

To be sure, freshmen need to be made aware as early as possible that professional realities favor some languages over others; but this is no excuse for dictating their choice. The general education component of our curriculum should be at least theoretically the same for both degrees. There would be no harm, however, if the B.S. only or a choice of degrees were offered on the basis of a major or concentration in science.

5. After Graduation What?

Information about the careers of college graduates is difficult to come by and in fact almost impossible in the absence of an up-to-date directory of alumni. Yet such information is extremely valuable for a number of purposes, including the evaluation of the academic program. Few departments at the College maintain records even of their concentrators who go on to graduate schools. In any case, the job is one for the College itself and at William and Mary the natural agency to do it, the alumni office, has not collected the information.

The most reliable data available come from records of the placement office and reflect the choices made by seniors at or near their time of graduation. These records are not altogether complete nor do they always indicate settled choices. Many students who go into military service upon graduation, for example, may later enter graduate schools or embark on other careers. The following table, however, gives at least an estimate of the immediate post-college careers of our graduates over six years:

	<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>
Business & Government	53.0%	51.0%	42.5%	26.0%	23.5%	33.5%
Teaching	15.5%	14.5%	24.5%	22.0%	20.0%	24.0%
Graduate School	19.0%	18.5%	17.5%	39.0%	27.5%	23.5%
Military Service	12.5%	16.0%	15.5%	13.0%	29.0%	19.0%

Another evaluative measure, of which the College can be proud, is the number of graduates elected as Woodrow Wilson National Fellows. Prior to 1958, when the Woodrow Wilson program operated on a limited basis, nine graduates of the College were elected Fellows. Since then, the numbers elected have been as follows:

<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>
4	6	0	5	3	3

William and Mary has been more productive of Woodrow Wilson Fellows than all but the largest and a handful of the best small colleges in its region.

6. Counseling Services

History

Since about 1940 the College has had a counseling office under the supervision of a director of counseling. The counseling office was set up at that time as a result of a special study by Dr. Gilbert Wrenn of the University of Minnesota, and the work of the office started out along the lines recommended by his study. The initial plan included the director of counseling as a member of the psychology department. One idea behind this was a sound one. Counseling services should be identified with and carried out by regular members of the teaching staff and not left in the hands of non-academic people. The identification with psychology was probably a wise one. For one thing, virtually all college directors of counseling are now, and in 1941 were beginning to be, Ph.D.'s in psychology with emphasis on either clinical or counseling psychology or both. This makes it easy for psychology departments to find counselors because more applicants desire a college association with psychology. The first counselor was appointed assistant professor of psychology and director of counseling in 1941.

During the war years counseling services were interrupted but were re-established in 1947 with the appointment of an assistant professor of psychology and director of counseling who reactivated the counseling office along lines of the original plan. During this period a faculty committee was set up to function in an advisory way to the director. At first this was a sub-committee of the committee on student personnel, and the chairman was the dean of students. In 1950 it was made a separate committee and the chairman was the chairman of the department of psychology. Its membership included three teaching professors in addition to the director of counseling, the college physician, and the dean of students. During the period 1950-53 this committee was very active in reviewing and studying the work of the counseling office and assessing its services in the light of the needs of the students and other academic advising programs. The committee made many recommendations that are still valid today. It recommended an improved system of academic advising for all students, and an "orientation" course on college life with emphasis on intellectual matters to be taught by the then president of the College, an outstanding historical scholar. Most important, it recommended a division of duties within the counseling office and a reorganization of its work so as to add a trained clinical psychologist who would do counseling about three-quarters time and teach about one-quarter time. The clinical psychologist, it was thought, could give brief psychotherapy, in addition to vocational and personal counseling. It was meant to leave the director of counseling, who was not a trained clinical psychologist, free to spend more of his time on educational testing, orientation programs, and statistical studies. (It is not necessary that a test and research bureau be in the counseling office, but it happens that many psychologists are trained to do this work and often wish to do so. Sometimes the educational testing program is performed in part or in whole by the dean of admissions, in the education department, or in the dean of students' office). The 1950-52 committee felt very strongly that this

College needed more services in the area of clinical counseling. The plan was that the clinical psychologist would consult closely with the college physician and with the local mental health clinic, and Eastern State Hospital. The director and the college physician had always worked together very closely and whenever necessary they consulted with the clinic staff and, on occasion, referred students to the clinic. In the judgment of that committee, more needs existed in this area than were being met by this excellent but overworked team, and the best solution was thought to be the addition of a clinical psychologist.

These recommendations were never put into effect. The College suffered a change in administration and the new administration did not favor expanded health services or expanded counseling services. Largely because of this the college physician resigned in 1952 and physicians who came after him were not as fully qualified, as college physicians, as he. He had worked full time for the college and engaged in no private practice outside the College faculty. He was a member of the Association of College Health Officers. He was a completely devoted professional college health officer and was accepted as a member of the faculty, formally and informally. The health officers since 1952 have been general physicians working part-time for the College and have not been members of the collegiate professional association. And, for one reason or another, the consultative bonds among the counseling office, the community clinic, and the health service were not preserved.

The director of counseling resigned in 1957 and no full-time replacement was immediately appointed. For a year, a member of the education department served part-time as counselor. In 1959 a new man was appointed director of counseling and associate professor of education. Although he tried to revise the counseling office somewhat along the earlier lines it was not possible. It is to be noted that he himself was not a clinical psychologist, the counseling committee of the faculty was not in existence (having become defunct and not even re-appointed after 1957), the ties with the department of psychology were broken, and the relationship with the community mental health clinic had been broken off by the College administration, with, it is unpleasant to report, some bad feelings and resentments in the community.

The whole character of the counseling situation had changed by 1960. It was not what had been planned in 1941 nor hoped for in 1950. Recommendations of the counseling committee had not been followed and it seems clear now that the administration was unsympathetic to them.

In August 1963 the director left the College and the direction of the counseling office was turned over to the department of psychology as an extra but temporary duty for a period of one year while the college began to re-think the whole issue as part of its self-study.

Evaluation

If we now review and evaluate the last quarter century of counseling at William and Mary, we can see that the counseling program never

has really got off the ground. The 1941 plan, basically sound in the light of that time but in need of revision today, never did have a chance to develop itself fully into a program comparable to those of other colleges of our standing. Periods of moderate success were broken by periods of disorganization. To revive the 1941 plan in toto probably would be a mistake today but the time has come to put a modernized version of it into operation. For one thing, the College is much larger and will need more than one counselor. More important, the philosophy of counseling has changed. In the 1930's generally and at the University of Minnesota in particular, the emphasis was on testing, diagnosis, remedial treatment, and guidance. The emphasis today has shifted to non-directive counseling, empathy, mutual discussion and problem-solving, and self-responsibility. It must be remembered, too, that the modern professions of clinical and counseling psychology barely existed in 1941. Graduate training programs were not systematically developed until 1946. Times have changed the old professions and newer views are based on far more empirical evidence than was available in 1941.

We believe now, with even more confidence, that the best counselor for most purposes in a college community like ours is a clinical psychologist provided he has certain qualifications of his own and provided he is given certain conditions of work. Personally, he should possess the very best of modern training, including some specific experience in a psychiatric treatment center. In his daily work he must have continuously available sources of professional consultation for his own professional growth. He should be the kind of person who would be doing scholarly research, some of it related to his counseling, and he should be a person of general academic excellence capable of earning the respect of mature students and other faculty. It is conceivable that in a large institution or one with a medical school one might find such a person among the psychiatrists but the combination of clinical ability, teaching competence, and research interests is rare indeed outside of psychology. Ideally he should have a diploma in either clinical or counseling psychology from the American Board of Examiners in Professional Psychology, but owing to the fact that one is not eligible for the diplomate examination until after five years of post-doctoral experience, a realistic solution for many colleges is to look for a younger man headed for a diploma. For long range planning, at least the director of a counseling service should hold the diploma. If William and Mary were to supply two such persons now, most of its other problems in counseling could be worked out gradually.

There would remain, of course, a number of other problems in the general area of counseling, advising, and health services, not all of which can or should be decided at this time. Some of these may be mentioned, however. What, for example, is the proper administrative context of the counseling service? Should it be under the President? The dean of the faculty? the dean of students? the psychology department? There are pro's and con's for each. Partly the answer depends on particulars of persons and circumstances. Certainly it needs some affiliation with psychology and psychology naturally needs its staff members as an integral part of its composition if it is to be a complete, whole and balanced modern department. Yet psychology and counseling should not lose their separate identities. The counselor needs protection and freedom from friends as well as from enemies, and psychology as an academic

discipline must never become reduced to a role subsidiary to applied psychology. Certainly, too, the counselor must be permitted, whatever his administrative supervision, the privilege of privacy and confidentiality required for effective work, just as a lawyer, physician, or minister. His work must never be confounded with discipline. Perhaps the office should be directly under the dean of the faculty, who could best guarantee its academic integrity and relevance to the College's educational program.

Another question is the relationship of counselor to faculty. Certainly he should not replace the inherent counseling function of teaching or the inherent counseling functions of particular teachers whose bonds of friendship with individual students are among the prized values of college life. But, of course, he should supplement the faculty's service wherever he can do so naturally and meaningfully. To do this he should make himself available as a special consultant on matters of adjustment to any and all faculty whenever they ask for it. He should not, of course, be assigned primary duty as the chief advisor in an organized group of advisors; yet he ought to know more about some aspects of advising than most, particularly if he conducts research on college students, and his advice ought to be valuable. Most essential is for the faculty to trust and respect counselors on their own merits. If respect exists, formal arrangements are unnecessary. If it does not exist, formal relations are meaningless.

The right relationship between counselor and other community agencies can be easily worked out if the college administration is willing to sponsor them. A college counselor should do very little long-term therapy and should refer the seriously disturbed to family, college physician, mental health clinic, or hospital. To do this, he must possess a well-tuned clinical judgment but he also must feel free to consult with and to refer to these agencies. To sponsor this referral relationship, the College must not only approve but should actively and perhaps financially support it. The Tidewater Mental Health Clinic has, for example, given freely of its services to students for years, with no charge to the College. It is safe to say that it has, in a measure, been "covering" for us; if the Clinic were not across the street, the College would have had much bigger counseling problems than it has ever realized. As a publicly supported clinic, it was designed to serve the community, not the students. Yet it has graciously and kindly helped them as much as it could, whenever it could. The College ought properly to thank the clinic, contribute financial support to its budget, and develop a policy of cooperating with it in the future.

The relationship with the Eastern State Hospital is of a slightly different sort. Members of its psychiatric staff, too, might occasionally serve as consultants to our counseling and medical officers especially on diagnosis of critical cases. Probably more important is the opportunity afforded at the hospital for our own people to enhance their clinical judgment and advance their own research interests. This would come very easily in the future as it has in the past. The two institutions have traditionally enjoyed a happy cooperation. The super-

intendent and the senior psychologist are lecturers at the College; they do graduate instruction in our department of psychology without cost to us; they have supplied all of the graduate assistantships for our graduate program and thereby made it possible. It would be most valuable if we could expand our relationship into the area of research and supporting consultation services.

The presence of both clinic and hospital in the neighborhood of our College is fortunate indeed, for many reasons, but especially so for any contemplated counseling program.

None of the foregoing should be interpreted to imply that the College should go in the business of psychiatry. Quite the opposite. Clinic and hospital, properly exploited in mutually satisfactory ways, guarantee that the College need not go into the business of psychiatry at all, as has been found necessary at some colleges. It is difficult to say just how much therapy is proper for a college to undertake to support. On the face of it, very little, if any, for it is well known that very few students present frankly psychiatric symptoms. More often they bring what they call academic or vocational problems to the counseling office. Yet it is equally well known that many of these complaints are but the surface expressions of somewhat more seriously disturbing problems. It is dangerous to underestimate or undertreat these; sometimes it is equally dangerous to overdo it. Some local, brief psychotherapy may be unavoidable; indeed some can be very beneficial. Recent experience at Berkeley shows that a little bit of treatment at college can often prevent more serious trouble and that, for some students, the one best place for treatment is at college, and not at home.

Finally, a philosophy of counseling needs to be developed or revived on this campus which is appropriate for a liberal arts college. This cannot be purchased or copied from a book. It must come from the whole faculty and student body. The ready-made philosophies of personnel administration cannot be transposed here from business and industrial experience; neither can the philosophy of guidance services be brought in from the high schools. We need a view suitable for maturing adults seeking their own meanings in life. Our task is not to assign students to their own talents, or to elect scientists, or to tell students what's best for them. Many of this age are undergoing a transformation of values and a crisis of identity. We owe students the best information we have for their own use. We owe them the chance to solve their own problems and to learn to make their own decisions but we also have a responsibility to help when we can and when they need it. It is highly unlikely that an authoritarian or paternalistic model, the "one big center of adjustment," will satisfy intelligent students any more than the "daddy-knows-best" or the "big-brother" image will. Students seek and need to have growing independence. People "sent" to counseling seldom gain anything but more dependence. But in a voluntary climate, those who seek out professional help have a right to find it, just as they have a right to ask a teacher or a dean or a minister of their own community for help. Any recommendations made here or now for improved counseling services should be made with the recognition that,

though some catching up with history may have to be done immediately, the ultimate place of counseling in an ideal college is yet to be worked out and that it must of necessity be worked out by the voluntary co-operative effort of all concerned and not imposed wholly by the authority of present knowledge. This is one field where pragmatism seems required.

Further Problems Related to Counseling

Last in this report, but by no means least in importance to the College, is the vast array of personal and personnel services adjacent to personal counseling: the role of student deans, academic advising, job placement services, informational services related to pre-professional problems, student record-keeping, remedial or accelerated reading clinics. The area is so vast that it is the subject of another committee's report, but that report inevitably touches on personal counseling at a dozen points and inevitably the two areas overlap.

Let this be said: no system of personal counseling can be maximally effective unless it figures against a ground of good student "deaning" and good faculty-student relations. Our whole college needs a bit of change, if not a turn-around, in its attitude toward students. It should not continue to be necessary for our best students to complain, with justification, of so many things they do complain of: of poor food; of foolish advice from deans' offices; of unrealistic and puerile social rules on dating, clothing, and drinking; of unsympathetic treatment by the infirmary; of inadequate sources of advice when needed. It seems obvious to the 50-year old professor that these are no more than the perennial student gripes, but we must beware of hiding behind this easy rationalization. The student may be right. To listen to their complaints and to try to meet them is not necessarily to pander to soft-headed adolescents. Cogent criticisms do come from some sophisticated seniors. It's time we paid attention to them, for the fact is, our college administrative procedures perform in a gold-fish bowl for all to see and it's no use to pretend to hide them. Increasingly we are all going to be living and working together in open society and in public view of each other. Some of the older, more autocratic and authoritarian ways will be out of place. Dormitory counselors will have to learn how to exercise democratic leadership in making dorms into effective social units, not merely barracks to be bed-checked. A larger measure of self-government is needed. Students want and need more and better advising, especially academic. We have had no effectual advising system recently for freshmen and sophomores but fortunately this problem is being vigorously tackled now by the dean's office. We need more student personnel service for students but whether this really means additional student deans, or a re-orientation of the present ones, or a better integration of what service we do have, is not entirely clear. The addition this year of an assistant dean of men may help a lot. The improvement and integration of the present system would probably help more. Is it realistically possible to hire better and more helpful house mothers if we paid more money? Think what an all-round boost it might give to the students if each residence hall were staffed by someone who knew what a college is all about and could be of help in edu-

cational matters! The same can be said of college secretaries. Somewhere in the "lower" and "intermediate" levels of our contacts with students we fail. To many a student, the dean's receptionist is the dean. Cases are on record of serious mal-advice from these pseudo-deans.

Somewhere out of all this self-study should come some recommendations for improving and strengthening student self-government, residence hall management, informational services for students, and the coordination of all these activities. It is really a matter of the social and intellectual atmosphere, of interlocking the two in some more effective way than has been thus far achieved.

Recommendations

1. Appoint two psychologists for 1964-65 qualified by the Ph.D. in clinical or counseling psychology and one of them by holding the Diploma of the American Board of Examiners in Professional Psychology or its equivalent. Both should also be selected on the basis of their being interested in doing personal counseling primarily but with strong secondary interests in teaching and research. Each should be expected to do from one-half to three-quarter time counseling; this amount of counseling time should be guaranteed and protected from invasion by administrative, mass testing, and other duties.
2. These appointments should be made initially to the department of psychology. One should be given the title acting director of counseling because of the existing job title. For the immediate future, while the new program develops, counseling should be under the overall administration of the present associate dean of the faculty because he is the most highly qualified counselor and clinical psychologist on or near the campus and also because the development of the new program needs the sponsorship of the faculty and the office of the dean of the faculty if it is to be congruent with the aims and purposes of our College.
3. Initially the counseling services should be located physically within or adjacent to the department of psychology and should be made but one function of a broader psychological service or consulting center operated jointly by the associate dean and the department of psychology.
4. Establish in the center a new position of psychometrist or assistant psychologist along lines presently drawn up and in operation now on a temporary basis. This person can do much of the routine and mass testing.

5. Appoint a full-time college physician and make plans for employing a second one, preferably a woman, selected for their interest in working with college students and their devotion to preventive medicine in college communities. It is important that the physicians be sensitive to psychiatric problems, but they need not be psychiatrists.
6. Raise, if necessary, the student health fee or other special-service fees in order to finance the new program or programs.
7. Open negotiations with the Tidewater Mental Health Clinic and later, if necessary, with the Eastern State Hospital for the use of their services as an adjunct to our own.
8. Re-establish immediately a faculty committee on counseling consisting of the counselors, the dean of students, the dean or associate dean of the faculty, the college physician, the chairman of the department of psychology, and such others as are deemed appropriate by the President. It would be the functions of this committee to oversee the coordination of the personal counseling services with other student personnel services and to make recommendations on policy to the President and the faculty.
9. Establish a faculty-student committee on student life, with some members from the counseling committee, under the chairmanship of the dean of students, whose function will be to sit in continuous review of all aspects of college life as it is seen by the individual student.

7. Intellectual Atmosphere

The intellectual atmosphere of the College is the expression of the aspirations and achievements of all of the component elements of the college community: the faculty, the student body and the administration. Every action taken at the College from the initial address of welcome to the freshman class to the final convocation address has its impact on intellectual atmosphere. Excellence in intellectual atmosphere is achieved when all the various activities of the college or university community are fused together under a central idea of the purpose of the institution and its educational mission. All of these activities, having a unity of purpose, contribute to the ordered progress of the institution toward the achievement of academic excellence. The suggestions listed below deal with some specific and more narrowly conceived aspects of intellectual atmosphere. They discuss present procedures and make recommendations which if properly interpreted and

articulated with the rest of the college program will lead to a significant improvement in the intellectual atmosphere existing at this institution.

The present visiting lecturer program at the College consists of approximately a dozen speakers each year sponsored by the University Center in Virginia and occasional speakers sponsored by special programs such as the Marshall-Wythe Symposium and individual departments. These speakers, while often stimulating and able scholars, appear on rushed schedules and do not participate extensively in the intellectual life of the College. In addition the most significant intellectual and political leaders of our day are not frequently represented. For the achievement of an academic atmosphere of real excellence the College must make budgetary and other administrative provisions for encouraging the visitation to this campus of the most creative minds in the country. Nationally and internationally known scholars, artists and statesmen, winners of Nobel and Pulitzer prizes are the type of individual who must be brought to the campus if an intellectual atmosphere of excellence is to be achieved. The College has many opportunities to encourage the appearance of such individuals on campus. It can reward distinguished achievement in scholarship, the arts, and politics with honorary degrees which are traditionally the signs of superior achievement in these areas and are considered highly honored distinctions by those who receive them. The College should seek, from both public and private funds, resources to establish and maintain a program of distinguished visiting scholars of the type described.

Administrative support of programs in which departments invite speakers to lecture and discuss with their students major problems in their field is also to be encouraged. Such a program, as already implemented by the philosophy department, could call upon the staffs of other schools in the area as well as scholars at more distant institutions. Informal discussions with scholars other than the resident staff can raise new and stimulating questions and make a significant contribution to the general intellectual atmosphere.

In the field of the arts the present program of musical events is to be commended but should be extended beyond its meager limits of four or five concerts a year. The William and Mary Theater is to be commended for bringing to the campus national companies of professional actors-- as the Canadian Players-- in programs of high excellence. The program of the William and Mary Theater should be supported and further expanded. Art exhibitions and similar activities should be encouraged by administrative action.

In 1962-63 a beginning was made on a program for bringing into contact with the college community a number of the many foreign visitors who come to Williamsburg each year. These visitors frequently express an interest in meeting members of the college community but prior to this year no formal arrangements had been made to bring them into association with the college's academic program. This year under the auspices of the Foreign Visitor Program a Philippine professor of speech

and acting addressed acting and directing classes at the College and discussed the Oriental theater with students and faculty; the Assistant Director of the German Information Service in the United States, who had participated in the Common Market negotiations on behalf of his government, discussed these negotiations at a luncheon-seminar and also spoke to an advanced class in German literature; the Ambassador to the United States of Sierra Leone addressed a government class on Africa; and the director of an institute concerned with the study of totalitarianism as a political ideology spoke to an advanced German literature class. In each case the foreign visitor proved to be a stimulating and eager interpreter of his subject and students and faculty profited greatly from these contacts. The administration's support of this program is to be commended and it is recommended that this support be continued so that an expanded program of this type may be offered in the future.

The most significant internal influence on academic atmosphere is the character of the research activities carried on by the faculty. Involvement in research means continuing involvement with the unsolved problems that lie at the core of one's discipline. It manifests a vital interest in one's subject which can be communicated to both students and colleagues with beneficial effect. It establishes the public image of the College as one concerned with the progressive advance of knowledge and it encourages faculty and student body alike to make a maximum contribution to this advance. The Faculty Research Awards established by the College and the Alumni Research Grant by the alumni society are welcomed steps designed to stimulate the research activity of the faculty. The further expansion, in number and amount, of these grants is to be encouraged.

An important stimulus to research activity and thus to an improved intellectual atmosphere would be the institution of sabbatical leaves so that members of the faculty, after several years of sustained teaching, might have a chance to recover their enthusiasm and enlarge the scope of their intellectual abilities through relief from all teaching duties for sufficient periods of time so that they may complete a significant research project. Provision should also be made for reduction of teaching load on occasions where this would assist in the completion of research projects.

The encouragement of increased faculty participation in visiting scholar and exchange programs here and abroad would make a significant contribution to the intellectual atmosphere of the college community through the broadening experience acquired by contact with other scholars and student bodies.

Active administrative support of such programs as the Faculty Lecture Series would make a significant contribution to the intellectual atmosphere of the College. Such programs provide an effective way for members of the college community, the faculty, the student body, and the administration to symbolize the primacy of intellectual activities in the broad program of college activities. The publication of these

lectures on an annual basis would establish a tradition that would make a major contribution to the intellectual atmosphere of the College. The published lectures would stand as a permanent symbol of the participation by the college community in an intellectual experience which is the dominant purpose of that community. It would also symbolize administrative support of a vigorous intellectual life at the College.

The administration should encourage and support reasonable suggestions for new types of courses and new methods of teaching and administering them. There is an especial lack in our present curriculum of courses dealing with interdisciplinary themes although the major direction of scholarly activity has been in this area in recent years. The possibility of enriching the curriculum by courses taught by two instructors from different fields as well as a program of general education courses should be considered. A four year honors program is long overdue as a component of an academic program that aims at excellence. The entire question of appropriate programs for intellectually gifted students needs to be investigated and creative programs need to be evolved that will suit the abilities and aspirations of these students.

In recent years informal language tables have been held in the Wigwam under sponsorship of members of the modern languages department. There is general agreement on their value in assisting language instruction but more active administration support of this program is needed if it is to be fully successful. Regular provisions for making tables available at the appropriate hours and assistance in staffing the tables are needed.

The provision of a bookstore adequately stocked and administered with a view toward stimulating the continuing intellectual interests of faculty and students alike is an indispensable condition of an academic atmosphere of high excellence. A new bookstore is being planned.

The establishment of a Faculty Club would provide a regular means for carrying on intellectual discussion beyond the confines of routine departmental activities and make a major contribution to intellectual atmosphere.

The Student Center is one of the most commendable additions to the College. It has sponsored many activities of an intellectual nature-- chess tournaments, art exhibits of student and professional work, lectures by faculty, and round-tables, debates, plays. The activities should be increased, without the unnecessary line between "intellectual" and "enjoyable." The Center operates two film series-- one student-selected series which is shown every Sunday afternoon and evening, and a series offered in the spring semester which is made up of foreign and art films. These films offer a needed supplement of an intellectual sort to the films ordered by the departments for courses and films shown for their language value. The College still does not have an adequate and comfortable small theater for films since viewing is difficult at the Center due to uncomfortable seats and a flat floor. The director of the local theater in Williamsburg occasionally brings films which

have been requested by faculty and students; but this has been found to be an undependable method of obtaining audio-visual materials to be used directly in connection with class-room study; it is, nevertheless, an influence on the atmosphere of the College. The local movie house depends almost entirely on student attendance for profits.

The radio station run by the College, WCWM, has shown a spurt of activity recently in distributing to faculty its weekly program notes, and in putting up placards announcing its frequency. However, most people have been disappointed when tuning in to the station to find the programs of an inferior quality when compared with those heard in larger cities and in university towns. The station needs to drastically reform its programming, perhaps to become a subscribing member of the National Association of Educational Broadcasters. The station should make an intense drive to establish contact with townspeople and students.

Recently the two magazines published by students, and including student materials for the most part, have been consolidated into a single magazine called the William and Mary Review which has now issued two successful numbers, including articles, stories, poems, and art work.

Almost every department has an honorary fraternity or other group which satisfies the need for an organization for departmental majors. Perhaps the most successful of these has been the Philosophy Club, which has sponsored numerous lectures and such activities as the "Raft Debate" which had faculty members representing different disciplines arguing for the survival priority of their respective disciplines. Other organizations sponsoring lectures have been the Philomathean Society, Young Republican and Young Democratic groups, the honorary dramatic fraternity which has sponsored a series of lectures on the plays being performed by the William and Mary Theater, and Chi Delta Phi, a girl's honorary literary group, which has invited various members of the faculty for readings and discussions. Perhaps the most unusual dramatic presentations, in addition to the regular activities of the William and Mary Theater, have been the plays in French done by the French Club and the "404 - 4 o'clock" production class plays, in the round.

All of the churches in the neighborhood support student groups which have their influence on the College's intellectual atmosphere. These student religious organizations arrange for speakers, dinners, outings, discussions. Faculty speakers have been presented by Channing Forum, the Presbyterian student organization, and others.

The student committee on lectures and art, a subsidiary group of the faculty committee, has sponsored a commendable series of lectures by various faculty members on the topic "The Good Life and American Society." This group also sponsored a reading of poetry and prose fiction by various faculty members. It is to be hoped that the student committee will be encouraged to increase its scope to include requests for outside speakers and for increased student participation in discussions, debates, etc. There is very little student speaking, with the exception of the Student Government sponsored panel discussion of college

problems. Unfortunately, too many of the lectures and discussions are participated in by faculty members only, which can be a drain on the time of the faculty; the students come with a spirit of passive amusement perhaps to see inter-departmental rivalry manifest itself.

These semi-officially sponsored organizations are not the only means to facilitate interchange between students and faculty and to quicken the intellectual atmosphere. Probably more than urban colleges and universities, William and Mary has a family sense of its obligations to the life of the students. Faculty members often invite students to dinners and informal gatherings at their homes; various married students develop little groups which revolve around their homes in apartments; sororities invite faculty members to dinners occasionally and to teas more frequently. Discussion and exchange of ideas often accompany these get-togethers. A great deal of instruction takes place informally over coffee in the Student Center or in local restaurants; faculty members and students meet together to play musical instruments or to sing folk songs.

Because the College is in a relatively isolated community it needs to realize its dependence upon surrounding cities for cultural and intellectual activities. Better contact needs to be made with the Educational Television Network in Norfolk and the National Association of Educational Broadcasters. Various students and faculty members have made field trips to Washington, D. C., and to the University of Virginia to hear readings by such writers as William Faulkner and John Dos Passos; this type of activity should be encouraged and intensified. There should also be an effort to coordinate the facilities and resources of Colonial Williamsburg with those of the College by such organizations as the student committee on lectures and arts in projecting and realizing ambitious projects like a "Festival of the Arts." This would permit a level of excellence to be achieved similar to that attained by such programs at other major colleges and universities. This kind of coordinated activity which draws quality speakers and large audiences is significantly lacking at this College; however, it needs only creative leadership to consolidate the aims and resources which would lead to a program of real excellence.

Our evaluations would point to the need for a mature approach to the affairs affecting intellectual atmosphere and students. Too much of a junior college atmosphere prevails at present. A good college or university operates all day and all night; intellectual activity does not stop at three o'clock or when the student or the teacher leaves the class-room or the campus. This is a paramount reason for laying stress upon intellectual and artistic activities outside class hours by faculty and students alike. We need a clearing of the channels for exchange of ideas wherever and whatever they may be-- books, radio, television, talk over coffee, magazines. Faculty, administration, students, townspeople all share in the building and enjoyment of a good intellectual, academic, artistic and cultural atmosphere. Students are imitative and passive until inspired to be active; they are not supposed to be children, although they will act like children when expected to do so.

Many of the most important contributions made by the faculty to the intellectual atmosphere enjoyed by the student body are intangible and range far beyond the routine calls of academic duties. Administrative recognition of the high importance of these activities is needed as well as a clear recognition of the economic and academic sacrifices entailed in them. Faculty members must be given every possible relief from such routine duties as might best be done by secretaries, clerks, and student assistants and must be given every economic encouragement by the administration if they are to engage in those activities which are indispensable, not only to a flourishing, but even to a tolerable intellectual atmosphere.

V

THE LIBRARY

A library is the heart of any first-class college of liberal arts and sciences. It is the organized accumulation of learning that is indispensable for teaching and learning, and it provides means for original research in the advancement of scholarship. As the faculty are the teachers and research scholars, so they are best qualified to select the books that should steadily enrich the library and enhance its prestige; indeed, a college is dependent upon their advice and recommendation, if its library is to enjoy a healthy growth and represent well-balanced education in the arts, sciences, and humanities.

The College happily anticipates completion by 1965 of a new library building, for which ground was broken in the fall of 1963. A new building is long overdue. The present structure cannot contain the library collections and its congestion seriously hampers operations of the staff and use of the facilities by faculty and students. Many books have had to be stored in relatively inaccessible and unsuitable basements and attics around the campus. Working space for the staff is cramped and unattractive. The reading and reserve book rooms are far too small for the present student body and faculty. Individual study spaces do not exist. These physical inadequacies of the present building have contributed importantly to many of the problems which will be discussed later in this report. Since they are generally recognized, however, and will be rectified in the new library building, these inadequacies will not be stressed. Other matters which will not be materially improved merely by a new physical plant deserve and will be given more attention.

Library Staff

Under the librarian, who reports directly to the President, the library is organized into one largely self-contained unit (the library of the Marshall-Wythe School of Law, headed by a law librarian) and seven departments: acquisitions, cataloging, reference and circulation, periodicals, documents, archives, and audio-visual. The staff positions, including in parentheses the number of student assistants, are as follows:

Librarian
Secretary (1)

Librarian
Clerk-typist (6)

Periodicals Librarian (3)
Periodicals Assistant
Clerk-typist

Acquisitions Librarian
Secretary
Bookkeeper
Accessions Clerk
Catalog Librarian (4)
Assistant Cataloger
Clerk-typist
Processing Assistant (7)

Reference and Circulation
Librarian (3)
Reserve Room Assistant (5)
Circulation Assistant
Secretary

The law librarian and all department heads report to the librarian as do also the processing assistant and the assistant archivists.

Of the twenty-four staff positions, at least six call for professionally trained personnel: the librarian, catalog librarian, assistant cataloger, acquisitions librarian, reference librarian, and periodicals librarian. At present the staff consists of 23½ members (full time equivalent), of whom four are professionally trained: the librarian, and the acquisitions, catalog, and reference librarians. These persons and five other members of the staff hold college degrees. A classification of "library assistant" has recently been established by the State Personnel Office to improve the salary scale of those employees with a college degree, formal course work in library science, and experience in positions of quasi-professional responsibility. The three senior clerks in periodicals, reserve room, and documents have been advanced into this classification. The librarian is the only member of the staff who has faculty status.

Some forty-four student assistants, employed on a part-time basis averaging ten to twelve hours each per week, perform a variety of duties in the library. These duties are chiefly clerical, but in some instances they are highly technical operations, as for example in periodicals and acquisitions.

According to the librarian, the staff is smaller than that of any library in the United States with comparable holdings and responsibilities. The pay scale is no better than average, even taking into account a substantial raise introduced during the current year. The present beginning professional position (librarian A) carries an initial salary of \$5540 with increments every eighteen months to a maximum of \$7032. The librarian B position begins at \$6432 with similar increments to a maximum of \$8040. All employees, except those on a three-quarters time schedule, are engaged on a twelve-months basis with a forty-hour week.

The library is grievously handicapped by a rapid turnover of personnel in both full-time clerical and part-time student positions. Low

Documents Assistant (4)

Archivist
Assistant Archivist
for Manuscripts
Assistant Archivist
for Virginiana (1)

Audio-Visual Assistant (5)

salaries and poor working conditions contribute both directly and indirectly to a high rate of attrition among the clerical staff. Since positions which in other libraries are considered professional or semi-professional (such as audio-visual assistant, acquisitions searcher secretary, and documents assistant) must be filled with clerks, the library does not attract young persons with career ambitions but must depend on wives of servicemen and young girls recently graduated from high school, for whom this employment is temporary. When all these conditions are taken into account, it is understandable that there are indications of disharmony within the library staff. The library is fortunate, however, in that it has managed to maintain a core of senior clerical employees who have for the most part reached a level of efficiency seldom found in non-professional staff members.

A shortage of personnel prevails in virtually every department. The catalog librarian now has one typist and several student assistants to operate a department which should be staffed with an assistant cataloger, two typists, and an indeterminate number of student assistants. The last two assistant catalogers had to be discharged for their incompetence, and for the past two years the post has remained vacant owing to the difficulty of finding a suitable replacement. The circulation librarian needs at least two full-time clerks holding college degrees, but at present has only one and experiences difficulty in providing efficient service because of lack of continuity in his personnel. The periodicals librarian, though diligent, is not professionally trained or qualified for the post; in addition, at least one more full-time senior clerk is needed in this department. The law librarian needs a full-time senior clerk to maintain files and discharge other duties. The acquisitions department, currently staffed by the acquisitions librarian, one secretary, one bookkeeper, and one receiving clerk, will require additional secretaries in the new library building to perform bibliographical searching and related duties.

Relations between the faculty and the library staff are cordial. In almost all situations the library personnel have been uniformly courteous, cooperative, and helpful. Most faculty members are disposed to commend the staff for the good service it has been able to render despite the limitations under which it operates. Some dissatisfaction exists because student assistants are employed to perform work that should be done by qualified librarians.

The Library Committee

The library committee consists of the librarian and seven members of the faculty appointed by the President with due regard for equitable departmental representation. The committee for 1962-63, with one member each from the departments of biology, physics, English, fine arts, modern languages, economics, and history, is typical in its reflection of each of the three major areas of the humanities, sciences, and social sciences.

The library committee acts in an advisory capacity only and has no administrative functions. Normally it is summoned to meet when some par-

ticular policy is under consideration or when budgetary matters require consultation, especially departmental book allocations. The committee has in recent months reviewed the development of plans for the new library building and has provided valuable criticisms and suggestions for improving them.

Although formerly the chairman of the committee was picked from the teaching staff of the faculty, this post has for the past few years been assigned to the librarian. He determines when the committee meets, what business is included in its agenda, and what relationship it adopts to the faculty and to individual departments. Although the transfer of the chairmanship to the librarian may have had some merit from an administrative point of view, the interests of both the library and the faculty would be more effectively served by a return to the original arrangement in which the committee chairmanship (an advisory function) and the librarianship (an administrative function) were separated. Reestablished as an autonomous organ of the faculty, the library committee would continue to provide the librarian a source of advice and consultation, while assuming a greater degree of responsibility to the faculty in all matters that have to do with the welfare and development of the library.

Library Budget

College budgeting procedures make it impossible to describe the library budget realistically except in terms of actual expenditures. The major categories of the budget are for (1) personal services, (2) books, periodicals, and bindings, and (3) other expenses such as office supplies, replacement of office equipment, travel, Library of Congress cards, general repairs, and insurance. Sources of revenue are state appropriations for "maintenance and operation" and an appropriation from the state General Fund specifically for "books, periodicals, and bindings," plus a negligible amount (less than \$1000) from endowment income and contributions. Prior to and including 1961-62 the state appropriation for books, periodicals, and bindings amounted to \$10,000 annually; for the 1962-64 biennium, this amount was increased to \$30,000 annually. However, a sizable additional amount is usually transferred from "maintenance and operation" appropriations to the second category of the library budget when excess funds are available. This additional revenue cannot be counted on as continuing annual income and is not determinable until near the close of a fiscal year. The amounts actually expended by the library and the sources of revenue for 1962-63 are illustrative:

<u>Sources of Revenue</u>		<u>Expenditures</u>	
Maintenance & Operation	\$170,147	Personal Service	\$101,575
General Fund	29,955	Books, etc.	86,022
Endowment & Contributions	952	Other	13,457
	<u>\$201,054</u>		<u>\$201,054</u>

It is apparent that in this year the library actually spent for books, periodicals, and bindings nearly three times the amount specifically budgeted for this purpose in advance. The additional funds came from

"maintenance and operation" appropriations over and above those specifically allocated to the library under the categories of "personal services" and "other." These additional funds are transferred to the library by memorandum from the bursar.

The library has the prerogative of initiating orders only for books, periodicals, and bindings. Personnel records are centralized in the hands of the college personnel officer, and decisions as to beginning salaries, merit increases, and other personnel matters lie within the jurisdiction of the State Personnel Office. Supplies and equipment are requisitioned through the college purchasing agent. Operating expenses for the audio-visual department are charged to the budget of the dean of the faculty, but personnel costs of this department are charged to the library budget. Orders for books, periodicals, and bindings are initiated by the library, processed, and sent forward for payment under a quarterly encumbrance to cover anticipated expenditures. The acquisitions department maintains records of expenditures by type, department of origin, and fund. Quarterly or more frequent reports are submitted by the librarian.

Allocations of funds for books to the individual departments of instruction are suggested by the librarian with the advice of the library committee. These allocations are necessarily tentative and are frequently smaller than what a department may and often does spend. As a result, there is a good deal of confusion and misunderstanding on the part of department chairmen and members. Some declare they do not know a budget exists. Most departments describe their budgets as "totally inadequate," "too small," or "practically non-existent." Especially if chairmen keep strict control over requests for purchases, members of the faculty may come to feel that there is little use in making recommendations. On the other hand, some departments chronically overspend the funds allotted and rely on the librarian to find ways and means of meeting their deficits. Where departments have been encouraged to purchase by knowledge that funds are available, it has been demonstrated that they can achieve and maintain a far higher level of expenditure than usual. Granting that general budgeting procedure makes it difficult to supply in advance a realistic figure, there appears to be no reason why department chairmen should not be informed at the beginning of each fiscal year what their allotment is and, quarterly, what has been expended and what is still available.

Annual allotments and expenditures per department have fluctuated considerably over the past twenty years. For most departments, they now range between \$400 and \$900. (The law library has its own budget of approximately \$9000.) New programs in geology, biology, physics, mathematics, and history have led to increased allotments to these departments in the past few years. Annual allotments to physics and history, now about \$1000, are the largest. The library is hopeful that it will be given the means to develop the periodical, monographic, and special materials needed for the new master's degree programs in the life sciences, although it is doubtful that the initial minimum objectives (amounting to over \$100,000) can be met as quickly as they have been in the case of

smaller new programs.

The following figures give some significant measures of the library budget over the last six fiscal years:

<u>Years</u>	<u>Total library expenditures</u>	<u>Expenditures for books, periodicals, binding</u>	<u>Total library expenditures per student</u>	<u>Total library as per cent of total college expenditures</u>
57-58	\$129,083	\$45,881	\$70.49	7.5%
58-59	119,251	35,022	57.14	6.2
59-60	135,494	43,358	58.83	6.4
60-61	163,951	57,362	68.03	6.2
61-62	158,231	47,699	62.81	5.7
62-63	201,054	86,022	71.09	5.9

In the period 1958-63, the treasurer reports, total educational and general expenses of the College increased 93% while library costs increased less than 50%. Since in the period 1958-63 total instructional salaries increased almost 122%, this comparison does not give an altogether accurate picture of the relation of library costs to total costs of the College. It must also be considered that expenditures for books, if the figures were adjusted to a price index, would appear in even less favorable light. Although no single set of figures can be entirely accurate, all the available means of measurement seem to show that the financial support of the library has not kept pace with the recent growth in the size of the College and its total budget.

The Library Collections

The main library contains somewhat over 300,000 volumes classified according to the Dewey Decimal System with variations in certain classes. Its holdings include in addition more than 576,000 manuscripts, prints, maps, musical records, and newspapers dated before 1900. It is a government document deposit library and holds over 150,000 government documents. The number of different periodicals and newspapers regularly received is 1370.

Special collections, totalling nearly 60,000 books and pamphlets, include association books of distinguished Virginia families dating back to the colonial period; books, letters, and documents of students and faculty of the College; and letters, diaries, account books, and similar materials of prominent Virginians of the colonial period and later. The library holdings are particularly strong in early American history and in Civil War materials.

The law library, containing over 31,000 volumes, is separately housed in Bryan Hall. There are also an education library in Washington Hall and a chemistry library in Rogers Hall.

New acquisitions are made either on the initiative of the library

staff or on recommendations from the faculty. No uniform system of ordering books exists among the various departments. In some the responsibility for checking book catalogs for old and new titles is shared in turn by members of the department. In others, requests are left largely to the initiative of individual members, although orders must be approved by the chairman. Some professors object to this requirement, but it centralizes information and may provide the means of equalizing demands in relation to most urgent needs. This system must be based on confidence in the chairman to act promptly and reasonably and to consult openly with his colleagues. There is no way of superimposing any system on a department against its will and expecting it to work; but without at least a minimum of organization no group of faculty is likely to contribute significantly to the development of the library.

After the order for a book has been approved and delivered, its acquisition is up to the librarian and his staff. The system involves a number of essential operations requiring persons trained in "preparations" and cataloging. In the case of second-hand books, promptness in sending the order is indispensable. The acquisitions procedure could be accelerated if there were more and better trained persons on the library staff. Another problem in acquisitions is that the flood of funds which may suddenly become available at the end of a fiscal year or biennium is difficult to spend wisely on short notice.

At present, owing to the over-crowded facilities of the library, every new acquisition forces an old one into storage. When the library moves into a new building, this problem will be alleviated. But in connection with the move, the library needs to consider the possibility of weeding out and discarding some materials no longer worth keeping.

In the maintenance of the permanent collection, binding of periodicals poses a problem. Owing to the limitations of funds and the uncertainty that additional funds will become available, there seems to be no definite scheduling for bindings and in some cases the process makes issues inaccessible for too long a time.

Operation and Use of the Library

Despite limitations of space and budget, the library has functioned at a fair level of effectiveness. Lack of individual study spaces and crowded conditions in the reading room have made it difficult for both faculty and students to use books in the library itself. The table below shows for five fiscal years the size of the student body (undergraduates, law and other graduate students, and unclassified students), the size of the faculty, and the recorded book use (withdrawals) per student and per faculty. Figures are not available to show the recorded book use per student for each category. But the combined number of graduate and law students included in these figures slightly more than doubled during this period, rising from 65 to 138. Taking this into consideration, the use of books per student seems to be low, though it should be remembered, of course, that these figures do not show the use of books which are not actually withdrawn from the library. Faculty

use also is probably lower than it should be. In both cases the generally low rates of use and the tendency of these rates to fall off rather than rise probably are results of several causes, as for instance the increasing use of paperbacks. But it is likely also that the physical inadequacies of the present library have been a contributing cause.

<u>Year</u>	<u>Students</u>	<u>Faculty</u>	<u>Book use per student</u>	<u>Book use per faculty</u>
57-58	1904	159	14.3	30.5
58-59	2087	160	15.6	38.5
59-60	2303	173	16.7	36.0
60-61	2410	194	16.1	38.3
61-62	2519	205	14.3	31.4

Twenty-one academic departments maintain reserve shelves in the reserve room of the library. These reserve collections range from three books for one course in biology to over fifteen hundred books for thirty-one courses in English. The grand total is somewhat over six thousand books. Larger space and more careful supervision would materially promote use of the reserve book room. Study space is inadequate and shelves would not hold the multiple copies which are needed of some books even if they were available. Lack of books and study space leads some students to hide or remove books in violation of the Honor System. The loss of books in this way, or through sheer carelessness, is sufficiently serious to raise a question whether the provisions of the Honor System should apply to the library, or whether a system of control is not necessary and preferable. At present, the library staff is too small to exercise the necessary supervision.

The audio-visual collections of the library, supplemented by some departmental holdings of similar materials, are on the whole satisfactory and in good use. Appointment of a specially trained audio-visual librarian would encourage some instructors to use such aids to instruction.

No particular means are employed to instruct students in the use of the library. Freshmen are given an instructional tour during their orientation, but there is no further formal program. In past years the freshman English course devoted some time to such general instruction; more recently, although students are still required to do a library paper in this course, the English staff has taken the position that it cannot assume such a general responsibility as teaching students how to use all the library resources. If the library staff itself had sufficient trained personnel, this instruction could probably be provided through day-to-day assistance of individual students as they need help.

Faculty Evaluation of the Library

Only the departments of ancient languages, geology, and history rate their library resources as excellent at the undergraduate level, and they have some qualifications in making this rating. The depart-

ments of biology, chemistry, economics, English, home economics, philosophy, physical education, psychology, and sociology regard their resources as good, as does the Marshall-Wythe School of Law. Other departments rate their collections as only fair.

At the level of graduate work, only the departments or schools of ancient languages, education, history, law, and physical education regard their collections as good; the department of history considers its resources in early American history excellent.

These judgments, although subjective, do not suggest that the faculty is satisfied with the state of the library resources even at the undergraduate level. The materials available for graduate work, including some exercise in original research, are except in some narrow areas clearly deficient.

The value of the library's contents to the general public in the Peninsula area is often confused with its value to faculty and students. Since it is the only large diversified library in this area, its service to the general public as a regional library leads to an exaggerated evaluation of the collection by criteria that have little relation to its primary function as a college library.

Recommendations

As the heart of a college's educational program, a library is far more than a building. If the new library which the College looks forward to so hopefully is to be more than a magnificent physical shell, its operation and maintenance must be supported by a professional staff and by financial resources in keeping with a three million dollar investment in the plant itself. For the proper operation and maintenance of the new library, we therefore strongly urge the following recommendations:

1. Although the recent tripling of appropriations for growth and maintenance of the library collection is extremely gratifying, the budgeted amount is still far from sufficient and every effort must be made to increase the library's revenues for this purpose from all possible sources.
2. Within the College, much improvement can be made despite the difficulties imposed by state budgeting procedures if the bursar takes positive action to inform the librarian as soon as possible what initial and additional funds are available, and if the librarian in turn informs department chairmen.
3. If the new library is to become the dynamic force in the College's educational program which it should be, it will have to be administered with vision and understanding as well as with professional competence. A library is more than a book-collection, although this

is its center. In anticipation of occupying the new plant, therefore, serious thought must be given to the kind of staff that will be required and how it should be organized. It is clear that the new library will need an enlarged professional staff paid appropriate salaries. But it may need even more an enlarged vision of its functions other than those which are narrowly professional. The library committee should undertake at once a thorough study of this combined question of policy and staff.

4. The chairman of the library committee should be appointed from the teaching faculty, as was formerly the practice, so that this committee can effectively function as an advisory body.
5. Since it is to be expected that the new library building will generate increased use, by the public as well as by faculty and students, a system of routine checking and control should be instituted as in many libraries to protect the book and other collections from carelessness and other abuses. The open stack privilege for students and faculty should be maintained. The reserve book room in particular needs careful supervision to ensure all students equal opportunities for its use. As a matter of course, every user of the library should be required when leaving to pass a check point in order to diminish the losses of books through inadvertence, carelessness, and actual theft.
6. The move to a new building will give the library a needed opportunity to discard holdings which are obsolete and a policy as to discarding should be worked out well in advance of the move by the librarian with the advice of the library committee.

VI

THE FACULTY

By way of preface to the description and evaluation of the faculty in this section, it is worthwhile to recall a truism often overlooked. Any living institution is the men and women who conduct its essential affairs, and in an educational institution these persons are the faculty. This inescapable truth is somewhat disguised by the organizational pattern, borrowed from non-academic sources, which historically has developed in American colleges and universities. But the College of William and Mary provides striking evidence that this pattern is of relatively recent growth. The Royal Charter of 1693 made the "President and Masters, or Professors" a corporate body which, from the time the original six masterships were filled in 1729 until 1906, actually held title to and controlled the property of the College and conducted its "ordinary government"; the Board of Visitors, though it was vested with paramount powers to make all rules and regulations for the governance of the College, was a supervisory body as its name suggests and was not then actually the corporation of the institution as it is now. The legal structure of the College today, like that of other American institutions, is of course quite different. But it still remains true in a very real if not a legal sense that the faculty of any college is the college. A college can easily be better (or worse) than its physical plant and even, for some time, than its administration; but it cannot for long be much better or worse than the group of men and women who teach in it.

The practical implications of this truth may be seen if we consider the relation of the faculty to institutional aims and purposes. A "good faculty" is a rather meaningless concept unless it is related to a particular institution, a particular kind of college with recognizable objectives, which the faculty in question furthers. If the faculty itself does not actually determine these objectives, still it is true that a faculty to function harmoniously and effectively must understand and agree upon them. But the objectives of the College of William and Mary have not been easy to discover. A long institutional history is generally associated with well-established arrangements and traditions; but this College has had a most unsettled past, and during the past half century the transitions from one administration to another have been marked by disconcerting shifts in direction. Unable to fix upon any coherent objective which is assured of administrative acceptance and consistent support, the faculty has tended from time to time to become fragmented, and administrative coordination by direction

has often become the only means for effective action.

Whatever their confusion about precise objectives, the faculty share a strong desire to make William and Mary a college which is superior in quality and which enjoys a reputation worthy of its history. Each faculty member has made a personal investment in associating himself with the College, and his professional standing is affected by its standing. He quite naturally becomes deeply concerned when he perceives that in many respects the College in its present state fails to live up to its distinguished past, its prestige in distant places, its handsome campus, and its great potential.

The wish to develop William and Mary as a quality college of liberal arts and sciences has been the most durable ideal of the institution and the one most widely held among its faculty. In one sense, the purpose of this self-study is to define William and Mary's proper role as such a college and to take the measure of its successes and failures in fulfilling this role. Once the liberal arts ideal is accepted as the true objective of the College, the various qualities to be desired in a faculty member receive their proper emphasis and certain criteria for faculty development and recruitment become evident. One can recognize, for instance, the desirability of a new faculty member's having some understanding of this ideal and some sympathy for it. The basic requirement that he be competent in his field and have a scholarly interest in it remains fundamental, but whether or not he has a taste and talent for liberal undergraduate teaching also becomes crucial. A fair proportion of a liberal arts and sciences faculty must be men whose interests extend beyond the narrow confines of their specialty within a given field; they must be men who have the impulse and the capacity to concern themselves with students as human beings and not just as neophytes in a vocation.

Composition of the Present Faculty

Statistical analyses of the faculty are difficult because the raw data are subject to so many qualifications and appear in such varied forms that they must be interpreted with caution. Nevertheless, some figures about the present faculty are suggestive.

Excluding members of the School of Marine Science and all lecturers (most of whom are part-time) but including the Schools of Law and Education, the faculty of the 1962-63 session numbered 180. At the same time the student body approximated 2800. Thus the ratio of faculty to students was 1 to 15.5. This ratio is slightly better than the 1 to 16.3 ratio during the 1947-48 session at the height of the veteran influx but poorer than the 1 to 13.3 ratio in the late 1930's.

The average age of the faculty is 40 and the median age 36. The average length of service is nearly nine years but the median is less than four. The size of this discrepancy is a statistical reflection of what many members of the faculty subjectively sense to be a somewhat abnormal situation. Another analysis suggests the same thing.

If the faculty is arbitrarily divided into groups having lengths of service respectively of ten years or more, between five and ten years, and less than five years, the sizes of the three groups are not what one might expect. A group of 52, approximately 28%, have served for from 10 to 43 years and 18 of them are veterans of more than 20 years. As might be expected, members of this group hold many of the positions of leadership; they include 15 department chairmen, 25 of the 37 professors, the dean of the faculty, the dean emeritus of the School of Law, and the dean of students. The second group, with between five and ten years of service, numbers only 25, roughly 14%. Those with service of less than five years number 103, or about 57%. The size and proportion of this third group probably is accounted for mainly by the recent growth in the total size of the faculty; but it may well also be connected with the high rate of turnover in faculty manifested by the small number in the middle group, whose appointments date from the middle 1950's. There is no implication here that these groups within the faculty, distinguished solely by length of service, correspond with any factions, for they do not. What is disturbing is the high rate of turnover in the recent past and the possibility that it could continue. The College now has a relatively large group of faculty members senior in length of service but a relatively small middle group from which to replace them in positions of leadership.

There are 37 professors, 55 associate professors, 45 assistant professors and 43 instructors. Slightly more than half hold the doctor of philosophy degree, or a comparable one. Approximately half the faculty received their graduate training at leading universities, though there has not been a conspicuous dependence upon any single institution. The universities most frequently represented are Chicago, Columbia, Duke, Harvard, Michigan, North Carolina, Ohio State, Pennsylvania, Virginia, and Yale.

While there has been a continuous increase in the size of the faculty in recent years, the number of women has remained rather constant. There are now nineteen women in the rank of instructor or above.

Appointments to the Faculty

The President is empowered by the Board of Visitors to make all faculty appointments and promotions, subject to the board's approval which is ordinarily given without question. The President relies heavily upon the recommendations of the dean of the faculty. Department chairmen usually bring to the attention of the dean the names of those proposed for appointments and promotions, and the dean usually makes recommendations to the President only if he is assured of the department chairman's support.

The degree of success in recruiting varies rather widely from department to department, largely depending upon the chairman's skill and industry. The chairmen who are most consistently successful probably follow a procedure fairly close to the following. When a department has an opening, the chairman consults members of his department

about what specialized field would most strengthen its educational program. He then confers with the dean to agree upon an appropriate salary and qualifications and to get permission to search for suitable candidates. If the chairman and his colleagues have kept abreast of developments in their discipline, the chairman is in a position to write those university professors most likely to have knowledge of the men best trained in the specialized field who might be interested in the position described. To work directly through personnel offices of professional associations and the placement bureau, as is sometimes done, is a rather hit-or-miss proposition; employment agencies are rarely used.

After securing the papers of the men suggested by the university professors, the chairman gets the opinion of the members of his department as to which of the candidates seem most likely and then writes those whom he believes to be the most promising. If he has begun his search a full year before the new man is to come--which he must do if he is to have a very good chance of getting the best man available--he and other members of his department can arrange to interview at a professional meeting many of those who in response to his letters indicate an interest in the job.

Then after consultation with his department, he decides which of the candidates, preferably with his wife if he is married, should be invited to the campus. He makes a point of giving every member of the department as well as the dean of the faculty and the President an opportunity to talk to a visiting candidate. Taking into account the preferences of the department, he makes his choice and recommends to the dean that the man be appointed.

The importance of involving the department as a whole in the entire process is not only to obtain the benefit of their collective judgment but to pave the way for harmonious relationships when the new man joins the department. It is unfortunate that more chairmen do not have the knowledge or the willingness to follow such a procedure. In some cases, most of the initiative in recruiting must be taken by the dean, who ordinarily is in no position to make this sort of thorough search.

During the expansion of the past five years, most of the new positions that have opened up have been at the rank of assistant professor, followed by that of instructor. Only five professors have been added--in physics, mathematics, economics, and business, all fields where competition for teachers is great. A number of departments, in less competitive fields, have made no appointments higher than assistant professor--all of which strengthens the view expressed hereafter that competition in the market place is the prime factor in determining salaries.

One practice related to the matter of recruiting faculty--the ban on employing both husband and wife--requires reconsideration. As the competition for highly trained teachers becomes more and more acute, the absurdity of denying the College the services of those eminently

equipped to take their places as their husbands' colleagues will become manifest.

Faculty Organization and Institutional Governance

As was pointed out at the beginning of this section, faculty participation in institutional governance has deep historical roots at William and Mary. Although the original and traditional corporate character of the faculty has been weakened in some respects, the faculty has continued to hold regular meetings and to take action on matters of academic policy and regulations. Since 1938 the faculty has operated under a set of by-laws, which were adopted in that year and approved by the President. As amended by the establishment of a faculty advisory council in 1951, these by-laws remained in effect until similar but revised by-laws were agreed to by the faculty and then approved by the Board of Visitors on September 7, 1963.

A basic continuity in the organization and function of the faculty through the storms and stresses of the past twenty-five years is readily discernible. The faculty has consistently met in monthly meetings. It has from time to time changed the degree requirements and repeatedly determined, through its degrees committee, who were to receive earned degrees. The rules regarding examinations, attendance, and the acceptance of credits from other institutions have been fully determined by the faculty. Through its curriculum committee, it has considered all matters affecting the curriculum and, as a body, the faculty has adopted changes in the curriculum. The faculty has voted resolutions concerning its own internal governance, has directed its secretary to carry on correspondence, has advised the administration, and has agreed to resolutions on general college affairs.

Faculty meetings are held regularly on the second Tuesday of each month and additional meetings are occasionally held. The President is the chairman at these meetings and the dean of the faculty is vice-chairman. The average attendance during the 1962-63 session was 55% of the faculty. This is not a very impressive showing in view of the faculty's insistence that it be kept better informed about administrative plans and actions and be consulted in matters affecting academic policy. The agenda includes reports of committees and discussion of proposals. The dean and the President usually report to the faculty. At the end of the meeting there is an opportunity for the introduction of new business. The secretary of the faculty, who is elected every three years, keeps full minutes which are placed in the archives of the College and are available to all members of the faculty.

The faculty adopted a divisional form of organization in 1943-44, and the dean of the faculty began to use the elected chairmen of divisions as an advisory body. During a crisis in 1951 over the election of a new President, the faculty moved to the establishment of a faculty advisory council composed of the four division chairmen and three other members of the faculty elected by the faculty. This council was finally brought into existence and functioned until the President ef-

fects its dissolution in 1959. A successor to this council, the committee on faculty affairs, was established under the new by-laws in 1963.

The faculty elects the members of the degrees, honorary degrees, nominating, curriculum, and faculty affairs committees. Members of these committees are elected for three years (four years in the case of the degrees committee) and the committees report to the faculty. The most active are the committee on faculty affairs and the curriculum committee. The committee on faculty affairs meets at least monthly on the Tuesday preceding each faculty meeting and often on other occasions. The committee has a broad range of responsibility concerning the welfare of the College and assists in the work of all committees. Normally the dean of the faculty presides but, in his absence, a vice-chairman elected by the committee takes his place. The vice-chairman reports for the committee at each faculty meeting. Business is brought to the committee by the dean of the faculty, or by members of the committee, or by faculty members. When the whole faculty cannot be assembled the committee may take action on behalf of the faculty.

The curriculum committee's title is self-explanatory. It meets as often as required, and it is usual for the members to reserve one afternoon a week in the event it is necessary to meet that often. Sometimes interested parties are invited to the meeting. Business may originate in the committee or be referred to it by the faculty or by the dean of the faculty.

The degrees committee, of which the dean of the faculty is chairman, meets monthly and is particularly active in the late spring and just before commencement when it meets to consider appeals under the degree requirements. The honorary degrees committee, until the mid-1950's, was quite active and brought to the faculty all recommendations for honorary degrees, which if approved were then granted by the Board of Visitors. The Board of Visitors at about that time adopted by-laws which created a board committee on honorary degrees and the faculty committee practically ceased to function. The provision in the most recent by-laws of the Board of Visitors that the faculty should submit nominations for honorary degrees to the board committee may well have the effect of revitalizing the faculty committee.

The nominating committee regularly meets in the spring to make nominations to the faculty committees and it may meet on other occasions when elective positions fall vacant.

There are a number of standing committees which the President appoints. The more important ones are discussed below. Under the new by-laws, the faculty affairs committee advises the President about the composition of these committees and co-ordinates their work. The President also appoints ad hoc committees from the faculty.

The admissions committee has been only nominally a faculty committee in the past. It does not meet to make policy and, in recent years,

has confined its activity to the reading of applications. The discipline committee and the committee on academic status act essentially as agencies of administration. At one time the library committee was active as a faculty committee but in recent years its importance has declined. The position of the athletic committee is particularly difficult, and it often finds itself in the middle of irreconcilable conflicts. By the terms of a faculty resolution, it is required to report to the faculty in May. The committee on graduate studies serves as an admissions committee for graduate programs and also as a curriculum committee for graduate work. In the latter capacity it reports proposals to the faculty. The committee on honors plays a like role for the honors program. Committees on opportunities for graduate study, for foreign students, and for foreign study supply assistance to the chairman who, in most respects, does the essential work of the committee. Though the committee on lectures and arts operates on the same pattern it does meet more often. The committee on faculty research is an active committee recommending research awards and policy statements to the administration.

As presidentially-appointed committees, each of these committees should report to the President or an administrative official designated by him. As committees of the faculty dealing with matters of faculty concern, they should report regularly to the faculty. In the past, several have reported to both, several to the President only, and, as far as can be determined, several have not reported to either. The practice of having each committee report to the faculty at faculty meetings at least once a year was instituted in 1963-64. Some of these committees, particularly the admissions committee, the disciplinary committee, and the committee on academic status, are concerned with functions which are essentially administrative but have important implications for academic policy. These functions are performed by administrative officers who work at their task more or less full time. Either through neglect or through bowing to the stronger will of the administrative official, these faculty committees have often failed to exercise the advisory and supervisory role assigned to them or to exert the influence in policy-making the faculty demands of them. Unless faculty committees do their jobs well, the demand of the faculty that it play its proper role in the making of academic policy and the development of academic programs cannot have any real justification.

Department chairmen are both members of the faculty and administrative officers. They are responsible for the personnel, the curriculum, the quality of performance, and the efficient operation of their departments, and the effectiveness of the educational program owes much to their performance in leadership and administration. The dean of the faculty is, in a sense, their chief; they are essential parts of the administration of the educational program which he directs.

Chairmen are usually appointed without term and after consultation with members of the department and, occasionally, other members of the faculty. The position is not included in a man's contract; it carries no particular tenure rights or particular rank; and it carries

no extra salary except for a release from about a quarter of the teaching load. However, the nature of the position requires that it be reasonably secure and that it carry sufficient salary and rank to demonstrate support from the administration and an appreciation of leadership. The chairman usually has some advantages such as office space and secretarial help on account of his administrative duties.

Of twenty-four persons now serving as department chairmen, fourteen were selected from within the College and ten were recruited from outside. Recruiting does not seem to extend outside the College if an adequate person can be found within the department. The evidence of a lack of advanced planning for the filling of this position even when a retirement is anticipated is difficult to understand.

Once a man becomes a department chairman he almost always remains until death or retirement or resignation to go to another institution. Although something may be said for limiting service as a departmental chairman to a specified term, this has not found favor at William and Mary. The departmental staffs are relatively small and the number of possible chairmen is limited. Long service has provided a measure of stability in a college which has been insufficiently stable in its executive leadership and its aims and purposes. The chief disadvantage of long service has been the retention of men in office who fail to display the qualities of leadership or administrative ability the position requires. Such a situation is particularly unfortunate when there are men in the department who have both qualities in good measure. Perhaps more important, a weak or incompetent department chairman weakens his department by his failure to hold the good men he has or to recruit those the department needs.

The dean of the faculty, like the department chairman, is a member of the faculty; he normally continues to teach at least one course; he is chairman of several faculty committees; and he is an essential participant in faculty meetings. Since 1938 he has been deemed a spokesman for the faculty in the ranks of the administration. On the other hand he is an officer of the administration and as the chief executive officer of the instructional program he inevitably becomes in a sense an agent of the President in dealing with the faculty.

Filling the two roles simultaneously is difficult, especially when the faculty and the President are at odds or when they are out of communication. The history of the office would indicate that the problem of divided loyalties and responsibilities can be successfully resolved only when the dean of the faculty uses his influence to lead both the President and the faculty toward common goals. The remaining alternatives are to become the servant of one or the other or to become the path over which both walk.

In the administrative establishment the office of dean of the faculty has never had the status that it should have and does have in most colleges. To be really effective as faculty leader the dean of the faculty should have complete administrative responsibility for the

instructional budget, for all personnel actions involving the faculty, and for all advising and control of students related to the academic program.

The College has been able to retain on the faculty a considerable number of men who became accustomed to active faculty participation, with the approval and support of the Presidents, in the 1930's and 1940's. This leadership was pretty well circumvented by the President in the 1950's; but faculty leadership has been slowly rebuilding under the present administration. The appointments to a number of ad hoc committees successively from 1960 to 1962 revealed a willingness on the part of the President to accept the old leadership as it made a re-appearance on a committee to revise the by-laws, a committee to keep the faculty informed about the reorganization of the College in 1962, and the committees of the self-study in 1963. The self-study committees were particularly important since they included a large proportion of the faculty and established a set of working relationships.

But the newly emerging leadership suffered a setback when the policy issues of the 1962-63 session were concerned with the expansion of the College into new areas of activity. The faculty meetings of 1962-63 were particularly frustrating to those who wished for faculty participation in educational policy-making. The essential decisions about the role of the school or department of education, the inauguration of a master of arts in teaching, the inauguration of a graduate program in biology, and the creation of a program in speech and theater, were really made outside the faculty. The faculty was in a position to discuss only the details of these programs but the issues which most deeply concerned and divided the faculty were the feasibility of the programs and their implications for the whole academic program. Debate on the details became a substitute for debate on the real line of cleavage. Faculty debates on such issues would be more meaningful and constructive were the President to revive the practice of a predecessor of making an oral report to the faculty on finances and distributing a copy of it to the faculty.

In summary, it may be said that faculty participation in the institutional governance of William and Mary generally approximates the standards approved by the American Association of University Professors in October, 1962. It is especially encouraging that both the Board of Visitors and the faculty, through the President, have made efforts to improve their mutual understanding and relations and that they have some machinery for inter-communication. But there remains considerable room for improvement. The further requirements for effective faculty participation and fruitful faculty leadership are that the faculty have sufficient information about the affairs of the College, that issues be so stated that the faculty can make meaningful decisions of importance, that the administration make clear what decisions it is prepared to support and implement, and that more individual members of the faculty itself participate responsibly in the faculty's deliberations.

Academic Freedom and Tenure

William and Mary has not attracted much attention with its problems of academic freedom and tenure, but it has been faced with some of the same difficulties as many other institutions. There have been issues over the student newspaper and badly handled resignations and dismissals. Most recently there has been the issue of Communist speakers coming to the campus. But it has been almost twenty years since such a problem has been critical for the College. What cases have arisen have not been clear cut or the parties concerned have not pressed the matter.

The primary need with regard to academic freedom and tenure has been for a statement of principles and the establishment of adequate procedures. On January 11, 1964, the Board of Visitors approved a statement of principles recommended to them by the faculty but failed to approve the set of procedures recommended at the same time. The statement and procedures proposed were based upon the standards of the Southern Association of Colleges and Schools and the "1940 statement of Principles" agreed to by the American Association of University Professors and the American Association of Colleges. The board invited the President to confer with the faculty affairs committee and present another set of procedures for its approval if thought necessary. New proposals will be presented to the board at its May 1964 meeting. The January resolution of the board is quoted herewith:

Academic Freedom

The College of William and Mary encourages the principle of academic freedom, and subscribes to the statement on Academic Freedom and Tenure adopted jointly in 1940 by the Association of American Colleges and by the American Association of University Professors with particular reference to the main points of this statement as follows:

- (a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties...
- (b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject.
- (c) The teacher is entitled to his political rights as a citizen and "should be free from institutional censorship or discipline:" but he should remember that he is also a "member of a learned profession and an officer of an educational institution" and that "his special position in the community imposes special obligations... Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that he is not an institutional spokesman."

Faculty Tenure

An appointment with tenure is defined as an appointment which may be terminated by the College only for cause, or by retirement, or on account of extraordinary financial emergencies involving the institution.

The College of William and Mary is a State institution and is not permitted to grant a contract of unlimited duration. The College, however, accepts the principle of faculty tenure as recognized by first-rate institutions accredited by the Southern Association of Colleges and Schools, and adheres to the same as a moral and professional obligation.

In this recognition and adherence, the President of the College and the Faculty Affairs Committee, which is an elected Committee of the Faculty, are requested to evolve mutually agreeable procedures for implementing the principle of faculty tenure.

A frequent comment among faculty members and administrative officers concerning the faculty resolution on academic freedom and tenure is that if adopted substantially in its original form, it will be salutary in tightening administration. In view of the tenure provisions, the appointment, dismissal, retention, and promotion of faculty members will have a closer scrutiny. In view of the statement on academic freedom it is believed that more caution will be shown in dealing with issues of freedom of speech. There is increased assurance that mistaken actions will receive a review. At the same time there is a realization that freedom and tenure have foundations other than statements and procedures. Though the student body and the faculty are cautious in their actions and moderate in their views it is also true that they have been quick to oppose repressive action.

The Work Load of the Faculty

During the past decade as the College has grown larger and more complex the official teaching load of fifteen hours a week with adjustments for administrative duties or other tasks appears to have been reduced generally to twelve hours. But it is practically impossible to describe instructional load quantitatively. Measurements in terms of class sessions or "contact hours" are almost meaningless in view of the wide variety of instructional methods employed. For instance, to weigh the teaching loads of a biologist and a political scientist by applying an identical formula to each would only lead to distortion. Again, the number of students a professor teaches is certainly a component in his instructional work load; but here also the statistical approach can be misleading. The actual work load imposed by a seminar for ten students may well be ten times that imposed by a lecture course of 100 students if someone other than the lecturer grades the papers; a statistical description of student load would indicate precisely the reverse.

Though the point would be difficult to prove statistically, faculty

members who have analyzed the problem agree that there is rather wide variation among departments in actual teaching loads. This is borne out by self-study reports by the departments. But the difficulty of objective measurement makes the conclusion inescapable that the present general policy of leaving the assignment of teaching duties within a department to the departmental chairman and the dean of the faculty is the only way to promote equitable and effective utilization of available staff. The dean and departmental chairmen have operated on the sound principle that certain contributions a faculty member makes to the College and certain duties related to its operation which he performs, other than classroom teaching, should be taken into account in determining the number of courses he should have in any given semester. For example, it is generally accepted that when possible the direction of a student's honors work should be counted as the equivalent of one hour in the classroom. The decision whether an individual's hours in the classroom should be reduced and by how much is based, or should be, upon a realistic appraisal of the value to the College of the work done outside the classroom.

Faculty members who hold administrative positions are given a greater or lesser reduction in teaching load depending upon the amount of administrative work the position demands. The three-hour reduction accorded departmental chairmen appears to be inadequate in those departments where enlarged staffs and increasing numbers of concentrators have added greatly to the administrative burden. As the quality of instruction depends to no little degree on the effectiveness of the departmental chairmen, it is only sensible that they be given the time and secretarial help needed to do their job. The College would then be in a better position to demand better performance from those chairmen whose present performance leaves something to be desired.

The College has in the past more readily reduced the teaching load of faculty members with assigned administrative duties than it has been willing to reduce the load of those whose contribution to the College as researchers and writers is perhaps potentially far greater. Research and writing are not a thing apart from good teaching but an important adjunct of it. Our productive scholars raise the tone and stimulate the faculty, and they enhance our reputation in the academic world, which is of far-reaching importance. No responsible person would suggest that the College is in a position to cut teaching loads drastically and wholesale in hopes of reaping a bumper crop of scholarly productions. It is, however, in a position to identify those scholars on the faculty who given the opportunity would be productive and then to provide that opportunity by giving them time to do their work. It would be no more difficult to select such men for reduced teaching loads than it now is to select men to receive summer research grants. This stimulation of research activity would not only improve the intellectual climate of the campus, but the College would also find that it was able to hold good young men who otherwise would have been lost to other institutions.

One of the more serious problems connected with this matter of teaching loads arises from the practice followed by a number of faculty

members of "voluntarily" teaching extra courses. Men who teach in the night session or who teach extension courses sometimes teach 18 or more hours a week. Most are forced to this extremity, from which their regular teaching almost inevitably suffers, by inadequate salaries. If the College ever becomes able to move in the desired direction of reducing the teaching load and if it succeeds in establishing an adequate salary scale, it will be in a much stronger position to protect its investment and demand of a faculty member that he give up such moonlighting and devote his time during the session as well as most summers to the business at hand--the improvement of the quality of his teaching through research and study and by conferring more with individual students.

As in all institutions of higher learning, committee work consumes a great deal of faculty time. It is inevitable that the greatest burden of this work should fall on a relatively few men with experience and demonstrated ability. It is unfortunate but not surprising that these men, many of them older, are those busiest with other aspects of college life, but this is the price that must be paid for exercising leadership.

Faculty Salaries

Faculty salaries are set in accordance with a salary scale provided by the governor's office, the latest directive being that of May 28, 1962. Among Virginia's many state educational institutions there are several different scales. William and Mary has been grouped in a general category which includes Virginia Military Institute, the women's colleges (formerly state teachers colleges), and the branch and community colleges. Both the University of Virginia and Virginia Polytechnic Institute are on higher scales, as are most professional schools, including the Marshall-Wythe School of Law. For this reason the law faculty is not included in the following discussion. The colleges are permitted to make supplementary payments to faculty members with the approval of the governor; but the only supplements now being paid by William and Mary are to three professors, \$500 each from the Chancellor's Fund.

The tables on the next two pages show the salary scales authorized by the governor for William and Mary and the salaries actually paid. The scale authorized biennially by the governor does not necessarily reflect the salaries in fact paid by the College. The Board of Visitors in fixing faculty salaries is limited not only by the scale but also by the funds available within budgets, by expressed or implied conditions set by the legislature, by recommendations of the Council of Higher Education, and by various provisions of the appropriation acts. No member of the faculty in the 1962-63 session received the salary authorized at the highest step. Nor did any department head receive the authorized supplementary payment of 15%.

The salaries paid by state institutions, as of September 16, 1961, appear in the 1962-64 budget for the Commonwealth of Virginia and show William and Mary surpassed in actual salaries not only by the University

STATE SALARY SCHEDULES FOR WILLIAM AND MARY

Step	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Scale Effective 9-1-53							
Professor	5200	5450	5700	5950	6200	6450	
Associate Professor	4200	4400	4600	4800	5000	5200	
Assistant Professor	3600	3780	3960	4200	4400		
Instructor	3240	3420	3600	3780			
Scale Effective 9-1-54							
Professor	5400	5650	5900	6150	6400	6650	
Associate Professor	4400	4600	4800	5000	5200	5400	
Assistant Professor	3800	3980	4160	4340	4520		
Instructor	3240	3420	3600	3780	(3960)		
Scale Effective 9-1-56							
Professor	5900	6200	6500	6800	7100	7400	
Associate Professor	5000	5250	5500	5750	6000		
Assistant Professor	4600	4800	5000	5200			
Instructor	4000	4200	4400	4600			
Scale Effective 9-1-58							
Professor	6500	6800	7100	7400	7700	8000	
Associate Professor	5500	5750	6000	6250	6500		
Assistant Professor	5000	5200	5400	5600			
Instructor	4400	4600	4800	5000			
Scale Effective 9-1-60							
Professor	7600	8000	8400	8800	9200	9600	10000
Associate Professor	6200	6600	7000	7400	7800	8200	
Assistant Professor	5500	5800	6100	6400	6700		
Instructor	4500	4800	5100	5400			
Scale Effective 9-1-62							
Professor	8300	8700	9100	9500	9900	10300	10700
Associate Professor	6900	7300	7700	8100	8300	8900	
Assistant Professor	6200	6500	6800	7100	7400		
Instructor	5300	5600	5900	6200			

ACTUAL WILLIAM AND MARY SALARIES, 1946 to 1964

Academic Years	Professor			Associate Professor			Assistant Professor			Instructor		
	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.
All Faculty Average												
1945-46	4200	3690	3000	3500	2805	2400	3000	2353	2100	3250	2136	1200
1947-48	4950	4419	3870	3690	3407	2835	3240	2966	2700	2655	2578	2115
1949-50	5950	5322	4800	4400	4134	3600	3960	3743	3420	3240	3034	2880
1951-52	5950	5591	4800	4800	4349	4200	4200	3706	3420	3240	3077	2880
1953-54	6450	5800	5200	4800	4559	4200	4400	3829	3420	3840	3333	3000
1955-56	7000	6067	5200	5200	4803	4400	4560	4070	3800	4200	3635	3420
1957-58	7400	6681	5900	6000	5494	5250	5500	4993	4800	5000	4373	4000
1959-60	8000	7594	6500	6800	6232	5500	6000	5567	5200	5000	4705	4400
1961-62	9600	8700	8000	8200	7288	6600	6700	6258	5500	5760	5772	4800
1963-64	10700	9660	8300	8900	8238	6800	7700	7178	6200	6700	6051	5600