

of Virginia and Virginia Polytechnic Institute but also by Mary Washington, Longwood, and Madison, which is disturbing. The 1964-66 budget may place William and Mary in a more favorable position in relation to her sister institutions, but the figures appearing in "Full-Time Faculty Compensation per Student Equivalent" printed in the June 1963 Bulletin of the American Association of University Professors confirm that faculty compensation at William and Mary is out of line with that generally prevailing within the state. The AAUP report warns that these figures must be used with caution when making comparisons because of the variability between institutions in modes of accounting, but public institutions in Virginia are certainly more nearly comparable than are institutions generally. The compensations per student equivalent paid by state institutions in Virginia are as follows:

Medical College of Virginia	\$1,875
Virginia Polytechnic Institute	982
Virginia State College (Petersburt)	809
University of Virginia	770
Virginia Military Institute	668
Mary Washington College	547
College of William and Mary	488
Virginia State College (Norfolk)	479
Clinch Valley College	381

According to these figures, William and Mary is providing less compensation for its faculty per student taught than any of these institutions except Virginia State College in Norfolk and Clinch Valley College. A comparison of the training and experience of the William and Mary faculty members with that of most of these other institutions would make all the more inexplicable the discrepancy revealed by the foregoing data. A study of the cost of living in Williamsburg would reveal that the discrepancy is actually greater than it appears on its face. The Board of Visitors would seem to have a strong case to present to the State Council of Higher Education and the budget bureau for raising faculty salaries at the College.

The salary survey published by the American Association of University Professors is the source most often consulted by college teachers when making their decisions about employment. In the data on Virginia colleges and universities reported in June 1963, William and Mary is given a rank of D both for the average scale and for the minimum scale in 1962-63, an improvement over the E rating for 1961-62 but far below Washington and Lee's C-B rating or the B-B rating of the undergraduate college of the University of Virginia. William and Mary's average compensation was reported to be \$7,564 in 1962-63 as opposed to the national average of \$8,513. Thirty full professors had an average salary of \$9,326 while the national average for the rank was \$11,399. Fifty-six associate professors received an average salary of \$7,736 while the national average was \$8,752. Forty-seven assistant professors had an average salary of \$6,721 as compared with a national average of \$7,318. Forty-one instructors received an average of \$5,797 as compared with a national average of \$5,934. The average compensation of William and

Mary's full professors is 82% of the national average; of associate professors, 88%; of assistant professors, 92%; and of instructors, 98%. William and Mary retains the same relative position with regard to salary if the comparison is made to public liberal arts colleges throughout the country, and each academic rank retains its same relative position.

Similar salary data are contained in the United States Office of Education's Higher Education Salaries, 1961-62, which is often used for comparisons by administrative officials. The data and comparisons for public liberal arts colleges, found in table 5A, p. 16, of this booklet, are very similar to those given for such colleges by the AAUP Bulletin of June 1962. Data from both sources are shown below.

	National Average		William & Mary Average	Percentages	
	USOE	AAUP		USOE	AAUP
Professors	\$10,360	\$10,118	\$8,521	82.3	84.2
Assoc. Prof.	8,260	8,228	6,739	87.6	81.9
Ass't Prof.	6,980	7,047	6,218	89.0	88.2
Instructors	5,760	5,792	5,255	91.2	90.7
All ranks	7,710	7,698	6,732	87.3	87.4

An appropriate salary scale must take into account many factors, but if William and Mary is to be a superior college and to deal justly with its more senior faculty members, it must move quickly to raise salaries substantially, particularly in the upper ranks. The data comparing William and Mary with other Virginia institutions make it clear that William and Mary should achieve at least a B rating in the AAUP scale in all ranks, a scale already closely approximated in the two lower ranks. Such a scale is presented below as an illustration. This is not to suggest, however, that in the rare instances where current William and Mary salaries are above the B level such salaries should be reduced.

A Salary Scale for William and Mary at the B Level

Steps	Professor	Assoc. Prof.	Ass't. Prof.	Instructor
I	\$10,800	\$8,400	\$6,500	\$5,000
II	11,550	9,050	6,850	5,250
III	12,300	9,700	7,200	5,500
IV	13,050	10,350	7,550	5,750
V	13,800	11,000	7,900	6,000
VI	14,550	11,650		
VII	15,300			

If such a scale had been applied to the faculty of the 1962-63 session the increased cost would have been approximately \$200,000 and in 1963-64 approximately \$300,000. To put it another way, the total cost of faculty salaries for 1963-64 would have been about \$1,775,000 instead of \$1,472,394.

Except in a few instances where twelve-month salaries are provided for, the salaries of faculty members are paid over a ten-month period and salaries for summer school cannot exceed equivalent payment for two months. Yet the governor's directive of May 28, 1962, setting the salary scale, provides that "the listed academic year rates are for the full nine-months session," with faculty members "subject to call" two weeks before and two weeks after the session. This somewhat ambiguous arrangement concerning pay periods has been a source of difficulty.

Beginning with the 1952-53 academic year, faculty contracts have specifically stated that the term of the session was to run from September 1 to June 30, whereas for most faculty members the session actually begins with student registration after September 15 and ends with commencement before June 15. Since 1953, summer session salaries have been two-tenths of a sessional salary rather than two-ninths as had formerly been the case. Summer salaries need to be increased, no matter how they are figured. When faculty members have been awarded research contracts handled through the College, William and Mary has realized it could not insist that such contracts be regarded as providing two months of summer employment instead of three because other institutions handling similar contracts were using the three-month base. To persist with the two-month rule would have been to invite the loss of either the faculty member or the research grant, or both. As this experience with research contracts shows, the formula for disbursing salaries must be recognized as only a bookkeeping device and it must not be allowed to work to the disadvantage of the College or the individual faculty member.

As the tables previously shown indicate, salary scales and actual salaries paid in the past decade have responded, tardily and inadequately, to the rising cost of living. There is little evidence that a desire to improve the quality of education has prompted salary raises, even though the present drive for the industrialization of Virginia makes imperative the improvement and extension of higher education. Rather, it is clear that salary raises have generally been too little and too late to improve William and Mary's competitive position vis-à-vis similar institutions, which comes to the same thing. In fact, a close study of the pattern of changes in the salary scale suggests improvements have been prompted not primarily by concern for the hardships which inflation coupled with inadequate salaries was imposing. Rather it was forced by the state of the market in which young instructors and assistant professors could neither be hired nor held at the College with a salary scale providing little more than a starvation wage. The result has been a steep and long overdue rise in the salaries for the lower ranks. This pressure from below has had the effect of pushing up the salaries in the upper ranks, but much less both proportionately and absolutely. That pay received by men in some fields is higher than the pay of others with comparable training and experience but in another field can also be traced to the market demand for currently fashionable talents.

The consequences of the failure of salaries in the upper ranks to keep pace with those in the lower are serious. The difference in salaries between professors and instructors has diminished throughout the country, but the diminishing rewards for advanced ranks have been more marked at William and Mary than in the nation generally. There have been times in the past decade when a valued associate professor with a number of years of service was paid only \$100 a year more than a new assistant professor without experience, simply because the assistant professor could not be hired for less and, indeed, could not live on less. If situations of this sort do not stifle professional ambition and institutional loyalty, they certainly encourage a man to look for greener pastures. The most damaging losses to its staff that the College has suffered in the past decade have largely been in the middle ranks, from the better assistant and associate professors. The College in effect trained these men as teachers and then permitted another institution to reap the benefits because of its inability to pay a remotely comparable salary.

But the gravest injustice of the present distorted pay scale is done to a relatively small group of men, all past the age of fifty and with at least two decades of service. From this group comes most of the academic and administrative leadership of the College. They remain at the College because they and their families have sunk their roots in Williamsburg, because they are loyal to the College and have affection for it, and because there are relatively few job openings for senior men in other institutions. A glance at the pay scales for the last decade makes it clear that inflation has robbed them of any increase in purchasing power and that those with family responsibilities have in effect been teaching at a net loss. This accumulated "academic poverty" common among men of their generation has made it difficult if not impossible for them to make adequate provision for their old age. Common justice demands that the scale for professors be immediately raised and that the salaries of the senior professors be raised substantially and at once. To do this would be relatively inexpensive and the prospect of rewards to be ultimately won by long and faithful service would have its effect throughout the College down to the young instructor, just as the present example of conspicuous ingratitude have their effect.

One might argue that the way to restore the proper relationship between the salaries of professors and associate professors on the one hand and assistant professors and instructors on the other is to slow the rate of salary increases so as to leave more room for making increases in a man's late years, but this is to ignore inflationary pressures which force the whole salary scale upward if a man is to receive any rewards for service and also to fly in the face of the facts of the competitive market for teachers. In order to recruit the College has had to bring in men at levels above the minimum and has had to advance them rapidly. It would therefore appear desirable to raise the ceiling so as to carry on a steady rate of increase from first employment to retirement. The conditions of competition will make this necessary to provide opportunity for the men the College currently em-

ployes below the top level. The initiation of such a change at this time will produce a necessary incentive for the disproportionately large number of men the College is now employing at the associate professor level.

The pattern of salary raises in the College has not been based upon merit. In the ranks of instructor and assistant professor "merit" increases are available annually and amount to \$300. In the ranks of associate professor and professor they are normally available at two-year intervals and amount to \$400. But in the struggle to raise the whole salary level such increases have been given so generally as to be almost automatic. If the scale as a whole is made adequate, merit increases can become meaningful and useful.

It is difficult to give a teacher rapid advancement in rank. Faculty members tend to resent it when a colleague receives quick promotions, and administrative officials have been reluctant to use quick promotions as recognitions of merit. More than once a man of superior talents who fails to get proper recognition has moved elsewhere and the College has recruited a less well qualified man at a rank and salary which would have been more than ample reward for the better man who was lost.

Fringe Benefits

Fringe benefits, long a part of the compensation of faculty members in this country, have generally increased greatly since World War II and appear to average in the country as a whole about 6½% of a professor's compensation. Educational institutions most frequently make a definite payment of a specific amount for the benefit of their individual faculty members in (1) Federal Old Age, Survivors, and Disability Insurance; (2) retirement programs in which benefits vest in the faculty member within five years; (3) life, hospital, medical, and disability insurance; (4) housing or housing allowances, for all faculty members; and (5) tuition grants for faculty children wherever they attend college.

William and Mary provides few fringe benefits. The state contributes to the federal old age insurance plan, and it supplements this with a modest retirement program of its own. The benefits of the state retirement program vest in the individual faculty member only after fifteen years of service or after he has attained the age of sixty. The faculty member makes a contribution to the retirement fund of 4.5% of his salary over \$1,200. The College as such makes no contribution, but the legislature biennially appropriates a sum sufficient to maintain the fund on a sound basis. Under this retirement plan, the average faculty member would retire at less than half his salary at age sixty-five.

Between 1946 and 1950, the College attempted to develop a plan for increasing retirement benefits and perhaps even made some contribution to retirement funds from its own funds, but since 1950 it has displayed

no concern for the retirement plan or for its improvement. The legislature has liberalized the plan somewhat in successive sessions, but it remains quite inferior to the Teachers Insurance and Annuity System in operation for the faculty of the University of Virginia.

Faculty members, as state employees, may participate in the state employees' group life, medical, and hospitalization insurance plans, but the College contributes to none of these. A disabled faculty member is expected to resign or retire under the disability provision of the supplemental retirement system if his disability is long continued, but brief illnesses (those of less than a semester) are met by colleagues' taking over a man's classes during his absence. This is a contribution from the ill man's colleagues and not from the College.

The College owns a few houses and apartments which may be rented to faculty members at a reasonable rate. Although some of these have been long occupied by their inhabitants, it is understood that such housing should be treated as temporary. The College will lend money from endowment funds at 4½% interest for the building of faculty homes; but the amount available for this purpose is insufficient to meet the demand. The College has sold building lots to faculty members for somewhat less than the lots would have brought on the open market.

Tuition grants for faculty children have been sought by members of the faculty but the administration has not found it possible to operate such a plan, though it is particularly important at this College. The low rate of tuition at William and Mary and the low compensation for the faculty mean that a William and Mary faculty member is subsidizing the education of other men's children while paying high tuition costs for his own, who for a number of good reasons he quite often must send elsewhere to college.

It should be pointed out that the Commonwealth of Virginia is not likely to develop a system of fringe benefits at a level suitable to the College of William and Mary. What the faculty member now has in the way of such benefits results from his being counted an employee of the state. If he were to transfer to the Alcoholic Beverage Control Board or the State Highway Department he would continue to carry with him all the fringe benefits he has as a faculty member. If the College is to improve, or even maintain, its competitive position, it must develop a program of fringe benefits on its own and finance it from private funds.

Leaves of Absence

The Board of Visitors' resolution on faculty leaves of absence passed on May 31, 1952 permits leaves of absence without pay for a period normally not to exceed a year. The resolution also provides for an annual leave with compensation or expenses, or both, in order to permit a faculty member to engage in research or academic studies. An applicant for such leave was to submit a definite plan of work within his field to the dean of the faculty and demonstrate that the pro-

ject was in the interest of the College and to the betterment of the applicant's service in the College. The applicant should reimburse the College in event that he failed to serve for three years after the end of the leave. No such compensated leaves have been granted.

From the session of 1952-53 to the session of 1962-63, inclusive, the College granted fifty leaves of absence to thirty-eight persons, twenty-two of whom are currently members of the faculty. None of the fifty leaves has been financed by the College but one member of the faculty is receiving a quarter of his salary for the 1963-64 session in order to work on his advanced degree.

The College of William and Mary does not provide sabbaticals for the faculty.

Faculty Research

At the level of higher education, research and teaching are not in conflict but are mutually supporting. A professor who is not himself pursuing knowledge can hardly lead his students in such a pursuit, and a man urging knowledge upon his students can hardly decline to seek it himself. Recognizing the value of research, the President of the College established in 1943 what is known as the Chancellor's Fund, the income from which was to be used to provide research funds and salary supplements. Although used for several years to subsidize faculty research, this income no longer goes for that purpose. Instead there is a legislative appropriation of \$10,000 for faculty research each year. Most of the annual income of something less than \$10,000 from the Chancellor's Fund is reinvested. There is a question whether the interests of the College would be better served by continued use of the income for salary supplements and faculty research.

The appropriated \$10,000 and an additional \$1500 (raised in 1963 to \$3000) donated by the alumni is awarded each year to faculty members for summer research. The awards are made on the recommendation of the committee on faculty research. For the past several years this committee has been receiving about twenty applications annually, most of which it finds worthy of support, but it is able to find funds for only ten to twelve of these. The applications include few from the natural sciences because of the availability of support from other sources in these fields. Some projects, often at the suggestion of the committee, have found support from outside sources such as the American Philosophical Society. The committee has generally had to rule out grants for work toward the completion of the doctorate.

Faculty interest in writing and research is demonstrated by the fact that the names of 46% of the faculty appear in lists of current publications compiled by the individual departments. The only departments not represented are those in which one would not expect writing and research. Fine arts and music are represented by exhibitions and concerts. The rather large number of publications is composed chiefly of short and limited articles, translations, commentaries, and book

reviews, but there have been some books and major research studies.

There is, therefore, need for larger research grants available not only for summer work but also for major projects covering a long period of time. Such grants are available in the natural sciences. The College enjoyed such a grant for the Hampton Roads Study over a decade ago. Currently a sizeable research project in philosophy is being financed by the Titmus Foundation and four research grants (two in history and two in English) were made through a private gift.

There has been some argument that the limited research funds should not be spread so thinly but rather awarded to a few men with major research projects. Ideally there should be funds for a few large grants and for enough small grants to meet the needs of those with smaller and more limited projects. It would perhaps be more realistic, however, to seek funds sufficient to continue and expand the present practice of subsidizing worthy projects during the summer. An additional \$10,000 each year would be ample for this purpose. These grants should be looked upon as providing funds for limited projects and for enabling scholars to push ahead on their major projects far enough to enable them to go to outside agencies for larger grants. It is almost certain that many of the projects being carried on by faculty members would receive subsidies from foundations if these faculty members would apply to the appropriate agency and present their project in its proper light. It may be that the committee on faculty research could do more to inform itself of opportunities for grants from the outside and could encourage those faculty members with research projects which the committee found important to apply for grants at the places they were most likely to meet success.

Faculty Travel

The College recognizes that faculty members' attendance at professional meetings is essential for maintaining the quality of the faculty and the good standing of the College in the academic world. Funds for faculty travel have come to be accepted as a necessary operating expense. The College therefore encourages attendance at meetings of professional associations and meets the expense to the limit of its funds, but these funds are small. In 1961-62 the travel budget was \$5250; in 1962-63 it was \$7500; and in 1963-64 it was \$8000. The dean of the faculty allocates funds to the various departments and a faculty member applies for travel allowance to the dean, through his department chairman, at least two weeks before departure. When funds permit, it is the practice to meet all expenses of persons reading papers or serving as association officers, and the minimum transportation of others attending, at meetings held east of the Mississippi River. Probably between a third and a half of the faculty has all or a part of expenses paid for attendance at some regional or national meetings of learned societies.

Facilities for the Faculty

As far as the faculty is concerned, the need for more office space and classrooms is less critical only than the need for the new library. Offices which are occupied by two, three, or four persons, as most are, can be little more than a roosting place between class sessions. Conferences between faculty members and students become difficult, and study becomes very nearly impossible. And the younger men who are less likely to have a corner in their own homes in which to work are usually the ones found in the most crowded offices. The increase in specialized classes like the modern language laboratories and the great increase in the number of classes which must be held has produced a critical shortage in classrooms. It has become more and more difficult to work out a schedule for class meetings and even more difficult to work out satisfactory class schedules for individual faculty members and students.

A new bookstore, which is in the planning stage, is another badly needed facility. A bookstore, and not just one which issues textbooks, is felt by most members of the faculty to be a vital part of the academic life of the campus.

Secretarial assistance, office equipment, and visual teaching aids are far more plentiful than in the past. Student assistants are especially helpful; many of them are skilled typists, and some can work independently on research tasks connected with teaching.

The importance of having places where faculty members can gather and talk has been greatly underestimated. Buildings have storage rooms, bedrooms, classrooms, courting parlors, gymnasiums, exhibition rooms, offices, libraries, but no conversation rooms. When a campus center was constructed a few years ago, space was found for a bowling alley, a ballroom, hobby room, and student offices, but not for conversation rooms--for faculty or students. The very idea of setting aside a place where professors can sit and talk is apparently preposterous. Yet informal conversation among scholars is essential; indeed, a college is by definition a place for scholarly discourse.

Because there is no faculty dining room or common room for gathering informally does not mean, of course, that there is not both formal and informal scholarly discussion among members of the faculty. The most conspicuous example of formal scholarly discussion during the past two years has been the conspicuously successful faculty lecture series in which younger members of the faculty gave formal addresses, followed by discussion, on a number of broad topics. Three of the five lectures from the 1962-63 session have been published and the alumni have given \$500 for the publication of the six 1963-64 lectures.

Informal discussion groups which meet more or less regularly in faculty homes appear sporadically. Such a group has been meeting during the 1963-64 session. A dozen or so faculty members and men from Colonial Williamsburg, Inc., meet for luncheon once a week. Such meetings, trading shop talk and gossip, help to develop shared views in the

faculty and lead to greater cohesion. A faculty dining room and a common room are basic needs.

Public lectures given by visiting scholars are generally poorly attended both by faculty and students. For the most part they generate little discussion. This is to be deplored and can be taken as evidence that the intellectual climate of the College is not what it could and should be. The faculty must accept a major share of the blame for this.

Faculty Morale

It is possible to say that, in regard to important particulars, faculty morale at William and Mary is good. Resources, especially in the sciences, are more adequate than in the past, and the faculty looks forward to a new library and better salaries. Faculty-administration relationships are cordial, if not entirely comfortable, and the faculty is pleased with the approval of the new by-laws and other improvements in organization and operations. The faculty has been disturbed about the handling of some matters but it has also been pleased with the handling of others, such as the decision in 1962-63 to play a basketball game despite the presence of a Negro player, the improvement in the 1963-64 faculty meetings, and the steady if not phenomenal progress on salaries. Though the aims of the College as a whole are not clear there are particular parts of the College with a sense of direction. While there is often frustration in attempting to establish and maintain contacts with the administration there is also a belief that a dialogue between faculty and administration is possible and decisions can be obtained. Faculty morale is better and is probably as good as in most colleges. But it is not enough to speak of good morale. It is the service of a self-study to identify ways in which improvement can be made.

A continuing impediment to morale is the low position of the professor and his work in the value system of the institution. It is not sufficient to praise learning and professors on special occasions if, in reality, the professor and the academic program are not understood and are subordinated to other interests and other programs in the value system of the College. The incidents which distress the faculty, taken individually, seem trivial and easily remedied; protests about them seem petty. But such a view misses the fact that they are often repeated evidences of a rating in a value system.

Difficulties of transition may explain the absence of effective leadership in educational policy during the 1962-63 session, and the present inaccessibility of the President to members of the faculty may be only temporary. But the faculty fear that without better communication the faculty and administration may find themselves moving along different lines with a lack of mutual understanding. Leadership is essential to morale.

Evaluation and Recommendations

An "objective" or statistical evaluation of the faculty would concern itself largely with such more or less measurable things as advanced degrees and publications. On these counts, the William and Mary faculty would certainly appear no more than average in relation to faculties of comparable institutions. Although the percentage of Ph.D.'s on a faculty is not always the best measure of its learning nor the length of a list of publications the best indication of the value and extent of the research being done, there is some correlation between them. An increase in the percentage of Ph.D.'s and in the amount published by the faculty would not only brighten the College's image but might indicate a certain improvement in the quality of the faculty.

What is more to the point in an evaluation is a subjective judgment of the degree of teaching effectiveness. Teaching and scholarship are properly creative and so are not measurable in the same sense as many other activities. As a relatively small college William and Mary has relied upon occasional and informal assessments of effectiveness which may not suffice as the College grows in size and as specialization increases. In the past it has been possible to assume that the knowledge, skill, and wisdom which individuals displayed in their association with their colleagues were representative of their effectiveness as teachers and that their writing and public lectures provided fair samples of their best research and writing. There has been some reliance upon student attitudes as revealed in evidences of esteem and enthusiasm or of disdain and apathy. In respect to teaching it is also possible to make the generalization that most men who appear to enjoy their work are also successful in it.

Perhaps the most that can be said is that William and Mary has good, bad, and indifferent teachers. It has some strong and some weak departments. The faculty sometimes fails to provide a good student the stimulation and intellectual discipline he has the right to expect. On the other hand, the faculty invests a great deal of time in students whose intellectual capacities and interests are not such as to permit them to take full advantage of what the faculty collectively has to offer.

Perhaps the most persistent theme running through faculty comment is the insistence that the faculty be kept fully informed about the operation and development of the College and that it be accorded a full share in the making and developing of academic policy. Almost as insistent is the plaint that the administration is failing to do this or that or that the faculty cannot do this or that because an administrative decision is lacking. But there is a very real question as to whether the faculty is operating with anything like maximum effectiveness in those areas of policy-making and the developing of academic programs which have been freely accorded it. The relatively small percentage of faculty members who attend faculty meetings, the reluctance of some faculty members to do vital committee work, the failure of some faculty committees to perform the function assigned to them, and the

apparent unwillingness of many faculty members to enforce the faculty's own rules as in the case of absence regulations are only a few examples of the sort of thing that weakens the force of the faculty's demand that it be given a stronger voice in determining the course that the College should follow.

William and Mary is a comparatively small institution displaying much of the diverse character and multiplicity of goals of a state university but without the resources and organization appropriate to a university. The resulting confusion is an obstacle to faculty effectiveness and is damaging to faculty morale. In the absence of a clearer and more limited definition of the goals and character of the College determined by the Commonwealth of Virginia and the Board of Visitors there is a heavy burden of leadership placed upon the President, the dean of the faculty, and the chairmen of divisions and departments. Whatever the image of the College presented to the larger community, the President must clearly support feasible goals within the College. The dean of the faculty (or dean of the college) must have larger powers and responsibilities because his leadership, necessary to the faculty, depends not only upon faculty confidence but also upon his possession of real authority in the administrative establishment. The roles of divisional and departmental chairmen should be given careful study with the purpose of improving the manner of selection, the criteria for continuance, the operation of the position, and the provision of suitable facilities.

Besides the need for leadership, there is a need for better communications within the College. A better understanding of the respective roles of the Board of Visitors, the faculty, and the administration must be developed not solely through formal statements but through consultation in the course of dealing with real problems. On problems relating to such things as the educational program the President and board should consult with the faculty early enough for their adequate consideration of faculty views. An understanding of the function and role of the faculty in the guidance of the College should lead to recognition of their professional status and this recognition should manifest itself in tangible ways.

Specific improvements in communication would result if the faculty were supplied with more information about the operation of the College, particularly on budget and financial matters. We recommend that each faculty member should receive a copy of the annual report of the President and that a faculty handbook should be prepared and distributed to the faculty.

Plans for development of the physical plant should include adequate provision of faculty facilities. It is imperative that faculty offices be adequate. The faculty requires conference rooms, a common room, and a dining room. The provision of classrooms, laboratory facilities, and faculty offices must not be allowed to fall behind enrollment and dormitory construction.

Recruiting and assessment procedures should be improved. At periodic intervals the dean of the faculty, with the assistance of the committee on faculty affairs, should review the standards and procedures for recruiting and for assessing the professional quality of faculty members, and of the faculty as a whole.

Opportunity for professional association within the faculty and with the larger professional community outside the College should be developed more fully.

Funds for "All Faculty Travel" should be increased.

The College should work toward a program of sabbaticals and until its accomplishment should make greater use of the provision for leaves in the appropriation act.

Research at the College should receive a thorough study, especially in view of the trend toward graduate work. The research funds should be increased, the conception of research should be broadened, and the proper evaluation of research projects should be assured by a careful selection of the members of the faculty committee.

The teaching-load problem should be studied with a view to a judicious reduction in the load and the working out of arrangements in each department rather than by attempting to make inappropriate analyses and adjustments on a college-wide basis. In view of new developments in educational methods, placing more responsibility upon students, a new approach to the problem of teaching loads should be sought.

While salaries are by no means the only factor in developing proper faculty morale, an adequate salary scale is one index by which a college is judged in the academic world. Faculty salaries generally and in specific ranks should be brought to at least the national average and the College should strive to meet the "B" level of the A.A.U.P. scale in all ranks as it has already done in the rank of instructor. Salaries should be paid on a nine-month basis with further compensation at the same rate for persons required to perform duties beyond a nine-month period. When salary scale and salary adjustments are made the administration should have the advice of the faculty, through an appropriate committee or group.

The college faculty should enjoy certain additional fringe benefits. Retirement funds should be vested in the faculty member after five instead of fifteen years of service and the income on retirement should be higher. The College might serve the faculty better by participating in the plan of the Teachers Insurance and Annuity Association as does the University of Virginia. The College should provide a program of health and other insurance and should provide tuition for sons and daughters of the faculty. The payment of moving expenses for new faculty is coming to be an established practice and will become necessary at William and Mary. The College should do more in support of faculty housing and should also supply some medical service and opportunities for purchases at discounts.

STUDENT LIFE AND EXTRACURRICULAR ACTIVITIES

Several broad areas of student life and activities outside the formal academic program comprise together with that program the whole educational experience of a residential college. These areas are (1) student living conditions-- housing, food services, health and medical care, and recreational facilities; (2) discipline and student government; (3) institutional relations between students and the College-- their orientation, the keeping of records, scholarship aid, student employment, placement services, and alumni affairs; (4) intercollegiate athletics; and (5) cultural and recreational opportunities offered through publications, performing groups, social organizations, and the like.

This College has no "program" and no over-all administrative organization for these areas. They are the responsibilities of various agencies and offices of the administration, the faculty, and the students themselves. The maintenance and operation of buildings and the handling of most funds are functions of the bursar's office, which also supervises the operation by an independent contractor of the food services. Student personnel administration as such is headed by the dean of students (who is also the registrar) and includes the deans of men and women with their assistants, the college physician, and the director of counseling. Matters of student aid, employment, scholarships, and placement are handled by a director of student aid and placement. Intercollegiate athletics fall under a director of athletics, and intramural athletics under the departments of physical education. Some groups, such as the William and Mary Theater, are largely independent. Various faculty and student committees or other agencies are involved in most areas either directly or as advisory bodies.

Although the College has no official policy on student life and extracurricular activities, the following statement from the catalogue is a fair indication of the attitude which the College intends toward the whole matter:

"As the College is chiefly a resident college, students and faculty comprise a closely knit community in which extracurricular and social activities play a considerable role in the cultural and intellectual development of the individual. The informal relationship between teacher and student serves to encourage the process of living and learning together. The College believes that one of its major purposes should be to inculcate by means of the several phases of college life the ideals of self-responsibility and good campus citizenship."

This attitude is reasonable and appropriate for this College and its spirit provides a criterion for measuring how well the College meets in fact its responsibilities to its students in the several extracurricular areas which are examined below.

1. Student Living Conditions

Housing

Most undergraduates, except those coming daily from their homes, are required to live in the residence halls. Senior men, with the permission of the dean of men, may reside in approved off-campus housing. Married students may not live in residence halls. Graduate and law students normally make their own living arrangements. The residence halls, including dormitories, sorority houses, and fraternity lodges are described in the section of this report dealing with physical plant. Information as to price ranges, physical conditions, and planned capacity and actual tenancy will also be found there.

Only a few of the residence halls for men justify the catalogue claim that "At William and Mary, residence life is particularly attractive." The newest men's dormitory, Yates Hall, has separate lounges and study rooms with individual cubicles on each floor and a recreation room. Yet there are complaints that, though of modern construction, it is insufficiently sound-insulated. Bryan, Camm, Madison, and Stith Halls, relatively new units of more traditional design and construction, are attractive but some of their facilities intended for study and recreation are now taken up by the School of Law or used as classrooms. Of the other men's dormitories, Tyler and Taliaferro Halls and the Morris House do not have lounge or study areas. The Morris House, an antiquated frame building, has long been a candidate for demolition. Old Dominion is overcrowded and badly in need of renovation, has inadequate study facilities and almost none for recreation; its fourth or attic floor more closely resembles a hutch than a home. Monroe Hall is almost equally in need of renovation. Brown Hall needs attention to floors and painting, shows signs of overcrowding, and presents an odd assortment of cheap and ancient furniture.

Women's dormitories are on the whole more satisfactory. All have lounge or study areas, or both. Though to a lesser extent than in the men's dormitories, there is however some overcrowding. The most serious problem is Ludwell, six units of an apartment building about a mile from the campus leased on a "temporary" basis quite a few years ago. In location and design these units are unsatisfactory as a dormitory. Although plans have been announced to abandon this arrangement when a new women's dormitory is constructed, one new dormitory has already been completed without affecting the use of Ludwell and there is some justification for scepticism whether it will be given up the next time.

All residence halls, except the eleven fraternity lodges which house three men each, have some supervision. Each men's dormitory

is supervised by a resident counselor, who is a graduate or law student, assisted by one or more dormitory managers appointed by the dean of men. Each women's dormitory and sorority house is supervised by a housemother (two larger dormitories have two) assisted by the house president. Because of its divided units, Ludwell requires three housemothers and six house presidents. The subject of dormitory supervision will be discussed later under the topic of discipline and student government.

Recommendations on Housing

We believe that the College needs to bring its existing residence halls up to acceptable standards at least as urgently as it needs to add more. New dormitories, because they are financially self-liquidating and appear to accommodate more students seeking an education, are relatively easy to obtain. But we suggest that the easy course in this matter is deceptive and unsound. The College needs, first, the classrooms and other facilities properly to educate its students and, before it admits more, the facilities to house properly those it already admits.

The School of Law should be moved out of the Bryan complex. Ludwell Apartment should be abandoned as a women's dormitory. The Morris House should be demolished. The infirmary building can be converted into a men's dormitory, when provision is made for a needed new infirmary. Old Dominion, Monroe, and Brown need renovation in greater or less degree. We urge that these projects be given priority over new construction of residence halls, except as new buildings may be necessary to permit the overhaul of existing ones. In effect, this will require a moratorium on increases in enrollment until the residential facilities are what they should be.

Food Service

College dining halls are operated on a contractual basis by Crotty Brothers of Boston under the general supervision of the bursar. A ruling of the State Council of Higher Education prohibits state colleges from engaging directly in the preparation and sale of food. The College provides facilities and equipment but the contractor buys all food, hires and supervises employees, and plans, prepares, and serves all meals. The dietician gives the bursar a weekly menu in advance. A supervisor from the Boston office meets with the bursar weekly. Crotty Brothers pays the College a percentage of gross receipts.

All freshmen and sophomore students must buy meal tickets each semester and eat in the college cafeteria; juniors and seniors may do so. Approximately 3,200 meals are served daily to 1240 ticket holders.

The main cafeteria has two food counters serving a large dining hall seating 525 and a smaller one seating 204. The kitchen and bake shops are adjacent to the serving counters, and the basement which provides space for storage also includes a refrigerated storage, a refrig-

erated garbage room, an office, one shower for white employees and only four restrooms for more than 100 employees. An elevator declared unsafe for personnel conveys food and garbage between the kitchen and the basement, which floods during heavy rain. The board of health, insurance company representatives, and building inspectors periodically inspect the building, equipment, and food.

The fare served in the cafeteria is generally considered to be good and varied although some students complain that the meals are tasteless and monotonous. The dining rooms are overcrowded and are neither as attractive or convenient as they should be. If plans for remodelling the cafeteria are followed and if the proposed new dining hall is completed near the new dormitories, students entering William and Mary will be able to eat under more attractive and civilizing conditions.

The contractual services of Crotty Brothers are available to the College and to college groups, and they prepare and serve food for numerous teas, receptions, dinners, and picnics. In the cafeteria building there are five small dining rooms seating from 10 to 48 people which are used for dinners and luncheons. Crotty Brothers also operates an eating place in the Campus Center called the Wigwam, a large and attractive room where many faculty members as well as juniors and seniors have meals. The small number of girls living in sorority houses maintain their own dining rooms.

Health and Medical Care

Although the catalogue outlines a rather formal and comprehensive "health service," the health and medical care of the college community is a function of several different agencies both within and outside the College. Central is the David J. King Infirmary operated by the college physician, who is nominally responsible for the entire "health service." Actually, however, the departments of physical education through their instructional programs and individual counseling take care of many aspects of general student health and its improvement. Sanitary inspections of the residence halls (including off-campus housing) are made variously by housemothers, resident counselors, and the dean of men. Dining halls and kitchens are inspected by the local health officials and insurance company representatives. Swimming pool conditions are tested by the physical education staffs.

In evaluating the health and medical services of the College, it should be borne in mind that they operate in the context of facilities available in the community. Williamsburg has a modern and ample community hospital to the construction of which the College, as a corporate citizen, by special appropriation, contributed \$50,000. Quite near the campus is the Tidewater Mental Health Clinic, and a few miles away are the psychiatric staff and facilities of Eastern State Hospital. Besides local physicians and surgeons, specialists and special medical facilities are available in Richmond and Newport News. The existence

of these facilities must be taken into account in judging the scope of services which the College itself needs to supply. But the extent to which the College does and can avail itself of these resources is a moot question.

The David J. King Infirmary, built in 1930, when there was no ample hospital in the town, is a three-story building which was intended to provide at least 50 beds if necessary. All the present infirmary facilities are on the first floor. They consist of a staff office, a waiting room, a reception-treatment room, a consultation-examining room, a heat-treatment room, a kitchen, a nurses' dining room, and eleven rooms providing ten beds for men and twelve for women patients. One room and the adjoining bath can be used to isolate students with acute communicable diseases. There is the usual medical equipment but no laboratory facilities for diagnostic tests. Physical therapy equipment and the services of a registered physical therapist are available in Blow Gymnasium. The waiting room in the infirmary is small and a second consultation-examining room would be desirable. Noise from the kitchen, which is in the center of the building adjacent to the reception and waiting rooms, interferes with nurses' interrogations of patients. The kitchen needs a new stove and dishwasher. In the past two years, the second and third floors of the building have been converted to dormitories for men. Noise and confusion from above disturb the infirmary staff and patients.

The College retains a physician on a half-time basis. He conducts a private practice in Williamsburg and holds office hours at the infirmary three times daily, in the morning, early afternoon and early evening (except Saturdays), for a total of seventeen scheduled hours per week. He is on call for emergencies. The nursing staff consists of four registered graduate nurses and a fifth who is a graduate of a nursing school in Germany. Nurses are on shift duty around the clock. An orthopedic physician comes from Richmond once every two weeks for consultation. Secretarial assistance is available to the staff two hours daily, Monday through Friday.

Much of the infirmary's service is that of a dispensary which administers common medicines and routine treatments to ambulatory patients. Cases requiring physical therapy are referred to the registered physical therapist available at Blow Gymnasium. Cases of a major nature or requiring operations or prolonged hospitalization are referred to specialists or hospitals in Williamsburg or elsewhere. Bed-patients are admitted to the infirmary for minor and incipient illnesses. Students not considered ill enough for confinement to the infirmary may be sent to bed in their dormitory rooms. The infirmary sometimes arranges mobile unit chest X-rays and anti-flu shots for students, faculty and college staff.

If students exhibit symptoms of emotional or mental illness, consultative services for them may be arranged with the staff of the Tidewater Mental Health Clinic. In theory, referrals are made by dormitory counselors, housemothers, or faculty members through the

deans of men and women and the dean of students to the college physician, who makes the final decision. He may refer the case to the clinic, to dormitory or faculty counselors, or to the counseling office; if a student exhibits moderate to severe symptoms requiring psychiatric care, he is withdrawn from the College and placed in the custody of his parents. In practice, it appears that few students are referred to the clinic through official channels, but a good many seek its services either on their own initiative or at the suggestion of dormitory counselors or faculty. How the problem of mental health can and should be handled is a complex question which is dealt with in the section of this report on the academic program, where it is considered in relation to the whole matter of counseling.

Each entering student is required to return to the college physician, prior to registration, a form containing his medical history and the findings of a medical examination by his home physician. This record is reviewed by the college physician and may be the basis for his recommendation to the deans of men and women and the chairmen of the departments of physical education that the student should have a special program. Each visit of a student to the infirmary is recorded on a card which is filed with the student's medical history. A medical examination is not given to entering students. The college physician does examine members of men's varsity athletic squads and he reviews lists of participants in women's varsity and intramural sports.

Services of the infirmary are free to students. The College does not, however, assume the cost of special nurses, consulting physicians, surgical operations, X-ray or laboratory tests, care in other hospitals, or special medications. Faculty and staff (including their families) may use infirmary services by paying an annual fee of \$6 per person. Accident and sickness insurance is available through the College, at a reasonable cost, to students, faculty, and staff. Group health insurance policies (Blue Cross and Blue Shield) are available to the faculty and staff and their families.

Lack of confidence in the medical services appears to be widespread among students. They complain that the consultation hours are restricted and inconvenient and that when they want to see a doctor they must usually see a nurse.

Recommendations on Health and Medical Care

In view of the medical resources available in Williamsburg and nearby communities, we see no reason for the College to provide elaborate facilities to meet unusual and emergency contingencies. Yet we doubt that the normal medical needs of 2800 men and women students are adequately cared for by the half-time services of a single physician or an infirmary designed over thirty years ago for a student population less than half the present size.

Although most competent physicians are interested chiefly in the conditions and rewards of general private practice, there are also pro-

fessionally qualified persons dedicated to careers as college medical officers. The College should seek at least one such person and preferably two (one a woman), who could work cooperatively with the departments of physical education, the counseling office, and others, to make the health and medical care of students a positive contribution to the whole educational endeavor rather than merely a remedial measure.

The present infirmary building (as a whole) is larger than necessary but the first floor actually used as an infirmary is too small and outmoded. The unsatisfactory condition brought about by the conversion of the upper floors to dormitory use is an example of how additional students have been packed in at the expense of other considerations. In this instance, the obvious solution is to convert the building entirely to a dormitory as soon as a new infirmary can be provided. Because of the direct need for the infirmary and because the present building as a dormitory might be used to make possible the needed renovation of other residence halls, construction of a new infirmary should be given high priority. A new infirmary should be somewhat larger than the present one and probably should include a diagnostic laboratory.

Recreational Facilities

Recreational facilities for students are important in the life of a residential college. Those at this College are fully described in the section of this report dealing with physical plant, and various activities which make use of some of them will be described later in this section under the topic of cultural and recreational opportunities. Here the discussion is confined to a general survey of the facilities with particular attention to the College's policy and attitude.

In most of the women's dormitories and in the newest of the men's, there are lounges and other provisions for recreational and social purposes. But recreational facilities in the Bryan complex have been diverted to classrooms and to the School of Law. Most of the older men's dormitories have no recreational areas.

Sorority houses do afford suitable facilities for entertaining, dining, meetings, and recreation, but they serve a limited number of the women students and they are taxed to capacity.

The College built eleven fraternity lodges after World War II, when independent fraternity houses disappeared from the scene, and rents them to the fraternities. Each lodge consists of a main room, with a kitchen, and quarters for three fraternity members who sleep and study there. The lodges are the center of social activities for perhaps half the male students and their guests. They are inadequate for their intended social function and they are unsatisfactory as study quarters for their occupants. On weekends and at other times of relaxation they are crowded, noisy, and untidy.

The Campus Center, a relatively new building, provides a variety of facilities. On the ground floor are a lounge with easy chairs and

TV sets, two reading rooms and two rooms for listening to music, several meeting rooms, and the Wigwam, a popular cafeteria for snacks, refreshments, and conversation. In the basement are a small auditorium used for plays, movies, dances, panel discussions, speeches, and meetings; four bowling alleys and four billiard tables; a game room; two poster shops; and a craft room with a photographic darkroom. The second floor contains a ballroom, spacious offices for student publications and student government, several lounges, and banquet or meeting rooms with adjacent kitchen facilities.

Operation of the Campus Center is supervised by its director, who is responsible to the dean of students. There is an advisory committee which has made recommendations for certain changes in operating policies and for financial support of some student union activities. These recommendations indicate that there are unsolved problems, particularly as to the scheduling of events in the Center, the use of the ballroom, and the hours of operation of the bowling alleys.

Although a new building, the Campus Center already shows signs of inadequate maintenance. Ash receptacles have been ripped from the walls and not replaced. The bowling alleys are reported to be frequently out of order and this is cited as a major reason for a marked decline in their patronage. The craft room has never been equipped as such and has now been pressed into service as a classroom. The game room in the basement never seems to be open. Although there are a number of telephone booths, most of them are empty; there is no public telephone in the building and the only outside connection is through the college switchboard which is closed from 11 p.m. to 8 a.m.

Facilities for athletic recreation vary in quality. The new Adair Gymnasium for women contains a superb swimming pool with provision for its use by men as well as women. The men's gymnasium, however, is small and outmoded; it is inadequate for its regular uses, let alone occasional recreative use. Outdoors, the men's intramural field has recently been cut in half by the construction of Yates Hall and a new area is urgently needed. The athletic fields for women are not large enough. Their use has recently been interrupted by the laying of service lines to new buildings and planned buildings will eventually encroach on the area permanently. There are now eighteen tennis courts, too few for general use, and some of these will also be lost when planned buildings are constructed.

Recommendations on Recreational Facilities

Recreational facilities of the resident halls have been allowed to suffer from too rapid expansion and pressures of other needs. These facilities must be restored or supplied as part of a general effort to bring the physical plant of the College up to acceptable standards.

Although the Campus Center is the College's major recreational asset, we doubt that the best possible use is being made of it. Cer-

tainly classes should be withdrawn from this building as soon as possible. Rooms like the craft shop should be equipped as they were intended to be or, if there seems to be no demand for such use, they should be used for some recreational purpose for which there is a need. Since there are public bowling alleys in Williamsburg, we suspect that those in the Campus Center were an unwise investment; if they are, they should be disposed of and the space converted to some more necessary function. In particular, it appears that the ballroom could be used more than it is for dances and other social events of fraternities, sororities, and such groups.

Plans for the future development of the campus will make the "Campus Center" an ironic misnomer geographically. Its location is already on the periphery of the present campus. Yet this is no real obstacle if the Center is managed so as to become in fact a dynamic center of student organizational, recreational, and social life. If it is directed with skill, knowledge, and imagination the Center can contribute significantly to the whole educational experience. Its director should be a person commensurate with the job, paid an adequate salary, and given the responsibility and authority to manage it on his own initiative. An advisory committee of the faculty, in touch with student opinion, should actively help to develop the best potentialities of the Center.

Non-resident Students

Although exact figures are not available, there is no doubt that during the last decade the number of non-resident students has increased appreciably. They are day students commuting from their homes, senior men who choose to live off-campus, single or married law and graduate students, and married undergraduates. These students may use the dining halls, the medical services, and the recreational facilities on the same basis as residents. As a group, however, many of them do not have a convenient place for study on the campus between classes. The new library will alleviate this problem, but we suggest that a study room set aside for them might be an appropriate use for some space now unused in the Campus Center.

If the College is to support graduate study properly, it must provide residential housing at least for single graduate students. This group at present is unlike others (except law students) in that many of its members are non-resident through necessity rather than choice. A sound graduate program should offer the opportunity for students to share the benefits of a residential college, which are at least as significant on the graduate as on the undergraduate level.

2. Discipline and Student Government

Believing that students "are able and willing to maintain standards of self-discipline appropriate to membership in a college community" and wishing "to inculcate . . . the ideals of self-responsibility and good campus citizenship," the College eschews rigid rules and regulations and seeks to give the students an important role in promoting and enforcing

student discipline. The College, however, always "reserves the right to take disciplinary measures compatible with its own best interests." This is the excellent statement of the College's approach to the important matter of student discipline as it appears in the catalogue.

The President, charged by the Board of Visitors with maintaining good discipline on the campus, exercises his disciplinary authority through the offices of the deans of students, of men, and of women; through a discipline committee composed of members of the administration, faculty, and student body; and through the students themselves, who in several elected councils administer the honor system and enforce certain dormitory regulations. The President retains the right to review all penalties and punishments imposed. The general supervisory agency for student self-management, an organization called the Student Association, is not directly concerned with the enforcement of disciplinary regulations. The specific rules for regulating student conduct which appear in the catalogue are repeated, expanded, and supplemented in a Student Handbook given to each entering student. The number of prohibitions included and the authoritarian language in which they are couched do little to promote the ideal of individual responsibility and self-discipline.

The Honor System

This ideal of student self-government is most fully realized in the students' operation of their honor system, one of the oldest and most treasured traditions of the College. "Lying, stealing, cheating, and failure to report an infraction of which one has firsthand knowledge" are specified as breaches of honor. An elected men's honor council and an elected women's honor council administer the honor system.

The two honor councils investigate any reported offense against the honor system and, if necessary, conduct a hearing or trial. In 1961 a handbook written by an undergraduate made it explicit that the purpose underlying the honor system was more educative than punitive. Since that time the honor councils have tried when imposing a penalty to keep foremost in mind the best interests of the student found guilty of a breach of honor. Rarely resorting to expulsion, they have recommended penalties ranging widely from simple reprimand to suspension for two semesters with a chance of reinstatement. The councils, acutely conscious that the viability of the honor system rests upon the students' and faculty's commitment to it, have assumed as their most important function the encouragement of honorable conduct and the instilling in all incoming students a sense of their responsibility in maintaining the honor code.

A poll of about forty representative juniors and seniors reveals general support for the honor system and a wish that it be continued and strengthened, but there was also a strong expression of doubt about its effectiveness, some estimating that as many as thirty per cent of the students cheat on examinations. Whereas the extent of cheating is largely a matter of speculation, there is clear evidence that the incidence of the removal from the library of books not checked out is alarmingly

high. Unless emphasis on the fact that unauthorized removal of books is stealing and stiff penalties for those found guilty of such practice reduces the number of books lost in this way, the library will have no choice but to tighten its control over book circulation. The crowded conditions in both classrooms and library are certainly contributing factors to any increase in cheating and abuse of the open-stack system.

Cases involving plagiarism, the most frequently reported breach of the honor code, have repeatedly forced the honor councils to wrestle with the question of whether an offense resulted from ignorance of proper scholarly procedure or from an intent to deceive. A new policy to be followed in 1964 of giving freshmen during orientation week careful instructions as to what constitutes plagiarism it is hoped will reduce cases of plagiarism and eliminate all pleas of ignorance. The development that has perhaps put the greatest strain on the working of the honor system arises from increasing enrollment and a consequent decline in the strength of its principal supports-- knowledge of and respect for the traditions of the College and a high degree of identification with the College as a whole. There is the danger that as the College grows larger the esprit in which an honor system functions best will be diluted and even that the positions on the honor councils will less often be filled with dedicated, impartial, and highly responsible students.

Dormitory Supervision

Elected student dormitory councils in conjunction with appointed dormitory counselors and house mothers have the general responsibility for maintaining good order in the men's and women's residence halls and for promoting the general welfare of the dormitory residents. The men's dormitory councils, each composed of a dormitory president and elected representatives from each floor or wing, are supposed to meet at least once every two weeks. They are empowered to act on most incidents of the sort of bad or inconsiderate conduct that is likely to occur in any residence hall for young men. Council recommendations for expulsion or disciplinary probation are considered by both the dean of men and dean of students; other recommended penalties such as social probation, warning probation, and lesser ones, are imposed only after approval by the residence counselor and dean of men. Although these councils should perform a useful function, there is considerable evidence that they do not function very effectively and in some cases not at all.

Resident counselors in the men's dormitory, who act as advisers to these dormitory councils, are graduate students appointed by the dean of men and are under his direct supervision. It is the general duty of the counselor to maintain good order and proper conduct in his dormitory. He counsels individual students on social, personal, and academic matters as required, and he informs the dean of men of anything affecting the general welfare of the students in his dormitory. He also supervises the work of one or more dormitory managers. These managers are undergraduates appointed by the dean of men, who instructs them to assist their resident counselor in maintaining good conduct and to check the building regularly so as to report needed repairs. The dean and assis-

tant dean meet with the counselors weekly, and an attempt is made to have various administrative officers such as the director of counseling and the college physician speak to the counselors about problems they may have to face. The dean of men is generally satisfied with this system of resident counselors, but there is the difficulty that graduate students can give only a limited amount of time to their job. (The dean of men has recently taken a long overdue step to supervise to some extent the behavior of men in off-campus living quarters.)

The house councils of the women students are a part of the women students' more complex and more comprehensive organization for the self-regulation of their social life. Under the constitution adopted in 1962 for instituting a new form of women's self-government, all women living in dormitories automatically become members of the Women's Dormitory Association upon matriculation. The primary functions of the Association acting as a body are (1) to pass on proposed rules for governing the conduct of women students in areas not pre-empted by college authorities; (2) to subject such rules to annual review; and (3) to elect each year the officers of the Dormitory Council, the governing body of the women's association. Both a majority of the members of the association and a committee composed of the dean and assistant dean of women and a member of the faculty chosen by the Dormitory Council must give their approval to any change in social rules.

The Dormitory Council consists of its elected president, vice-president, secretary, and treasurer and of dormitory and sorority presidents. This council handles all official business of the Women's Dormitory Association, including such things as participation in the orientation program, cooperating with college officials in selecting sponsors and presidents for Ludwell apartments in which first-year women are housed, and sponsoring various social events. One of the council's primary functions is to promote the good conduct of the women of William and Mary. The four officers of the council and the presidents of the four dormitories on campus along with one president from Ludwell and one sorority president, both chosen by the council, act as the judicial body of the Women's Dormitory Association. The cases in which this body sits in judgment are ordinarily referred to it by the various house councils and they usually involve more serious or repeated infractions of the Association's rules pertaining to checking in and out of dormitories and to intoxication.

Each dormitory has its own house council to enforce social and house rules within the dormitory "by such means as are found necessary." Repeated and more serious violations are reported to the Dormitory Council. The house councils are composed of an elected house president, a vice-president, a secretary-treasurer, and hall proctors. In the sorority houses, the house president assumes these responsibilities of the dormitory house councils.

A housemother lives in each of the women's residences and sorority houses. As a woman of mature years she is expected to be a source of counsel for her students in both social and personal matters. It is her

job to see that the premises are kept in good order, to meet parents when they visit, and to cooperate with the house councils in maintaining the records of students' checking in and out and in assuring the security of the dormitory. She reports breaches of discipline to the appropriate person, but she has no disciplinary authority as such. Because the pay is poor, most of the eighteen housemothers are without training except that given them by the assistant dean of women, who usually meets with the new employees monthly for six months, and most of them are older than is perhaps desirable.

Administrative Enforcement

The role of the administrative officers in enforcing regulations and maintaining discipline is fully as important as that of student agencies, but it may be described in briefer compass. As chairman of the discipline committee and the immediate superior of the deans of men and women, the dean of students is the key figure of the administration specifically concerned with discipline. It is the dean of men and the dean of women, however, who are directly and intimately concerned with the general supervision of individual student behavior and of student agencies and organizations. The day-to-day enforcement of college regulations which do not come under the jurisdiction of student agencies is their responsibility. The actions taken by the dean of men in 1962-63 in cases of men students found guilty of violating rules or of misconduct, which are listed below, suggest the scope of his purely disciplinary activities.

Violation of automobile regulations, 30 persons: reprimands and two forced withdrawals.

Violation of alcoholic beverage regulations, 20 persons: disciplinary probation.

Damage to dormitory, 5 persons: disciplinary probation or reprimand and required to pay damages.

Under the influence of alcohol on campus, 4 persons: disciplinary probation and reprimand.

Illegal use of meal tickets, 6 persons: reprimands.

Misconduct, 9 persons: disciplinary probations and reprimands.

Creating disturbance on the college corner downtown, 6 persons: 6 reprimands.

Creating disturbance in dormitory, 17 persons: reprimands by resident counselors.

Ungentlemanly conduct, 3 persons: 1 suspension and 2 referred to discipline committee.

Violation by fraternities of rules relating to chaperones, drinking, and hazing, 3 fraternities: one chapter suspended; one case handled by national officers of the fraternity.

Violation of marriage regulations, 2 persons: withdrawal and reprimand.

The more serious infractions of rules or of standards of conduct are referred to a discipline committee presently made up of the dean of students as chairman, dean of men as secretary, dean of the law school, dean of women, one faculty member, and the president of the student body. Of the twenty-one students punished by the committee in 1961-62 and 1962-63, six were suspended for some length of time and most of the rest were put on disciplinary probation.

The most common offenses that both the dean of men and the discipline committee have to deal with relate either to automobile regulations or to the rules about the use of alcoholic beverages. For a number of reasons that seem persuasive to the Board of Visitors and the administrative officers of the College, no resident undergraduate not yet twenty-one may have a car without special permission. Present policy is to suspend automatically for a period of time any student found to have broken this regulation. As for alcohol, the official policy of the College as stated in the catalogue is the absolute prohibition of the possession or consumption of alcoholic beverages on campus or at any college function. This regulation is widely and openly flouted; enforcement is sporadic and limited. The whole situation smacks of hypocrisy and hardly increases student respect for the rules and regulations or for the college officials who are responsible for their enforcement. The policy itself is, to say the least, unrealistic.

Student Government

The purposes of student self-government as redefined in 1962 are to develop and use student leadership and to promote participation in college affairs. The Student Association which became the instrument for general student government in 1962 supervises student activities and organizations generally and gives them its aid and support. The Student Association is composed of a president elected by the student body, a student assembly, and an executive council. The student assembly in turn is composed of one representative from each fifty dormitory residents and of representatives from the sororities, fraternities, and day students. As the legislative body of Student Association, the assembly holds student elections and originates all student activities relating to the student body as a whole, such as the Homecoming celebration, the spring dance, and the Campus Chest drive. It also acts as a liaison between the student body and college officials in calling attention to problems affecting the students and in working with the officials for solutions to the problems. The executive council which with the president of Student Association carries through on the decisions reached by the larger assembly is made up of the presidents and vice-presidents of the four

classes. The council advises the student president and makes proposals to the assembly for its adoption. It may veto acts of the assembly if it chooses.

A General Cooperative Committee which includes the President of the College, four administrative officials, four faculty members, the executive secretary of the Society of the Alumni, the executive council of the Student Association, the president of the Pan-Hellenic Council, and the editor of the college newspaper, the Flat Hat, meets at least once a month. The meetings give the opportunity for various elements of the college community to discuss matters of general concern. The committee oversees the work of the Student Association and may recommend to the President changes in social rules or the curriculum. The organization of Student Association seems entirely satisfactory, but the student body in general has little interest in it and remains largely ignorant of its purposes and activities.

Recommendations on Discipline and Student Government

We endorse the principle of student self-responsibility and self-management upon which the College avowedly operates, and we recommend expanding the area of student responsibility and initiative as much as possible. We believe that the mechanism for genuine student self-government already exists. We find that in some instances this mechanism for self-government works well and in others badly, if at all.

For students to assume responsibility for their individual self-government and to exercise their capacities for leadership requires more than the dean's inviting, even exhorting them to do so, more than his providing the machinery for them to do so. A sense of responsibility and qualities of leadership are only developed when they are exercised. They are exercised only when they are given proper scope; proper scope implies not only the opportunity to act but the obligation to accept the consequences of the action. That is, it is not enough to set the student free of specific prohibitions and to enjoin him to abide by a broadly conceived code of conduct; it is necessary that when he is discovered acting in an unacceptable way, he must be punished and punished swiftly and appropriately, preferably by his peers and if necessary by the dean or discipline committee. Punishment is as much a part of his education for adulthood as is permissiveness, and it is as essential to the well-ordering of undergraduate society as is group adherence to a code of conduct. In the final analysis, the dean's responsibility to pass judgment and inflict punishment is inescapable.

There are a number of specific, important things that could and should be done to promote the ideal of genuine self-government. The first thing is intangible but absolutely essential: the three deans who supervise students not only must commit themselves without reservation to the task of developing to its fullest potential the capacity of the student body for its self-government, they also must recognize precisely what this commitment entails. The most striking evidence of a lack of such recognition is the incredibly long, picayune, and demean-

ing list of prohibitions placed in the hands of each student upon his arrival. These rules should be discarded. In their place, the student should be provided with a general but precise definition of what sort of conduct the College expects of her students. We are confident that such a code of conduct properly and wisely drawn would meet the approval of most students, that they would find it reasonable and worthy of respect, and that most students would by and large adhere to it, with only occasional and inevitable lapses.

Just as the detailed "rules" should go from the Handbook, fatuous, pompous and inaccurate statements concerning student conduct should be removed from the catalogue. More specifically the unrealistic drinking regulation should disappear. The important thing here is for the College to avoid even the appearance of giving tacit approval to teenage drinking. The best way to avoid this is to say nothing about regulations in the catalogue except a general statement to the effect that the College expects its students to comport themselves as befits ladies and gentlemen.

The same principle holds true for developing and utilizing student leadership. If the Student Association does indeed represent the real leadership of the campus, its powers, functions, and responsibilities should be increased. One glaring example of the students refusing to exercise the leadership and responsibility for their self-government is found in the councils the men students elect in their dormitories to maintain order and to promote desirable activities. Apparently these men take office and then simply do nothing. We recognize that it is most difficult for youngsters of 18 and 19 to act as disciplinarians with their peers with whom they live. Nevertheless when they accept the job they are accepting certain responsibilities and should be made to feel the consequences of their default. The dean is failing to do what he should do in developing student leadership when he fails to hold these councils accountable for unreported bad conduct in their halls.

The Honor System is the most important area of student responsibility and self-government. It is all very well to say that the purpose of the Honor System is essentially educative and not punitive and that in sentencing the best interest of the guilty is of prime concern, but we object to presenting these as operating principles unless they are presented in the broader and more fundamental context of the Honor Councils' determination not to tolerate dishonorable conduct. Unless the councils maintain an unequivocal position with regard to lying, stealing, and cheating and unless they demonstrate a willingness to pass judgment on their peers, rejecting the temptation to avoid this really terrible responsibility by resorting to misapplied legalisms and the temptation to justify its avoidance by resorting to self-deceiving arguments about the "good of the accused" when it is in fact the weakness of the judge, then the Honor System is in danger. An honor system is a fragile thing and once weakened to a certain point it is in fact gone. Once gone it is gone forever.

What we really want is a student body in which the great majority

of students adhere to a code of conduct as widely conceived as standards of human decency, the safety and welfare of the students, and the best interests and good name of the College will permit. Functioning in the context of such a consensus about the outer limits of permissible conduct, the College could charge its officials who supervise student activities and student conduct to direct their energies to developing student leadership and sense of responsibility which are both product and essential prerequisites of student self-government.

The developing and maintaining of attitudes and assumptions within an entire college community is an exceedingly difficult business. The new approach we are recommending is even more difficult than our present approach and it does not promise to reduce the number of individual discipline problems that have to be faced. But this new approach to student self-government is worthwhile, for otherwise the College will never truly fulfill its fundamental purpose, which is to make available to the student the opportunity to educate himself.

3. Institutional Relations of Students and the College

Orientation

A student's introduction to the College may begin even before he applies for admission through his visit to the campus or the visit of a representative of the admissions office to his school. During the fall, admissions officers visit approximately sixty-five schools throughout Virginia. Some alumni chapters sponsor picnics, discussions, or visits to the College for prospective students. Every applicant for admission is sent a copy of the catalogue. (A thirty-page brochure is now being prepared for this purpose.) If he is admitted, he is sent a copy of the new catalogue when it appears in the spring and also an issue of the student newspaper designed specifically for prospective freshmen. At the time a student is notified of his admission he receives a statement of fees and expenses. Personal interviews are not required for admission, but many prospective students (especially women) do visit the campus.

During the summer, a letter from the dean of the faculty informs incoming freshmen about courses and requests them to report their selections by mid-August on a form provided. New students receive a booklet on the honor system and the chairmen of the honor councils send letters reminding them of the obligations they will accept in this regard. Late in the summer, the dean of students sends a letter with general information on the opening of the session, regulations, and suggestions, which is followed up by last-minute announcements.

A week in the fall is set aside for orientation. Chief responsibility for the orientation program rests with the dean of students and his staff, assisted by upperclassmen, usually sophomores, who serve as group leaders (men) and sponsors (women). Group leaders are selected by the dean of men from those who apply during the preceding spring. Sponsors, who are required to have minimum grade averages of "C" and to

apply by letter to the dean of women giving their reasons for desiring the job, are selected by a committee consisting of six women student officers and the dean and assistant dean of women. Leaders and sponsors report to the campus a day before orientation week for a training session. They serve without remuneration but are given meals and lodging.

Group leaders and sponsors meet the seven or eight freshmen assigned to them when they arrive and conduct their groups through the orientation program. The schedule of events varies somewhat from year to year and each year individual groups follow their own schedule for some activities. Typically the program begins on a Sunday, with a general meeting at which administrative officers are introduced. This is followed by a picnic at which freshmen and their parents may meet these officers informally. On Monday the dean of the faculty speaks to all freshmen about the academic program and the relationship between students and professors. A member of the faculty talks about the honor system, which is the next day the subject of group discussions led by the group leaders and sponsors, and on the last day, a Sunday, freshmen ceremoniously sign the honor pledge. During the week, men and women are addressed by the chairmen of the respective departments of physical education and men hear a talk by the professor of military science. Early in the week, placement tests are given in French, German, Spanish, Latin, and chemistry. Leaders and sponsors conduct their groups on a tour of the library. Each freshman at the beginning of orientation week is given a copy of the Student Handbook.

On Wednesday, in groups of approximately fifteen who have indicated a common interest in a general area of the humanities, the social sciences, or the natural sciences, freshmen meet with professors in these areas who have volunteered to act as academic advisors. Each professor discusses with his group the academic requirements and offerings and then confers individually with freshmen who have special problems. He reviews the tentative selection of courses which each of his advisees has reported to the dean during the summer. The advisor is on hand for course registration, which occurs on Thursday, and is available to his advisees thereafter. Freshmen with special interests, such as pre-medicine, pre-law, and pre-engineering, are assigned to special advisors.

During the week there are various social activities. Each evening there is informal dancing to records in the Campus Center, and on Saturday evening a dance with a small orchestra. Movies are shown in the Center two evenings. Colonial Williamsburg holds a reception at the restored Capitol. Open house or a picnic is held by various groups and on the final Sunday the local churches invite freshmen to suppers. The Student Association sponsors an "interest night" and the presidents of the Interfraternity Council and Panhellenic give talks.

Transfer students have separate orientation meetings conducted by the dean of students and they register with returning students on Friday and Saturday. The School of Law conducts its own orientation for new law students on Friday evening and Saturday.

Orientation continues informally after the first week. Group leaders are expected to serve through the first semester and sponsors until mid-semester. The dean of women holds a conference with each freshman woman during the first semester. The dean of men arranges talks during the year in the freshman dormitories by the college physician, the director of intramural sports, the fire marshal, and members of the counseling staff. He holds no routine conferences with freshman men, though all are invited to seek his aid if they need it.

Recommendations on Orientation

We are gratified to note that the orientation program has undergone several improvements over the past few years principally as the dean of the faculty has taken a larger role in its planning and conduct to give greater emphasis to academic aspects. We recommend that orientation week be even more radically modified, under the leadership of his office, in this direction.

Orientation week as presently conducted has several weaknesses. Some of the men group leaders have failed to take their job seriously and have made undesirable initial impressions on freshmen. Undue time and emphasis are given to some activities which, at this point, are relatively unimportant and distracting. Most seriously, freshmen are kept in leading-strings for a full week before they are permitted a taste of the classroom experience which presumably they came to seek. In short, we suggest there is much in the present program which defeats the goal of making a start to educate a self-reliant student.

Specifically, we propose: (1) that group leaders be chosen from among the incoming freshmen themselves in order to stimulate responsible leadership within the class immediately-- they might be brought to the campus a day early for preliminary instruction; (2) that groups be enlarged to 12-15 students, whoever are the leaders; (3) that the orientation program be shortened to permit two days of classes in the week following the beginning Sunday. We hope that placement tests, academic advising, instruction on the honor system, introduction to the library, other necessary activities (including social events in the evening), and registration can be completed by Thursday. Holding classes on Friday and Saturday would be a valuable addition to the orientation process.

Student Records

Students' academic and personal records are maintained and preserved principally by the registrar. His staff currently consists of an assistant registrar (a second assistant is authorized and an appointee is being sought), several secretaries, clerks, and machine operators. His quarters include three offices, a working area for secretaries, a records room (which also houses several IBM machines), and a standard vault which will withstand intense heat for six hours. His procedures must be consistent with state regulations for keeping and disposing of records, and with requirements of the Southern Association

of Colleges and Secondary Schools.

For each student who enters the College a file folder is set up in which are placed all records pertaining to his academic achievement and his conduct, beginning with his application for admission and a transcript of his high school record. Spot checks of these folders reveal that they may contain a considerable bulk of papers, some of them of dubious relevance or even trivial. To speed analysis of the record, there is a form on which are summarized reprimands and warnings, loans, scholarships, jobs, honors, offices, and awards.

Folders of students currently enrolled are filed by classes according to a numbering system which indicates the year of admission and the student's place in the alphabetical roll of his class. Folders of students who entered after 1941, but who are not currently enrolled, are arranged alphabetically in an inactive file. Records of students who entered in 1941 or earlier have been microfilmed. Copies are stored in a locked humidity-controlled cabinet and may be examined with the aid of a microfilm reader available in the office. Master prints are stored in the state library at Richmond and if a record has archival value, a third print is stored there. The registrar, noting that the old records most frequently referred to are those extending back fifteen years, plans to reduce the inactive file by further microfilming to cover this period. He also intends to arrange the inactive folders by years and to assign file numbers to them as to the active ones.

In addition to his personal folder, a permanent academic record card is kept for each student. Official transcripts are made from this card. It contains all the detailed information commonly expected on such a record except a few minor items, some of which are available in the personal folder and others (explanations of institutional practice) which are provided on a separate sheet which is sent out with transcripts. The card is of durable white paper which resists ink splatter and attempts at forgery. For transcripts the College uses banknote or photo-copy paper. Two copies of the permanent record are made routinely on ordinary paper, one for use by the dean of men or women and the other for temporary loan to faculty members or administrative officers. These copies, when no longer in current use, are placed in the personal file folder and serve as duplicates if the original should be lost or destroyed. As many original permanent record cards as space permits are stored in metal drawers in one of the offices.

Individual registration cards (primary records of courses chosen by a student each semester or summer session) and instructors' grade sheets (also primary records) are stored in the vault. The grade sheets have been microfilmed through 1959. Limitations of space will require microfilming of registration cards in the near future.

The deans of men and women maintain several kinds of records besides their copies of the permanent record cards. Personnel cards for all students are kept on permanent file. These are kept up to date with such data as grades, absence warnings and probations, academic

warnings, honors, and fraternity or sorority connections. Permanent file folders and a card index are kept on all discipline cases. File folders are kept permanently on all honor cases along with tape-recordings of all honor trials. Copies of absence warnings and probation notices are kept for two years along with a card index. Copies of academic warning letters and drop letters are kept on file for five years, as are letters of recommendation.

Departments of instruction keep records of their concentrators which vary from merely their course plans to full dossiers including follow-up information on graduates. Until recently, there has been an awkward problem of transferring records back and forth between the registrar's office and departments at times when they are needed for advising. Now a xerox duplicator permits the registrar to give departments a reproduction of the permanent record card which serves as a progress report. Lack of secretarial assistance, however, hampers departments with large numbers of concentrators in maintaining the kind of full records which some of them would like to keep.

The central repository of records in the registrar's office is intended to serve all who have a legitimate interest in consulting them. At a student's request, transcripts are sent to organizations or institutions which call for them. Records are made available, without the student's permission, to agencies such as the civil service and federal investigative bodies which could obtain them by subpoena. Since Virginia did not require a birth certificate until 1912, student records are occasionally needed as evidence of place and date of birth.

Recommendations on Records

Space limitations will make it increasingly necessary to microfilm most records, especially the permanent record cards not frequently consulted. A microfilm reader-printer would facilitate the necessary occasional examination of microfilmed records and the making of transcripts from them.

The volume of records kept by the College could be considerably reduced, we think, by the exercise of more discretion as to what is really worth preserving. State regulations on record-keeping explicitly define records as those "preserved or deemed appropriate for preservation" by the particular agency. We do not think, for example, that a letter acknowledging receipt of an application or a "rebuke to student for helping to remove cannon from College Yard" ordinarily needs to be immortalized in the personal file folders. It is disturbing to us to note the excess care given to maintaining records of disciplinary matters in duplicate form. We strongly recommend that tape-recordings of honor trials, if they should be made at all, should be destroyed as soon as there is no reasonable expectation that they will be needed in connection with review or appeal.

Faculty mail-boxes, most of which are now located in the foyer of the registrar's office, cause congestion and confusion and their presence

has in some instances led to breaches of security of the records when the door has been inadvertently left unlocked. The mail-boxes should be re-located; a more convenient arrangement would be to have regular post-office boxes built into the east wall of the mail-room.

Many academic departments should keep better records of their concentrators and graduates; to do so, they must have more secretarial assistance.

Student Aid, Employment, Placement, and Veterans' Affairs

A director of student aid and placement, whose office is the Brafferton Kitchen, administers scholarships and loans, student employment, the placement bureau, and veterans' affairs. Over the past ten years there has been some uncertainty as to whether he is responsible to the President immediately or through the dean of students and the dean of admissions in some of his functions. It now appears that he is responsible directly to the President. The director serves as secretary and agent of a faculty committee on scholarships and student employment which formally reviews and passes upon applications for aid. He prepares requests for committee consideration, administers awards and compiles records, checks requirements for continuance and renewal of grants, and reports to the committee at the close of each semester. The committee has delegated to him responsibility for operating the student employment program. He operates the placement bureau independently and is the official liaison between the College and the Veterans' Administration.

Scholarship and loan funds are of several kinds and derive from different sources. In the year ending June 30, 1962, the number of grants and loans in each of the major categories and the total amounts were:

<u>Kind of grant</u>	<u>Number</u>	<u>Amounts</u>
College scholarships	341	\$78,390.45
Scholarships from outside donors	36	12,187.00
Athletic grants-in-aid	98	84,468.37
Teacher-training scholarships	166	57,750.00
Board of Education general undergraduate scholarship-loans	15	6,950.00
National Defense Student Loans	<u>156</u>	<u>75,135.00</u>
	812	\$314,880.82

College scholarships derive, approximately 54% in number and 62% in amount, from endowment funds; the balance comes from a state appropriation based on the formula \$200 times 20% of the enrollment of Virginia students in the preceding year. Outside donors include various companies, clubs, and the National Merit Scholarship Foundation. Athletic grants-in-aid derive from gate receipts, alumni contributions, and an

annual appropriation by the Board of Visitors from unrestricted endowment funds. Teacher-training scholarships are provided by the state Board of Education with stipulations for repayment unless the recipient teaches in the school system upon graduation. The Board of Education general undergraduate scholarship-loans are a recently initiated program restricted to Virginia residents. The National Defense loans are derived 90% from the federal government and 10% from state funds, and they are normally repayable. Although the College has at its disposal some loan funds from endowment and state appropriations, it has made no long-term loans to students since the National Defense loans became available, but it does maintain a contingency fund from which loans of petty cash are made.

It is the general policy of the College to award scholarships on the bases of need, character, and scholastic ability. All holders of scholarships (as distinct from athletic grants-in-aid) must make a quality point average of at least 1.0 during the first semester to have an award continued for the second and the same average for the whole year is required for renewal. Students whose scholarships exempt them from college fees must live in residence halls and board in the cafeteria. Within the framework of this general policy there are numerous special requirements and conditions for certain scholarships.

College scholarships supported by endowment funds range in amounts from \$50 to \$1000, but only 15% exceed \$300. Some individuals receive more than one award. Nineteen Merit Scholarships, awarded solely on the basis of academic achievement at the College, exempt the recipient from tuition to the extent of \$75 (for a Virginia resident) or \$100 (for others). The Greene Scholarships (nine in 1961-62) are awarded to promising high school graduates in amounts of from \$300 to \$500 and require increasingly high academic averages for renewal year by year. Many other scholarships have special restrictions such as the recipient's sex, place of residence, or field of study. The Goodwin Scholarships, for example, which account for nearly all those in the \$1000 range, are restricted to law students. A number of scholarships are reserved for entering students who intend to play in the college band. College scholarships derived from state appropriations are restricted to residents of Virginia and provide remission of tuition up to \$200.

Athletic grants-in-aid are awarded to incoming freshmen athletes on the recommendation of the director of athletics, which the committee on scholarships accepts as establishing the basic requirement of need (character and academic ability are presumed by admission). Recipients are informed that these grants will be renewed through four years contingent upon conduct, observance of college regulations, maintenance of a satisfactory academic record, and participation in an intercollegiate sport. A satisfactory academic record in this connection is defined as completing, in the freshman year, 24 credit hours with 18 quality points; by the end of sophomore year, 50 hours with 40 points; and by the end of junior year, 76 hours with 70 points. In 1961-62, athletic grants ranged from \$50 to nearly \$1500, more than half exceeding \$1000.

Two scholarship awards by professional associations and the Exeter College and the Drapers' Company exchange scholarships do not come under the jurisdiction of the committee on scholarships and the director of student aid. Eleven prize scholarships for entering freshmen awarded competitively in the fields of biology, chemistry, mathematics, physics, modern languages, and Latin, are administered by the director of student aid. He also administers graduate fellowships at the disposal of the departments of English, history, mathematics, physics, and psychology. Most of these graduate awards range from \$1200 to \$2000. All this group of awards is supported by specified or unrestricted funds, most of the larger amounts being managed by combining several unrestricted endowments.

Loans are made primarily on the basis of need, but although a student need not have a minimum 1.0 average his application for a National Defense Loan is disapproved if he is considered to be a poor academic risk. In this case, he may be given information about negotiating a loan through one of several private bank-loan programs. If a National Defense Loan is approved, the college auditor's office takes charge of payment and collection. The director of student aid himself handles details of short-term loans of petty cash from the contingency fund, a task which at vacation times keeps him busy.

In determining need both for scholarships and for loans, the director follows standard procedures including the confidential statement of family resources of the College Entrance Examination Board. If he has reason to doubt the accuracy of this statement, he sometimes requests a retail credit association to investigate.

The total amounts awarded in scholarships, athletic grants-in-aid, and loans over the past ten years were:

<u>Years</u>	<u>Scholarships</u>	<u>Athletic Grants-in-aid</u>	<u>Loans</u>
1952-53	\$41,487.50	\$42,566.25	\$1800.00
1953-54	41,712.50	47,176.00	2596.10
1954-55	49,287.50	59,237.28	2321.00
1955-56	48,600.00	56,757.28	3750.00
1956-57	68,311.11	61,932.00	2895.00
1957-58	94,772.55	59,891.50	4844.00
1958-59	120,502.07	70,989.68	9976.50
1959-60	124,939.50	77,706.72	60,135.00
1960-61	138,859.00	92,934.44	71,080.00
1961-62	155,277.25	84,468.37	75,135.00

National Defense loans became available in 1959-60.

The employment program in 1961-62 involved approximately 650 students whose total earnings, not including gratuities, approached a quarter of a million dollars. In order to coordinate work and study, virtually all undergraduate employment on campus or in Williamsburg is supervised by the director of student aid. Students seeking employment

give him their qualifications and indicate their interest in the type of jobs commonly available. They are interviewed personally by the director, who has informed himself about the student's academic record. If this is weak, the director dissuades him from taking employment until his grades are at least satisfactory. If the student insists on working, his case is referred to the committee on scholarships and employment, which if the need is manifest usually waives rules and requires only that the student meet minimum requirements for continuance in college.

The normal work load is fifteen hours per week, and no student may work more than twenty hours without permission from the committee. Employers generally cooperate to maintain a balance between hours of work and other demands on a student's time, although a few local employers have occasionally attempted to exploit students by asking them to work long hours or late at night.

Jobs are assigned on a quasi-contractual basis and students are held to the obligations they assume when they accept the responsibilities of a job. Their performance is checked periodically, usually through a verbal report from the employer. The director keeps a file record on each job holder.

Job opportunities in Williamsburg are plentiful and seem to have kept pace with the increasing enrollment. Community employers generally cooperate enthusiastically. Although the College itself employs the largest number of students, many work for Colonial Williamsburg and a wide variety of other businesses and city and federal agencies. The minimum hourly wage is usually \$1. The College pays from \$0.85 to \$1.00, but in compensation for this lower scale it usually provides more convenient employment than do local merchants. Some students earn as much as \$2.25 an hour and those who work for example in certain restaurants get gratuities impossible to estimate. Employment opportunities in the summer are drastically reduced and the director is able to place only about 250 students out of 800 who apply.

The Placement Bureau provides information on careers and employment opportunities, engages in vocational counseling, and arranges interviews on campus with prospective employers. Its services are available without charge to any student who has been in residence for two full semesters. Seniors are urged to register with the bureau at the beginning of their senior year. In 1961-62 about one-third of the graduating class (108 men and 120 women) did so. Some alumni, chiefly in the first five years after graduation, continue to utilize the services of the bureau. All undergraduate fields of concentration are represented. (Prospective teachers register with the bureau, but their placement is effected through the dean of the school of education.) Since many students accept employment after military service or some other delay, it is impossible to tell precisely what percentage of the registrants secure jobs as a result of the bureau's efforts, but few if any who are qualified and immediately employable cannot be placed in the course of a year.

The bureau maintains a small vocational library of company literature, job descriptions, brochures, and the like. It administers simple interest and aptitude tests and directs students to the counseling office for more specialized and clinical ones. The most popular test it gives is the Civil Service Commission Federal Service Entrance Examination. It maintains records on each student, including confidential rating sheets, which may be sent to prospective employers at their or the student's request. It arranges interviews throughout the academic year between students and the representatives of about one hundred organizations per year. In the past ten years some 500 organizations have sent representatives and about 850 more send mailings. The bureau has found formal follow-up procedures unproductive, but the director does check the progress of graduates through conversations with interviewing representatives. The bureau operates on a budget of \$300 per year. Its space for the vocational library is cramped and, having no facilities of its own for interviews, it often experiences difficulty in finding rooms to conduct them.

The director of student aid, as the liaison officer between the College and the Veterans' Administration, must report monthly on the attendance, programs, program changes, and general status of every veteran and war orphan attending under various public laws. He also acts as their advisor with respect to rules of the Veterans' Administration. Although the number of these students dropped appreciably about five years ago to approximately 100, it has declined very slowly since then. During 1961-62, there were 69 enrolled in the first semester, 57 in the second, and 21 in the summer session. Veterans' affairs continue to be a responsibility of some consequence.

Recommendations

The director of student aid and employment endeavors with diligence and, so far as his resources permit, with success to aid students through scholarships and loans, employment, and placement. He needs more adequate quarters, more help, and a realistic budget. But his program would be improved most of all by a more enlightened College policy on the use of available scholarship funds and by their desperately needed increase.

Scholarships in numbers and amounts competitive with those offered by other colleges are necessary if this College is to succeed in attracting the best young men and women. Our funds are dissipated in petty sums. This policy reflects, in part, a somewhat outmoded view of scholarships which sees them almost entirely in terms of the student's need. Although need is unquestionably an important consideration, we think the College too passively tries merely to dole out aid to needy students already admitted. It should actively seek out exceptional students and attract them with prize awards and other scholarships sufficient to bring them here. Some such awards could be made available by consolidating unrestricted funds already at hand.

But additional endowment funds for scholarships are also desper-

ately needed. We notice with chagrin that no other single category of student aid at this College is as large as athletic grants-in-aid. More private funds are required to make possible enough large scholarships awarded for promise and achievement, to help more needy students and help them more effectively, and to accomplish the same ends for graduate students. The nineteen Merit Scholarships should be supplemented to increase their tangible value. Holders of these and other scholarships in which need is not a prime consideration should be exempted from the requirement that they reside and board in college facilities. State scholarship grants should be increased in amount to keep pace with increases in tuition.

Although we find no fault with the conduct of student employment and placement services, we do suggest that, given more help, the director could more aggressively seek out the kind of career opportunities particularly appropriate for graduates of a liberal arts college. Students whose concentrations are in, say, English or philosophy sometimes need to be informed that other careers are open to them besides magazine editing and computer programming. Business corporations, professions, and government agencies can be interested in the broad education of our graduates as well as in their technical training. Perhaps an effective "career day" could be planned to bring alumni and other speakers in distinguished positions to the campus to discuss what is involved in a variety of careers.

The College's pay scale for student employment should be raised to a minimum of \$1 per hour.

Alumni Affairs

The College has some 19,000 living alumni whose ranks are growing at the rate of about 600 per year. In 1962 somewhat over 2000 were active members of the incorporated Society of the Alumni. The active members elect its fifteen-member Board of Directors. From its own membership, the board elects a president, vice-president, and secretary-treasurer. The board employs an alumnus as executive secretary, who operates the alumni office in the Brafferton.

The alumni office maintains as full records as it can on all members. It has been for some years in the process of converting its records to IBM cards, which will greatly facilitate address changes and the printing of an up-to-date directory. Daily the office receives letters, phone calls, and visits from alumni regarding sundry matters. It subscribes to a clipping service and sends a letter of congratulation to each alumnus reported to have achieved some notable success. Visiting alumni may reserve without charge five rooms (with twin beds) in the Brafferton. The society also makes these rooms available to guests of the College.

Each fall the alumni society sponsors Homecoming Day, at which time occur the annual meeting of the society and five-year reunions of usually ten classes. In recent years attendance has been around 3000.