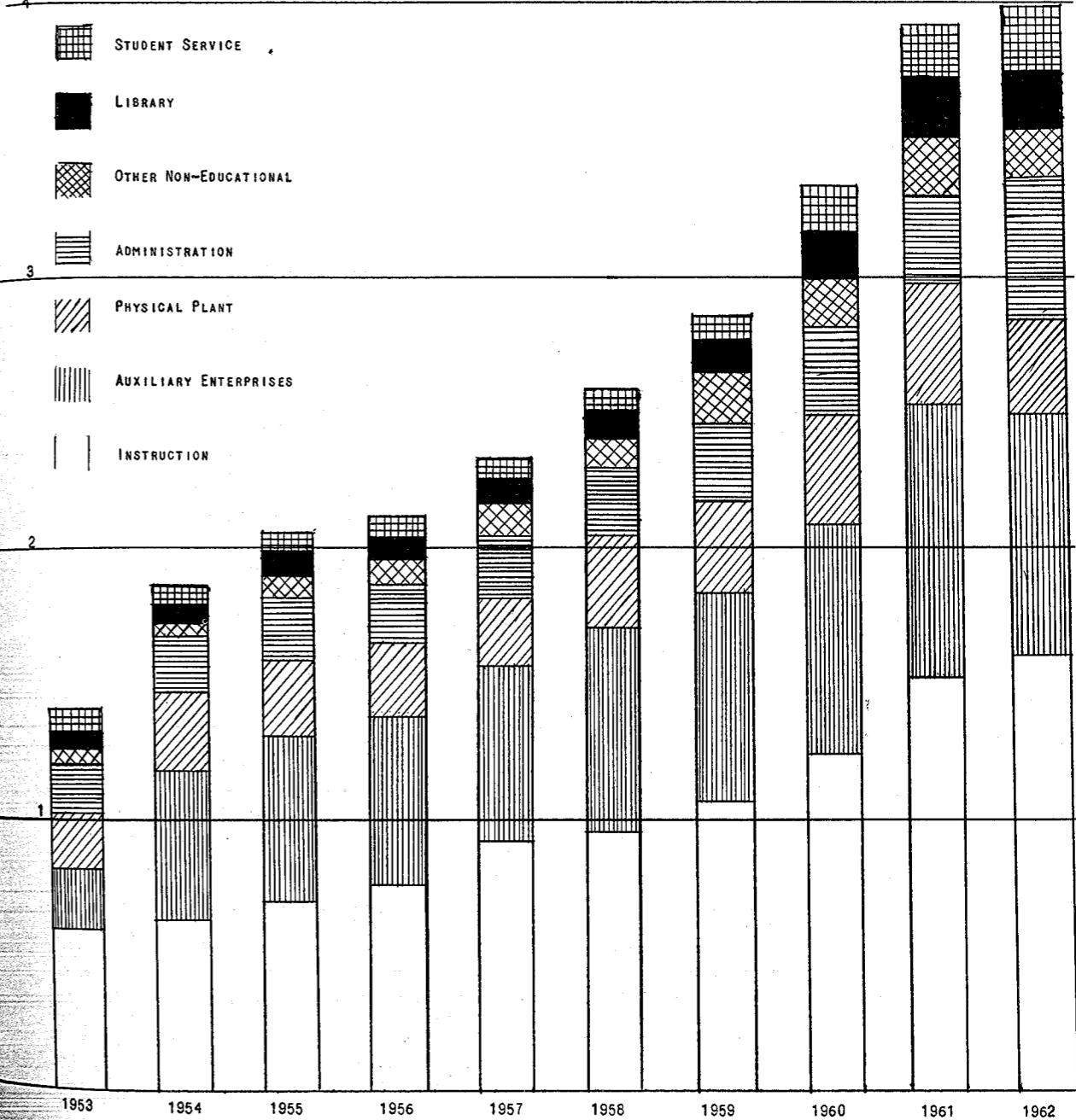


CHART NO. 1-C  
ANALYSIS OF CURRENT EXPENDITURES  
TEN YEAR COMPARISON

MILLIONS  
OF DOLLARS





### III

## ADMINISTRATIVE ORGANIZATION

### Board of Visitors

Statutes enacted by the General Assembly of Virginia in 1906 and thereafter amended, most recently in 1962, vest the government of the College in a Board of Visitors which legally is the corporation entitled the College of William and Mary in Virginia. The Board of Visitors is charged with the care and preservation of all real estate and other property of the College and its branches and has powers to fix tuition, fees, and other charges; to appoint and remove administrative officers, professors, agents, and employees; and to make all rules and regulations for the government of the College. Among other specific duties, the board is directed to appoint a president as chief executive officer of the College, and directors of the branch colleges; to appoint a chancellor or coordinator of the branch colleges; to prepare and publish by-laws for the colleges, to define their functions, and to specify the responsibilities of their chief executive officers and all professors, teachers, and agents. State appropriations, direct and indirect, are expended as determined by the board. A provision of the present statute specifically recognizes the continuing validity of the Royal Charter of 1693 and vests in the board all the rights and powers conferred by it in so far as these are not inconsistent with current laws.

The Board of Visitors consists of fifteen members, fourteen appointed by the governor from the state at large and the state superintendent of public instruction, ex officio. The term of office for appointive members is four years and appointments are so spread that the terms of approximately one-third the membership expire every two years. The governor may, at his discretion, appoint visitors from a list of nominees submitted to him by the Society of the Alumni of the College.

After the General Assembly abolished the system known as the "Colleges of William and Mary" in 1962, the board adopted its present by-laws. These provide for four regular meetings each year and special meetings which may be called by the rector, the vice-rector, or any five Board members. At every other May meeting, the board elects a rector, a vice-rector, and a secretary. The rector in alternate years appoints a number of standing committees: an executive committee, and committees on finance, buildings and grounds, education, branch colleges, honorary degrees, and development. The executive committee is empowered to act

for the board between meetings.

The President, the bursar, and the dean of the faculty sit at all regular meetings of the board, and the board's by-laws provide that faculty committees may be invited from time to time to attend. The minutes of the meetings are available to board members, the President, and the coordinator and the directors of the branch colleges. The present board has consistently accepted the recommendations made by the President and dean of the faculty for faculty appointments, and it has left to the President the selection of administrative officials including those in athletics. Under the present administration a start has been made to bring members of the board and of the faculty together through annual receptions, and plans have been made to have the faculty and the board committees on honorary degrees meet together for joint discussions.

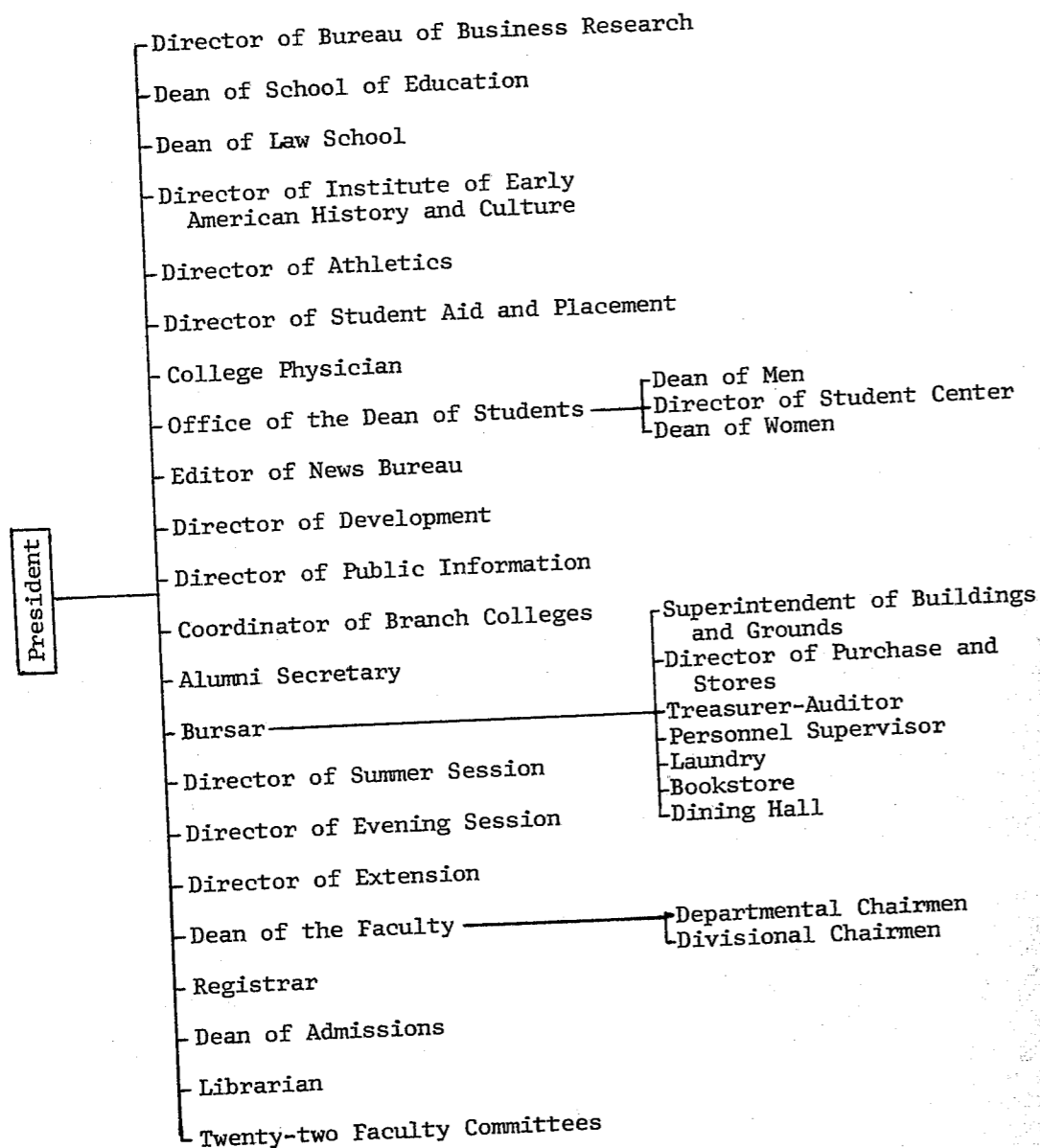
### President

As chief administrative officer, the President is ultimately responsible for directing all the manifold activities of the College. He is the focal point at which the legitimate interests in the College of many groups converge: the governor and the legislature, the Board of Visitors, the faculty, students, parents, alumni, and the people of Virginia. Each group has strong and sometimes conflicting views which the President must attempt to reconcile and transform into forces for constructive and coherent action. He is inevitably the one official on whom the total character of the institution most depends and the one whose powers and quality of leadership can do most to determine its success or failure.

The President of the College of William and Mary has a number of responsibilities besides those to the College itself. By virtue of his office he is a member of the governing board of the Virginia Associated Research Center, a trustee of the William and Mary Endowment Association, and a co-sponsor of the Institute of Early American History and Culture. He is responsible for the two branch colleges in Newport News and Petersburg and for the Marshall-Wythe School of Law on the Williamsburg campus. These aspects of his office will not be explored in detail in this discussion but they must be kept in mind as part of the total picture of his responsibilities.

By virtue of his office, the President is chairman of the faculty and a member of all faculty committees. Since 1938 the faculty has operated under its own by-laws, which in 1962 were revised and were approved by the Board of Visitors effective September 1, 1963. The operation of the faculty under these by-laws is not properly part of the administrative organization of the College in the sense of this section of the report and is therefore described elsewhere in the section dealing with the faculty. Nevertheless, the functions of faculty committees do of course overlap in places with administrative functions and to that extent are relevant here. The President's role as chairman of the faculty is another part of his total responsibilities.

CURRENT ADMINISTRATIVE ORGANIZATION OF  
THE COLLEGE OF WILLIAM AND MARY



In the past quarter of a century, as the College has steadily grown in size and complexity, its administrative organization has evolved in such a way as to handicap rather than aid the President in the performance of his functions. The present organization rather obviously shows four general and major flaws. In the first place, as administrative offices have proliferated, the usual pattern has been to place them directly under the President or his chief educational subordinate, the dean of the faculty. As the accompanying chart shows, there are now twenty-one offices which report directly to the President plus, nominally at least, twenty-two faculty committees. Actually the number of different individuals so reporting is somewhat fewer, since a second mistake has been to assign new titles and functions to persons already holding major offices. For example, the same individual has for many years occupied the positions of registrar and dean of students and another individual has served as coordinator of the branch colleges, director of extension, and director of the summer session. Third, the functions of many offices have been so loosely defined that there is considerable overlapping, failure in coordination, or actual conflict. Most obviously, certain functions which ought to be within the purview of the dean of the faculty are in fact beyond his effective control. Finally, in the general administrative establishment there is a noticeable failure to delegate authority.

These flaws in administrative organization have had serious consequences. Many of the administrative officers responsible to the President find him virtually inaccessible; few spend as much as thirty minutes a month with him and some never see him. He is not free to make long-range plans after due deliberation with his subordinates but must often give his time to the one whose problem at the moment is most urgent. Thus simple decisions, put off until they can no longer be deferred, sometimes assume crisis proportions and must be made on the basis of immediate and practical urgencies. Another result has been that some subordinate offices have at times acted independently without due regard for the overall welfare of the College. Generally, administrative offices operate in isolation and ignorance of what other offices are doing and how their work relates to the whole. The President, in turn, is deprived of the information and advice which would be helpful to him in making his decisions. Under these conditions effective leadership is virtually impossible.

Dean of the Faculty

As the College has grown, the dean of the faculty has become another victim of inadequate administrative arrangements. Many of the routine duties his office performed easily in a simpler day have become increasingly onerous and time-consuming. His time and attention have too often been distracted by these chores from his proper functions of developing educational programs and working with the chairmen of academic departments on important problems of curriculum and faculty. The appointment of an associate dean in the fall of 1963 helped to absorb some of the burden on this office. But there are still many routine chores, as for instance in preparing class schedules each semester,

which could be performed satisfactorily by an administrative assistant. This would free both the dean and the associate dean for more significant problems, of which there are plenty.

Even more importantly, the dean of the faculty has been handicapped in providing academic leadership because other offices, both some directly and others indirectly concerned with the academic program, operate independently of him and deal immediately with the President. Obvious examples are the registrar and the directors of extension, evening college, and summer session. Such illogical and uncertain organization leaves the dean without the full information and authority he needs if he is going to be the effective agent of the President and the faculty to implement academic policy. Furthermore, because the College is after all an educational enterprise, its other functions exist for the sake of those headed up by the dean and not the other way around; yet at William and Mary there have been instances of academic decisions being made, in effect, not by the dean but in the offices of the bursar, the registrar, or the supervisor of personnel. Though all these offices should not of course be directly responsible to the dean, it is important for all officers of the College to recognize that the dean heads up those functions which are the College's raison d'etre. Under the President, the dean is or ought to be the central official of the institution.

#### Heads of Divisions

For well over a decade, the College has had a loose system of divisional chairmen. Under the most recent plan, adopted September 1, 1962, the three academic divisions of the natural sciences, the social sciences, and the humanities each have a head who is to keep himself informed on matters "pertaining to the instructional staff" and "broad educational policies" and to "hold himself available for consultation." The head of each division, himself a departmental chairman, consults with the other chairmen in his division, usually informally, about matters of general interest to the division, and with the dean of the faculty as appropriate. The division heads are useful to the dean of the faculty and the President in a variety of ways, but there is no intention to interpose this office between that of the dean of the faculty and individual departmental chairmen.

#### Chairmen of Departments

The chairman of each department supervises the educational program of his department. He makes recommendations to the dean of the faculty about staff appointments and promotions; and, usually after consultation with members of his department, he schedules course offerings and from time to time recommends changes in these offerings to the faculty's curriculum committee. Normally, the chairman deals with his staff almost entirely by consulting individuals informally. Some chairmen call regular departmental meetings and rely on standing committees to get the work of the department done; others do not. Although there is variation from department to department, policy as enunciated and enforced

by the chairman is normally the product of discussion with the staff and represents something of a consensus. The department of education, a part of which constitutes a school at the graduate level, has a dean (who is also department chairman) and a standing committee to deal with graduate study.

#### Recommendations:

We recommend that a change be sought in the statute to permit the governor to appoint non-residents as members of the Board of Visitors. The present restriction arbitrarily deprives the College of the potential services of some of its most capable and devoted alumni and friends.

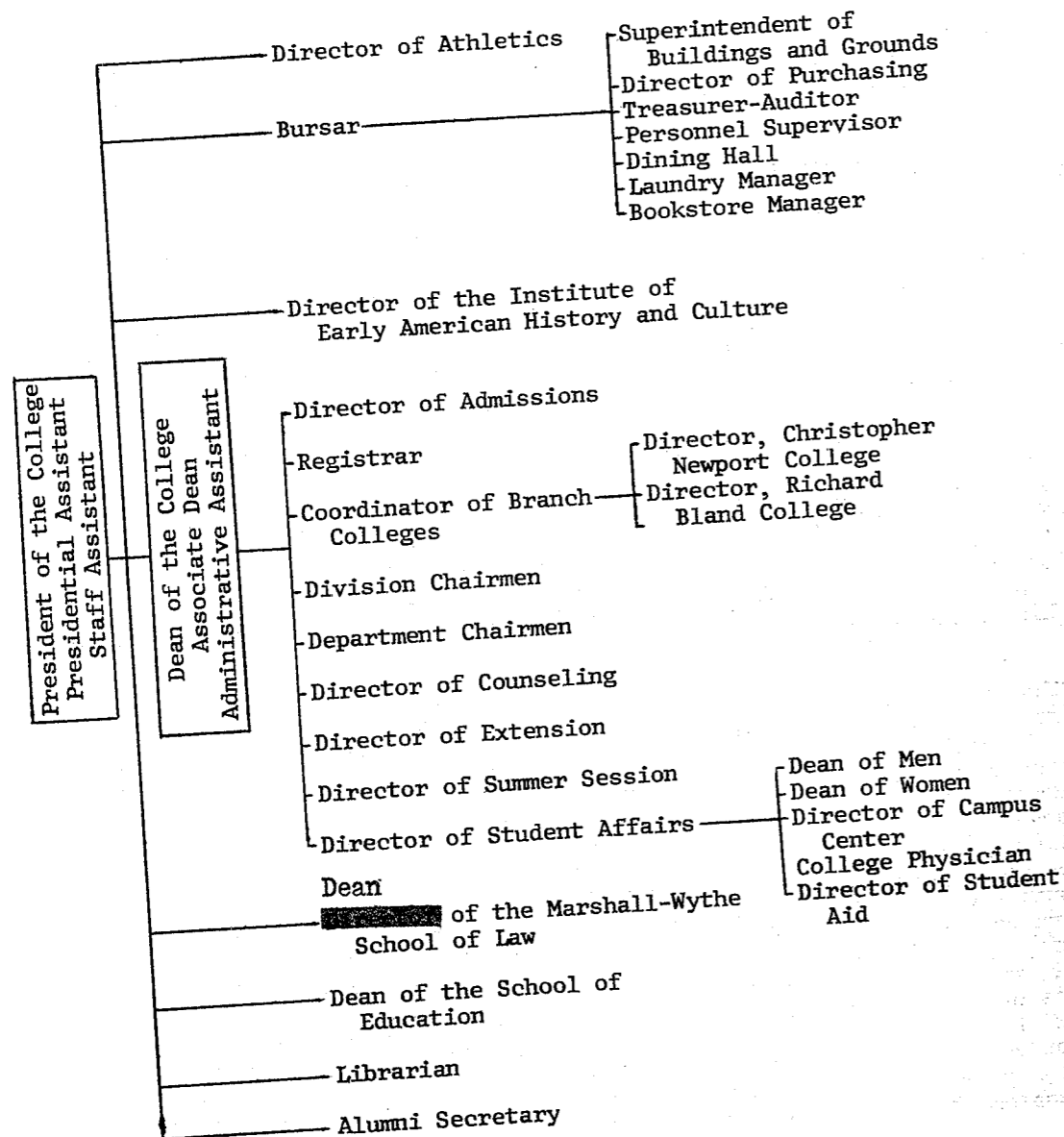
Elsewhere in this self-study report recommendations are made to eliminate or combine and-- to a lesser extent-- to add certain functions within the College. If these proposals should be adopted they would of course affect the administrative structure, generally by simplifying it. In discussing needed administrative reforms prior to any such action, however, it is necessary to assume-- if all contingencies are to be taken into account-- that all current functions will be continued and that recommended new ones will be added. If some functions should be combined or eliminated in the future, the required adjustments in the organization about to be proposed will be obvious.

It is clear that the present administrative structure of the College suffers in fact from lack of organization. What is needed is the subordination and grouping of offices along logical and functional lines. The major needs are, first, to reduce the number of officers reporting directly to the President and to give him the assistance he needs to perform his complex duties, and second, to bring together under a chief educational officer those academic functions which properly fall under his supervision.

We believe that the College has now grown large and complex enough that the President needs in his own office some assistance at the top echelon besides the staff assistant he now has. Within the President's office itself belong certain functions which are institution-wide and therefore cannot be subordinated to a lower echelon coordinate with more specifically circumscribed activities. These include the functions of development and fund-raising; of public information and public relations, including supervision of official college publications; of arranging special events and other college-wide activities; and of institutional relations, most prominently relations with agencies sponsoring research. How and by whom these functions should be performed, how many different officers are needed and what their precise titles should be, we do not presume to suggest because we think they are properly decisions of the President himself. We do recommend, however, creation of at least one high-level position of presidential assistant who could not only perform specific duties but could also act as the President's deputy or alter ego with respect to a wide range of the less crucial problems and thus free the President himself for decision-making in



PROPOSED ADMINISTRATIVE ORGANIZATION OF THE  
COLLEGE OF WILLIAM AND MARY



major areas.

We recommend that the title dean of the faculty be changed to dean of the college in order to suggest the wider scope of this office, and that all the offices directly relevant to the central educational activity of the College (except the deans of the Marshall-Wythe School of Law and of the graduate School of Education) be made responsible to the dean of the college. These officers are, specifically, division and departmental chairmen, the director of counseling, the directors of extension, evening college, and summer session, the registrar, the coordinator of branch colleges, the director of admissions, and the director of student affairs (renamed from dean of students). Within the office of the dean of the college we recommend the creation of the position of administrative assistant in addition to the existing position of associate dean.

Recommendations made elsewhere in this report affect several of the officers just named as those who should report to the dean of the college. The coordinator of branch colleges appears to us to be an unnecessary position and we suggest that a change be sought in the statute which requires it. If this change were made, the directors of the branch colleges themselves should report to the dean of the college on educational matters and to the bursar on financial affairs. We recommend elsewhere that the extension work be given over to another agency or agencies outside the College and that the evening college be abandoned as an administrative entity. The scheduling of classes in the evening could be absorbed directly by the dean's office. Depending upon which if any of these recommendations might be adopted, from six to nine officers besides the division and department chairmen would report to the dean of the college.

Eight officials, besides those in the President's office itself, should report to the President directly. These are the deans of the College, the Marshall-Wythe School of Law, and the graduate School of Education; the director of the Institute of Early American History and Culture; the librarian; the bursar; the alumni secretary; and the director of athletics.

The accompanying chart outlines the administrative organization of the College proposed herein and indicates further groupings of offices at the lower echelons. But the recommendation for reorganization is only one part of the story, and perhaps not the most important part. While certain improvements in structural arrangements make possible greater efficiency, they do not guarantee it. Any organization is run by the persons who fill its offices, and unless their talents, experience, training, and character are commensurate with the functions demanded of their office it makes little difference how the organization is structured. The occupant of the president's office must provide leadership for the college in all its ramifications, and the dean of the college the leadership for academic programs and the faculty. They must be prepared to make the decisions belonging to their respective offices, including removing those officers who prove themselves unqualified.



IV  
EDUCATIONAL PROGRAM

The College is primarily an undergraduate liberal arts college and therefore aims to provide both a climate and the means for excellent education in the liberal arts and sciences. It offers both B.A. and B.S. degrees on the completion of appropriate four-year courses of study. In a few areas it offers the M.A. for a small number of students. There are two professional schools, a School of Law and a School of Education. These educational programs will not be examined in detail in the following pages though their articulation with the arts and science program will be. The same is true for graduate study, extension work, and other special activities which are discussed in other sections of this report. This section is devoted to the educational program of the College itself.

First it must be said that, in the main, the College is now and has been meeting its chief objectives. It has a recent history of excellence as indicated by certain comparisons. It was one of only three southern colleges cited in 1952 among the nation's fifty colleges leading in the production of graduate scientists. It has produced more winners of Woodrow Wilson Fellowships than most comparable colleges; it is one of the few southern colleges invited to the Danforth Foundation conference, and to other similar invitational meetings; its faculty members have been elected to many positions of honor and leadership in state and regional learned societies and to a few in national associations; many of its former students are performing with distinction as scholars and professors, as executives of research and industrial corporations, and as civic leaders in Virginia and elsewhere; and the overall prestige and standing of the College is thought by most people outside of Virginia to be one of excellence if not of distinction. Unfortunately, within Virginia its reputation is not as high.

When all these truths have been said, it must be admitted that the College is not without some serious faults. Like many others in recent years, this College has been subjected to the strains of increased enrollment pressures, faculty and administrative turn-over, and the economic pressures of inflation. It has not been able, therefore, to keep pace in all areas. Many faults will be set out here but only in the spirit of constructive self-criticism appropriate to this report. Whenever a fault is mentioned it should be remembered that our criterion of judgment is one of excellence. The College sets itself very high standards and is trying to judge itself by criteria which, it is believed and hoped, are closer to the maximum rather than the minimum standards

of evaluation.

1. Admissions

Admissions Policy

The College has a selective process of admission based on policies of the Board of Visitors and described in the catalogue. The essential requirement is "graduation in the upper half of the class from an accredited secondary school, with a minimum of sixteen units." Since the number of applicants meeting the essential requirement exceeds the number that can be admitted, "the College selects those who present the strongest qualifications in scholarship, character, personality, performance in extracurricular activities, and breadth of interests." The College does not prescribe specifically the high school units to be presented but states that "preference will be 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, three in mathematics, and two in science," with the remainder of the sixteen units in these preferred subjects. High rank in the graduating class weighs heavily in the applicant's favor. All freshmen candidates must submit scores on the Scholastic Aptitude Test of the College Entrance Examination Board. The number of students admitted as transfers from other colleges is intentionally limited so as to enroll as large a freshman class as possible; however, this policy recently has been somewhat relaxed in the case of students transferring from William and Mary's two branch colleges. But even as to them, the policy is to consider only applicants whose record has been C-average or better. There is no stated policy on geographical and other general criteria except that the Board of Visitors has declared that 70% of the students shall be Virginia residents and 50% shall be male. Nevertheless, it is widely believed that the College strives toward a geographically representative distribution within the state.

The College does not have an early admissions policy but it does have an advanced placement program in cooperation with the College Entrance Examination Board. Qualified students may take placement examinations for advanced placement and credit in biology, chemistry, English, history, Latin, mathematics, modern languages, and physics. But a very small proportion of the entering class is involved; in the last two years fifty students took the examinations and only twenty-five received advanced placement or credit. In addition to advanced placement through CEEB examinations, the College during orientation week administers tests in English, chemistry, and modern languages to determine proficiency and to place students in certain sections or courses.

Admissions Procedure and Practice

The admissions policies are administered by a dean and an assistant dean of admissions working in conjunction with a committee on admissions of six members appointed by the President and consisting of the dean as chairman, the assistant dean, the dean of men, and three

members of the teaching faculty. The stated policy of the Board of Visitors regarding admission procedure provides that "undergraduate applications are reviewed and evaluated by the Committee on Admissions, a committee of the faculty appointed by the President."

It is impossible for the committee as a whole or for all its members to read and review every application, when 3000 to 5000 applications are made for a freshman class of about 700, as has been true in recent years. Consequently the dean's office has been doing most of the work and using the faculty members as advisors on individual applications though not on policy in general. Until about 1960 the practice was to have at least one faculty member of the committee read and evaluate each application. This is no longer done for all applications. Even when it was in use, this practice had one besetting difficulty; evaluation was little more than a clerk's job and added little to the informed judgment of the faculty member and, thereby, to the faculty's knowledge of admissions.

Since 1960, applications have been first sorted by the dean into three categories: (a) clearly admissible, (b) questionable, (c) clearly not admissible. The dean immediately notifies the first group of their acceptance and the third group of their rejection. The middle group of applications is routed to each member of the committee for a three-point rating of acceptability or rejection. The committee does not meet as a group; no report is given its members on ultimate dispositions; no policy discussions are held to promote common standards of judgment. This violates the elementary principle of feed-back, or knowledge-of-results. The committee functions not as a committee but as a set of readers. It is not in a position to say whether the Board's policies are being carried out, whether the best students are selected, or whether, in fact, it is performing the duties assigned to it as a committee.

When this is said, it should be added that there is no evidence of deliberate attempt to withhold information from the committee or to keep the committee from meeting. Nevertheless, the situation is such that the faculty has no genuine committee on admissions. It needs one. It needs one that concerns itself with policy, supervises the admissions process, evaluates periodically the admissions work, and is in position to recommend changes where needed to the President and the faculty.

The numbers of applicants, acceptances, and matriculations for the past five years are shown below:

	<u>1958-59</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>
Applicants	2671	2769	3410	3724	3980
Acceptances	1093	1204	1066	1083	1285
Matriculations	648	781	670	590	760

Two tables on the following pages show respectively the enrollment by classes from 1957 to 1963 and a twelve-year summary of enrollment by sex and place of residence. From the latter table it is clear that im-

ENROLLMENT BY CLASSES 1957-1963

	<u>1957-58</u>			<u>1958-59</u>			<u>1959-60</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Freshman	396	349	745	448	386	834	505	475	980
Sophomore	195	201	396	233	214	447	257	232	489
Junior	185	164	349	169	185	354	190	196	386
Senior	152	154	306	170	166	336	145	151	296
B.C.L.	38	1	39	51	0	51	48	3	51
Masters	21	5	26	22	4	26	49	12	61
Unclassified	<u>21</u>	<u>26</u>	<u>47</u>	<u>21</u>	<u>20</u>	<u>41</u>	<u>25</u>	<u>23</u>	<u>48</u>
	1008	900	1908	1114	975	2089	1219	1092	2311
	<u>1960-61</u>			<u>1961-62</u>			<u>1962-63</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Freshman	516	370	886	488	359	847	578	356	934
Sophomore	273	276	549	332	259	591	319	251	570
Junior	231	221	452	242	249	491	327	267	594
Senior	168	166	334	205	207	412	238	238	476
B.C.L.	50	4	54	60	4	64	80	3	83
Masters	70	14	84	61	13	74	74	21	95
Unclassified	<u>35</u>	<u>18</u>	<u>53</u>	<u>27</u>	<u>18</u>	<u>45</u>	<u>51</u>	<u>32</u>	<u>83</u>
	1343	1069	2412	1415	1109	2524	1667	1168	2835



TWELVE-YEAR SUMMARY OF ENROLLMENT

SESSION	Virginia Women		Out-of-State Women		Virginia Men		Out-of-State Men		Virginia Total		Out-of-State Total		Total Enrollment
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
1950-51	519	(70%)	224	(30%)	588	(55.6%)	470	(44.4%)	1107	(61.5%)	694	(38.5%)	1801
1951-52	474	(59.3%)	325	(40.7%)	478	(55.3%)	387	(44.7%)	952	(57.2%)	712	(42.8%)	1664
1952-53	456	(54.8%)	376	(45.2%)	437	(52.3%)	398	(47.7%)	893	(53.6%)	774	(46.4%)	1667
1953-54	456	(57.2%)	341	(42.8%)	470	(55.3%)	380	(44.7%)	926	(56.2%)	721	(43.8%)	1647
1954-55	479	(55.9%)	378	(44.1%)	501	(54.1%)	425	(45.9%)	980	(56.6%)	803	(46.4%)	1731
1955-56	558	(64.3%)	310	(35.7%)	459	(52.5%)	415	(47.5%)	1017	(58.4%)	725	(41.6%)	1742
1956-57	551	(65.4%)	292	(34.6%)	450	(50.2%)	446	(49.8%)	1001	(57.6%)	738	(42.4%)	1739
1957-58	593	(65.9%)	307	(34.1%)	477	(47.5%)	527	(52.5%)	1004	(56.2%)	834	(43.8%)	1904
1958-59	700	(73.1%)	257	(26.9%)	519	(46.7%)	593	(53.3%)	1112	(58.9%)	850	(41.1%)	2069
1959-60	828	(76.0%)	262	(24.0%)	592	(48.8%)	621	(51.2%)	1213	(61.7%)	883	(38.3%)	2303
1960-61	854	(79.9%)	215	(20.1%)	676	(50.4%)	665	(49.6%)	1341	(63.5%)	880	(36.5%)	2410
1961-62	890	(80.3%)	219	(19.7%)	762	(54.0%)	648	(46.0%)	1410	(65.6%)	867	(34.4%)	2519

mediately after the post-war "veteran's bulge" (when the enrollment increased to about 2000) there was a slight drop and a period of relative stability from 1951 to 1957. At this time enrollment was said to be "about the right size," that is about 1600-1700, to suit the plans and facilities of the College. Beginning in 1957 and continuing to the present there has been a trend toward expansion. It is a current hope and belief that the enrollment may become stabilized for a few years at about 2700-3000 before resuming, if ever, expansion to 3500. The size of the College is always partly the result of consumer demand and political pressures which are in turn limited by dormitory space. With present and projected living accommodations the College simply cannot expand much beyond 3000. The administration is not requesting capital outlay for enlargement of dormitory space for the near future but is requesting instead more classroom, laboratory and office space.

Evaluation of Policy and Practice

With the increasing number of applications, sound admissions policies and procedures become more and more important. Now is the time for intensive reconsideration of our whole policy. Many faculty and students advocate limiting enrollment, attracting a more cosmopolitan student body, and even admitting on scholastic merit alone. We are turning down at present many highly qualified out-of-state women. We fully recognize our obligations as a state institution but we think that it is ultimately to the advantage of the Commonwealth that the number of out-of-state students not be arbitrarily restricted, and that from within the state we should admit the best qualified applicants from the best schools without reference to any scheme of geographical distribution.

Certain practices also cause concern. While most colleges make a few exceptions for one reason or another in their admissions standards, it is disturbing to discover occasional out-of-state students with inferior qualifications among the limited number of out-of-state students we accept. These students often encounter academic difficulties and some of them even confess they were surprised they were admitted. Moreover there is reason to think that admission standards for day-students are somewhat lower than for those competing for dormitory space. Furthermore, it appears that February admissions produce inferior students. In the admission of transfers, we should require a higher general average than at present and we should place greater emphasis on the type and quality of institution which the applicant has attended.

Too few and too limited studies have been conducted to be of much assistance in evaluating admissions procedures and practices. Before the Scholastic Aptitude Test of the College Entrance Examination Board was required of all entering freshmen, the College had for many years tested its own entrants upon their arrival by a series of standard tests. Since 1961 the scores on the Scholastic Aptitude Test have been as follows (figures for the first year represent less than the entire class):

Year	Verbal			Mathematical			Range	
	25th	50th	75th	25th	50th	75th	Verbal	Math
1961	487	533	595	477	532	597	350-730	333-710
1962	470	532	600	491	550	610	348-730	365-725
1963	489	556	616	506	565	619	373-741	382-748

That some students with scores as low as 350 are admitted is surprising. Clearly we are not as successfully selective as we would like to be.

Some studies have been made by the director of counseling to correlate high school grades and entrance test scores with performance in college. These studies, though never as extensive as they should be, are useful in a limited way. In general, they show that SCAT and/or any of the other entrance tests employed have been found to predict freshman-year over-all grades with a correlation coefficient ranging from .50 to .70, averaging around .55 to .60, as is true in most colleges. Verbal tests tend to predict slightly better than quantitative, on the average. Some studies have shown high school grades more highly correlated with freshman grades and some less highly than entrance tests.

The results of these studies have been used in a number of ways. The counseling office uses individual scores in connection with advising and counseling individual students. The committee on academic status uses the results when evaluating a student's "normal progress toward a degree." In both instances, it has been thought that better use of the results is made whenever the score of a student can be interpreted by local college norms, that is, when local norms have been computed and are available. Local norms have the obvious weakness that they compare our students with each other, not with a national sample. It has been up to the director of counseling to compute local norms and to convert test scores into probability of success at William and Mary and in several recent years his counseling duties have been too heavy to permit him to do these statistical studies. In any case, this should not be a primary duty of the counseling office. The data are as relevant to educational policy as to individual counseling.

It is also true that the correlational studies have tended to be limited to the assessment or prediction of the freshman-year quality-point average (QPA) and have seldom, if ever, attempted to measure or predict a student's performance in the distribution courses, his chosen concentration, or other necessary areas of college work. It would be most helpful if such studies could be undertaken. It would also be helpful if we knew the College Board scores of those students who make Phi Beta Kappa, who go on to graduate school with success, who go through college without a single failure, and other similar criteria. The same argument would hold true for the predictive value of high school grades, especially as compared with CEEB scores. Not until such comprehensive studies are done will we be in position to make firm conclusions regarding the effectiveness of our admissions tests and the use they are put to in the College.

As part of this self-study a close examination was made of entering students' own expressions of their aims on coming to college, as stated on their application blanks and, in 1961, on special forms handed out during orientation week as part of a National Merit Scholarship Corporation study. The largest single group of men expressed interest in law as a vocation, the next largest groups were in teaching, business, and medicine, but over a quarter were undecided on vocation. By far the largest group interest among women was in teaching (41% of total). In totals of both sexes, the vocation of teaching was clearly first choice. By no means all of these students plan to major in education, however. First choices of concentration are for English, business, history, and mathematics, in that order, with the largest groups of all stating either no choice or "liberal arts-- humanities." Not a single student planned to major in philosophy though, as it turned out two years later, seventeen actually did.

In general, the comparisons with the national sample show William and Mary students, on entrance, to be rather typical. They are stronger than the national sample on extracurricular activities; the women report higher than average high school grades and the men average. The number who plan post-graduate education is at about the national average, which is, of course, far below that of the leading liberal arts colleges.

The over-all picture given by this rather extensive study is a mixed one. If William and Mary is contented with average to slightly above average students, it will be comforted by the data. If, however, it aspires to a position of leadership, it must be disappointed by the data. Its men are about average; its women slightly superior. Its men aspire to law and business; its women to teaching.

It is apparent that the recruiting efforts of the College are less than adequate. Evidence abounds that, in spite of a favorable selection ratio in sheer numbers, we admit many who are not scholars, many who seldom read, many who come in without knowing anything about the College's offerings, many who come only for practical and for social reasons. This is acutely apparent in the men. Hence the College still has not solved what has long been said to be its basic problem: how to attract and recruit better male students, especially from Virginia. This is a problem for Virginia as much as for the College, for the fact is that William and Mary is an educational resource which the citizens of Virginia do not use to full advantage. The conclusion is inescapable, though laborious to demonstrate statistically, that the quality of our educational program exceeds the quality of many of the students who come here. A more active campaign to enlist better scholars is very much needed.

#### Recommendations on Admissions

To resolve some of the problems in admissions and related areas we recommend that a genuine working committee of the faculty oversee the whole admissions program. The chairman of the committee should be a

member of the teaching faculty. The committee should meet and function as a committee, with the dean of admissions present. It should meet at least three times a year, once to project the work for the year, once for a progress report, and once to evaluate the work. (During the past four years, the faculty committee on admissions has met once.) At each of its meetings the dean should submit a written report to aid the committee in evaluating its work. Included should be a candid discussion of the problems encountered and the decisions made. Free access to the admissions files should be made explicitly available to the members of the committee. Spot-checks by them of accepted and rejected applications should be routine so that they can reassure themselves of consistency in the implementation of policies of the Board. If the letter to an applicant is to state that a faculty committee has reviewed his application and has taken certain action, then the committee should expressly authorize the dean of admissions to act in its behalf. The committee should submit an annual report to the President to assure him that it has undertaken its task conscientiously, and to enable him to report to the Board of Visitors any recommendations for action which would improve the admission policy and program.

An educational research office is required for the proper functioning of an educational institution; it is no more than good educational bookkeeping to keep up-to-date on information of this sort. One glaring fault of our system at present is the almost complete lack of information on the relationships between admissions criteria and later performance. The College should set up a first-rate statistical records and research agency in and for the admissions office. Statistical data on the relationships between admissions standards and educational standards should be gathered and explicated in such a way as to be useful in continuously correcting and developing admissions requirements. Without such data, admissions work will always risk isolation from the educational program of the College. In the past, this has been done sporadically, in other offices, but it needs to be a central function of admissions. At the same time it should clearly be related to the work of the committee on academic status.

We recommend that the undergraduate student body not be permitted to exceed 3000, with no arbitrary restriction on the number of out-of-state students; that standards of admission for transfer students be raised; and that uniform minimum standards be maintained for all others.

The College should continue to make every effort to develop an effective recruitment program.

Admissions policy and procedure is a vital part of a college's operation, as central to the whole academic endeavor as the selection of a faculty or the provision of adequate facilities. In the better American colleges, especially under the current pressures of demands which exceed capacities, the conduct of admissions has become a task which requires a high degree of skill, wisdom, and judgment. An admissions officer should be one who understands the kind of education his college seeks to give and who can recognize in the credentials of applicants

those signs that hold promise of a student's success in this kind of education. This is not merely a mechanical task, though it involves the efficient management of a process which merely as a mechanical task is complicated enough. It involves also the constant assessment and evaluation of results which we have in mind in recommending the establishment of an office of educational research. And this in turn requires, beyond merely technical competence in statistics, the competence to interpret the data with understanding and vision. The kind of admissions office we believe appropriate for William and Mary would require very able direction.

## 2. Academic Standards

### The Grading System

A grading system is the very heart of academic assessment. Grades serve to report achievement, motivate and reward learning, and direct study. The grading system of the College is described in the catalogue as follows:

The work of each student in each course in an academic subject is graded A, B, C, D, or F. These grades have the following meanings: A, superior; B, good; C, average; D, passing; F, failing. For each semester credit in a course in which a student is graded A he receives 3 quality points; B, 2; and C, 1. F carries no credit and no quality points. D carries credit but no quality points. The work in required physical education is graded S (satisfactory) or F (failed).

To graduate, a student must accumulate 4 semester credits in required physical education and 120 in academic subjects with a minimum of 120 quality points in academic subjects. (Since the quality point requirement is a minimum not an average, a student's credits may and often do exceed his quality points.) A minimum quality point average of 1.0 is required for all courses in the field of concentration for which he receives an official grade.

Whether this system is the best possible, whether everyone agrees on the meaning of the definitions, and how individual instructors arrive at grade evaluations are of course moot questions. In connection with the present self-study, the College sent a delegate to an intercollegiate conference on grading systems and queried its own faculty on their practices in order to shed light on these questions.

A faculty representative of the College attended a conference on grading systems at Buck Hill Falls, Pennsylvania, on May 17-18, 1963. Among some fifty colleges and universities represented were Amherst, Antioch, Carleton, Dartmouth, Harvard, Haverford, Oberlin, Reed, Sarah Lawrence, and Swarthmore. The conference discussed the roles of grades and grading and what improvements could be effected in grading systems.

Each college attending the conference contributed a description of its grading system and its standards for retention. Not all colleges had systems of grading that could be translated into averages. Of the 30 systems (exclusive of William and Mary) that could be classified as comparable, 24 required a C average (defined as 1.0 quality points in the William and Mary system) for graduation. The remaining six systems required slightly less than a 1.0 average, but only two of these were lower than .75, which in practice would be a minimum at William and Mary. Therefore, of the colleges with which fair comparison can be made in this sample, William and Mary is in the bottom 9% in stringency of this requirement. It should be pointed out that this comparison is made with some of the best colleges in the nation.

Several other problems were intensively discussed at the conference. Perhaps the problem of greatest concern was how to reduce excessive "grade orientation" among students, insofar as it is inimical to true learning. Although there was no universal agreement, several ideas were discussed. Students may be grade-oriented because the faculty is grade-oriented. Probably William and Mary is no different than any other college in this respect; many administrative and other decisions simply do and must hinge, for want of anything else, on grades and quality point averages: class rank, continuance in college, etc. Rather than eliminating grades and reports, or withholding them until after graduation, as some suggested, the system of grading should be improved so that the student who has done distinctive work of true scholarship will get the A and the student who is merely working for grades (and cutting educational corners in the process) should not be able to achieve the A grade. Whether this can really be done, it is worth trying for.

Perhaps a bigger problem of concern was the proper number of grade steps. Many conferees favored the abolition of grade categories other than "pass" or "fail." Some preferred addition of "plus" and "minus" to existing letter grades. Other colleges use word descriptions for grading, such as "honors," "high pass," etc., instead of assigning letter grades, because the broader verbal categories are thought to combat a "reductionistic" vocabulary of the student in describing performance. Many of the participants favored reducing the number of categories from five to four or four to three, with or without changing the names of the categories. Of general concern was the very troublesome grade of D, a category variously defined as representing sub-par, unsatisfactory, or marginal performance. At one excellent college only 5% of the grades are D. Performance graded D is still allowable for application to a degree at many colleges, including William and Mary. One study reported to the conference by a participant attempted to determine the effects on grade distributions of changing from a system of four to three passing grades. Results showed that professors tended to award fewer top grades when the category was called "honors" than when it had been called A; and that the number of "failures" increased, but the number of mere "pass" grades increased more. It is a moot question whether anything was gained by the change. Although there were more "failures," the number of students showing "satisfactory" performance was increased even more. It should be pointed out that William and Mary has had some

experience in grade-system changing. When the quality-point system was changed in the 1940's, the proportions of students getting D's and F's decreased, while the proportions in the A, B, and C categories increased. One is tempted to conclude that grading became easier in order to compensate for the raising of the standards, although one cannot be sure of the extent of changes in the caliber of the student body. It is interesting to note that some colleges represented at the conference actually do not use grades as such. Instead they use a written evaluation of the progress made by each student, a time-consuming effort quite beyond the smallest of colleges, however beneficial it may be for the student.

A six-page questionnaire was sent to each member of the William and Mary faculty in the spring of 1963. It requested information about the general grading practices of the faculty member, the way he would handle certain hypothetical grading problems, and the letter grade he would assign to academic performance verbally described in the questionnaire. About one-third of the faculty responded. Sixty-three completed and signed questionnaires were returned, plus one unsigned and one letter. Probably they represent an approximate cross-section of the faculty, although the average rank is slightly higher than for non-respondents and certain departments are not represented. Many "free" responses and additional comments were included. These were often more revealing than the actual tabulation of item responses.

The first conclusion to be drawn is the wide variety of attitudes about grading, from those who try out and use several different systems and keep trying to improve their grades, to those who resent discussion of and questionnaires about grading systems and regard the whole matter as one of private concern only. However, most professors seem exceptionally conscientious and spend a great deal of time making out grades, showing that they are, in one sense, very much "grade conscious." Also it is clear that no one grading system is anywhere near universal; many professors employ purely subjective systems and view attempts at quantification with suspicion and concern, whereas others use systems of 100 exclusively. Most professors seem to feel that their grades are "correct" if they themselves are fair in their grading. That accuracy is more than justice is seldom suggested. Mutually shared criteria of accuracy or of achievement are somewhat lacking. There certainly is no sizable group of professors who try to grade "on the curve" though it appears that curves inevitably develop. Most rely on their own absolute standards of judgment. Few professors reward effort as such, or class participation as such. Most rely on essays and examinations; the weight given to the final examination varies widely from course to course and from professor to professor.

Since the assignment of grades at William and Mary is accomplished basically by the judgment of the individual professor according to his established absolute standards for performance, there seems to be no major problem involved in the systems of grading *per se*. The basic problem is the same as the basic problem nationally, as shown by the conference on college grading at Buck Hill Falls; that is, the problem lies in producing consistent standards among professors, particularly with



respect to the lower grade categories, the D category.

#### Recommendations on the Grading System

To the extent that it is possible, the faculty should strive to indicate by every means that "gradesmanship" and the mere accumulation of credits are not the primary goals of college. In selecting students for dean's list, determining rank in the graduating class, and applying requirements for continuance in college, emphasis should be shifted away from quality-point average alone. The faculty should consider whether general comprehensive examinations might help in this and other respects.

Faculty discussion should be encouraged on the whole subject of grading. If an effort were made to do so, more agreement could be reached than now exists. Our faculty has held no more than one discussion of grades in the past fifteen years. Intensive discussion is needed on the meaning of terms such as "satisfactory performance" and "a fair test" and on the meaning of D and A. If particular case histories and student essays were read out and discussed, some illogical disagreements might be brought to light.

A more explicit and amplified statement of the meaning of the various letter grades should be drafted for adoption by the faculty. The statement by the faculty of Washington and Lee University might serve as a model.

Some means should be found for giving technical advice and information about testing and test construction to faculty members who need and want it. Many new professors do. They deserve something more in their own orientation to the life of teaching than what they now get.

More intensive discussion is needed, perhaps by department chairmen only, on examination practices and procedures. The College traditionally holds the final examination in esteem. It sets aside ten days in the calendar of the semester for the purpose. Yet many instructors seem to give no final exam at all or an abbreviated one lasting only a fraction of the scheduled three hours. Although not yet critical, the situation is growing serious: either we take examinations and reading periods seriously, as befits our present doctrine, or we re-vamp our whole system of assessing students.

#### Comparative Departmental Grade Distributions

Several statistical analyses of grade distribution patterns in various courses and departments for the session 1962-63 were undertaken for the present self-study. Since data were analyzed for only a single year and time did not permit sufficiently thorough analyses, no final conclusions can be reached. The studies did not take into account such variables as "tough" versus "tender" individual instructors, ease or difficulty of material, and relative ability of students in different departments. Nevertheless, the results of these exploratory studies are interesting and indicate that more precise and thorough studies undertaken

by an office of educational research might prove illuminating and helpful.

In the category of distribution courses, it was found that relatively high proportions of high grades tend to be given in courses in fine arts, philosophy, physics, German, Greek, humanities, and Latin. Low grades tend to be given in chemistry, history, biology, and geology.

In all non-distribution courses, relatively high grades are in Latin, home economics, secretarial science, speech, education, physical education for men, physics, marine science, and engineering. Low grades occur in business administration, economics, chemistry, government, history, sociology, military science, biology, French, and Russian. Of the courses which fall in the middle, those in fine arts were found to be below the middle both in A's and B's and in D's and F's, suggesting either that the students are generally mediocre or that the grading is non-discriminating. When graduate courses are excluded, the results are virtually the same except that mathematics replaces government as a department assigning low grades.

Confining the analysis to 300 and 400-level courses, and grouping together the various modern and the ancient languages, the departments assigning relatively high grades are modern languages, physics, and education. (Certain 400-level courses in education enroll a high proportion of graduate students who might be expected to earn high grades.) Those departments assigning low grades are business administration, economics, government, and sociology.

These analyses show clearly that the distributions are not the same from department to department. In view of the degree of variation, all of it is not likely due to differences in the populations of students taking the courses. In the distribution courses, where there is a narrower range of choice and the population of students therefore more homogeneous, there is still a great variation. Sometimes the courses in which high grades are given have a reputation on campus of being "easy" but sometimes they do not.

It is tempting, but unwarranted, to speculate about further interpretations. Yet the results suggest some interesting questions. Whereas three of the distribution courses in science (chemistry, biology, and geology) are characterized by low grades, physics is characterized by high grades. If this suggests that our students may be superior in quantitative ability, why does mathematics not show a similarly high distribution? In mathematics, 32% of the grades are A's and B's as compared to 49% in physics; for D and F grades, the percentages are 34% and 11% respectively. This may have relevance to the mathematics-philosophy alternative in the distribution requirements. Philosophy shows 37% A's and B's and 19% D's and F's. A similar question is raised by the comparison of the distribution alternatives fine arts-humanities-English, although the figures here lump together both the freshman and the sophomore English courses, only the sophomore course being relevant as one of the distribution alternatives. For what the figures are worth, the per-

percentages of A's and B's are humanities 64%, fine arts 39%, English 35%; the percentages of D's and F's are humanities 8%, fine arts 13%, and English 21%.

An analysis was made of the class ranks of students graduating in 1963 by their fields of concentration. Students concentrating in English, French, German, philosophy, history, sociology, and chemistry tended to fall in the upper half of their class. Those concentrating in fine arts, music, business administration, psychology, education, and physical education for men tended to fall in the lower half. Since the rank in class of a concentrator might be related to the tendency of professors in his department to assign high grades, a high degree of positive correlation between rank in class and high percentage of high grades in the department would not be very significant. But a low or negative correlation would imply either that poor students were concentrating in that department (possibly because grading was easier) or that a good student was not being rewarded for his abilities as much as he would be in other departments.

In French, history, sociology, and chemistry grades tend to be low but the concentrators tend to be in the upper half of the class. In education and physical education for men the grades tend to be high but the students fall in the lower half. Latin and physics are marked by relatively high grades, but concentrators are evenly distributed by class rank. So are concentrators in economics, mathematics, and biology, although these departments assign relatively low grades.

It should be emphasized that these results are not firmly based on a wide range of data or sufficiently precise analysis. But they do suggest the need for a continuing study of grade distribution by departments and within them and by various categories of courses. This is a task for an office of educational statistics and research.

#### Standards for Continuance in College

Regulations governing the academic accomplishment required for a student to continue in college are administered by the committee on academic status, which also supervises the rules for eligibility to participate in intercollegiate and other extracurricular activities. The committee consists of the dean of students (chairman), the deans of men and women, and three members of the faculty appointed by the President.

As stated in the catalogue, the requirements for continuance in college are minimal and place William and Mary in the bottom 9% of the 37 colleges with comparable grading systems attending the Buck Hill Falls conference. During his first semester a freshman must pass at least five semester credits in academic subjects but need earn no quality points. For the year, he must accomplish at least eighteen credits and earn at least twelve quality points. After the freshman year, a student must earn twenty credits and twenty quality points each year. Unless he has accumulated forty credits and forty quality points in academic subjects by the end of four semesters, he may not continue in college. If he

does not complete the requirements for the baccalaureate degree within five years of residence (ten semesters) he is automatically debarred from further attendance.

Under these regulations it would be theoretically possible for a student to continue in college and complete his degree requirements in five years by meeting the minimum standards in his first two semesters and then in the remaining semesters alternately failing and passing (with C's) all his work. Although this would of course be unlikely to happen or to be permitted, the possibility points to the fact that the standards are not only low but incomplete and internally inconsistent in the schedule of minimum progress they outline.

The first discrepancy is between the requirements for the first and second semesters. A freshman who has been able to manage only five credits and no quality points for the first semester is unreasonably expected to achieve 13 credits and 12 quality points in the next semester. In practice, the student often solves this problem by unsound devices. He replaces the distribution courses failed in the first semester with elective courses chosen because they have the reputation of being easy; indeed, he frequently takes an overload of these courses in order to acquire more quality points. The desperate student may also often concede an F in the courses which he finds more difficult so as to concentrate his efforts on the easier courses, for to a student lacking quality points, a low F in a distribution course and a B in an easy elective give a better chance of continuance than D's in both. Since the second-semester freshman is required to take only three distribution courses, he can take enough easy electives to stay in college even though he flunks two out of three of his distribution courses. This is not merely theoretical; counselors and advisors who should know better have encouraged weak students to do just this. Hence, a set of rules once thought to be reasonable for average students has been turned into a nest of legalistic loop-holes to be exploited by those who have no business in college or, if they do, in being taught tricks of evading standards.

Another weakness is that minimum requirements for continuance are not stated for the student's third semester, although perhaps some are implied. The student who meets minimum requirements at the end of the freshman year needs 22 credits and 28 quality points during the sophomore year in order to reach a cumulative total of 40 credits and 40 quality points by the end of the sophomore year. If he achieves no credits and no quality points for the third semester, he would need 22 and 28 for the fourth semester! A stated minimum for the third semester would avoid the embarrassing choice by the academic status committee between forcing a student to take a course load for the fourth semester which mathematically could not enable him to reach the total required for continuance and allowing him to take the necessary overload.

The third deficiency is the requirement of 20 credits and 20 quality points only per year for upperclassmen. Theoretically, the marginal junior could fail all courses during the fifth semester and register for