

RENTAL PROPERTY

<u>Location</u>	<u>Designation</u>	<u>Built</u>	<u>Sq. Ft.</u>	<u>Type</u>
121 Richmond Road	Creasy House	1905	1,848	Frame
125 Richmond Road	Western Union	1925	3,600	Brick
127 Richmond Road	Hicks House	1908	2,246	Frame
150 Richmond Road	Moncure Property	1905	2,586	Frame
205 Richmond Road	Bozarth Property	1915	2,000	Frame
221 Richmond Road	Cheatham Property	1890	4,554	Frame
225 Richmond Road	Methodist Parsonage	1909	2,300	Frame
Rich. Rd. at Stadium	Bright House	1915	9,000	Brick
126 Armistead Ave.	Bozarth Property	1915	1,000	Frame
197 Armistead Ave.	Mullen Property	1913	1,840	Frame
199 Armistead Ave.	Bull Property	1920	2,282	Frame
522 Pr. George St.	Braxton House	1910	1,900	Frame
524 Pr. George St.	Brown Annex	1915	3,800	Frame
616 Pr. George St.	Binns House	1903	1,700	Frame
110 N. Boundary St.	Davis House	1916	1,400	Brick
N. Boundary St.	College Apartments	1941	10,770	Brick
108 S. Boundary St.	Conservatory Apartments	1923	1,175	Brick
216 Jamestown Road	Theta Delta Chi	1911	2,000	Frame
234 Jamestown Road	Sigma Nu House	1913	1,900	Frame
312 Jamestown Road	Kappa Sigma House	1920	1,610	Frame
314 Jamestown Road	Rowe Property	1915	2,000	Frame
119 Chandler Court	Swem House	1925	2,000	Frame
205 Griffin Ave.	Cy Young House	1929	4,017	Frame

These buildings provide a total of 38 family and 17 single person units.

3. Maintenance and Services

College maintenance, services, and security are the responsibility of the superintendent of buildings and grounds, whose immediate superior is the bursar. The staff is organized into a grounds crew, carpenters, painters, plumbers and electricians, housekeeping force, and campus police.

Maintenance and repairs to the physical plant originate in either of two ways: (1) members of the buildings and grounds staff make surveys of the buildings and list items in need of repair; or (2) members of the college community-- staff, faculty, or students-- telephone requests for service. The request for repair or maintenance is typed up as a work order, assigned one of three degrees of priority, and sent to the supervisor of the proper unit. Reports on completed maintenance, including material and labor costs, are returned to the plant office where charges are made to the building. By this procedure the College knows the exact cost of maintenance for each building.

An objective evaluation of the maintenance service is difficult. Each person reaches conclusions on the basis of the disposition of his requests. Most calls are promptly and efficiently answered. An occasional request seems to get lost in the bureaucracy. In some cases when a request is considered unreasonable by maintenance, it appears to get pigeon-holed rather than denied, in which case the decision can be appealed if the originator so desires.

It is agreed that about ten years ago the maintenance services showed a decided improvement and at present they should be rated fair to good. Low pay, in comparison to wages at the nearby military establishments, makes stabilization of work force difficult. Painting for the College is essentially an apprenticeship to meet the standards for employment elsewhere. Plumbers and electricians would be impossible to hold were it not for the few who prefer regular pay checks, even though small, to the uncertain hours of the building trades.

Housekeeping, which requires the employment of over a hundred maids and janitors, presents a steady stream of problems. With janitors on a forty-hour week, their schedules are 7 a.m. to 3 p.m. (one hour lunch) Monday through Friday and 7 a.m. to 12 noon on Saturday. There are several classrooms booked solid from 8 a.m. to 3 p.m. and many others approaching this schedule. Classrooms cleaned in the afternoon and left open for evening classes or for use as a study room frequently require a second cleaning the next morning. To insure clean classrooms at the beginning of each day the janitors may have to go to a night schedule. To insure clean classrooms for the afternoon classes will require an added sense of responsibility by many of the faculty. The janitor in the library goes off at 3 p.m. while the building remains open until 10 p.m. Any emergency janitorial service required during this seven hour period falls on the library staff.

The campus police force consists of a chief and five men who

cover the campus from 4 p.m. to 7 a.m. They patrol both on foot and in cars and have been equipped in the past year with radio telephones and walkie-talkies. The force has been expanded in the past two years and in view of the expansion of the campus the addition of still another man is now under discussion.

A single-position telephone switchboard located in the front entrance hall of Marshall-Wythe serves all the college buildings with a few minor exceptions. The switchboard is manned from 8:00 a.m. to 11 p.m. daily. Since classes begin at 8:00 a.m., there are people on the campus and there are sometimes emergency needs for telephone service before this time. The switchboard should be open by 7:45 a.m. Although the capacity of the switchboard was increased several years ago, many members of the faculty share extensions with from one to half a dozen others, frequently in different offices and even on different floors. This is inefficient and an instance of false economy. A larger installation is needed. The switchboard location might be moved to the hallway in Marshall-Wythe opening toward the Sunken Garden, as this is much freer of traffic.

Faculty mailboxes, which now cause congestion in the registrar's office, might be built into the east wall of the mailroom opposite the present telephone switchboard, or alternatively in the hallway on the other side. Messenger service to pick up and distribute campus and post office mail between buildings would save a good deal of faculty and secretarial time, for here is another instance where people must divert their attention from the jobs they are paid to perform in order to do a minor chore.

#### 4. Recommendations for Future Development

In the past ten years several major additions have been made to the College's physical plant. During this decade six men's and one women's dormitories and the Campus Center have been built; a new power plant has replaced an obsolete one; and after a serious fire old Phi Beta Kappa Hall was reconstructed as Ewell Hall and the new Phi Beta Kappa Hall was erected. More recently the new Adair Gymnasium has been occupied and the new physics laboratory is ready for full use. A new women's dormitory is under construction. A new library will be started in the near future and various other facilities are planned. Most of these buildings are so desperately needed that it is difficult to establish relative priorities for them. It is likely to take a good many years before all can be finished.

The development so far completed and projected unfortunately reflects in several ways some of the confusion and uncertainty about the College's direction which characterized the last decade. It seems obvious, in the first place, that the expansion of enrollment invited by the emphasis on dormitories has taxed academic and other facilities to a point which endangers the standards of the College. Now, even though many of the older dormitories are less than satisfactory, con-

struction of academic and other buildings must take precedence until the imbalance is corrected.

Secondly, the current master plan for development was drawn up only after certain irrevocable steps had been taken which did not reflect coherent long-range planning. The Campus Center, located where it is partly in expectation that a new campus might develop on the Eastern State Hospital grounds, is now on the periphery of the campus. Although this location still has some advantages, a new and modern Center at one end of the campus is firmly married to a decrepit cafeteria while new dormitories and a new dining facility are planned at the other end. Phi Beta Kappa Hall was set on an axis crossing the main axis of the existing campus and is therefore difficult to work into any symmetrically pleasing plan. The diamond shape of the Old Campus itself, closed off to the west by Chandler and Landrum Halls, the fraternity lodges, and the stadium, makes it difficult to plan an esthetically suitable expansion to the west. Faced with these existing conditions, any architect would find the task of planning formidable.

Thirdly, we think that the present master plan is unrealistically grandiose in its projections of five women's dormitories, seven men's dormitories, married students' apartments, and assorted other facilities on the New Campus. If all these residence halls were actually to be built, at least the six laboratory and classroom buildings proposed on the New Campus and the one on the Old Campus would be needed simultaneously. Otherwise the College would remain in the state of imbalance it suffers from today. A sounder plan might have projected a series of academic and supporting units in groups, on the "college" or "house" system, which could have been realized step by step and would have maintained an integrated and intimate atmosphere.

Finally, the locations and designs of buildings suggested on the master plan are in several respects ill-considered. The three academic buildings planned to flank Phi Beta Kappa Hall on the east would clash both in their orientation and their design with Chandler and Landrum Halls, besides destroying the tennis courts and the women's athletic fields in that area. Before the new field house is begun, its location should be more carefully considered to see if greater advantage could be taken of the terrain and if this structure could be moved conveniently closer to the heart of the campus. The long oblong dormitories indicated on the plan and already realized in Yates Hall are more suitable for a penitentiary than a residential college. We note with gratification that the design of the new women's dormitory now under construction has been changed to make it three smaller connected units, which will be more in keeping with the ideal of intimate group living.

Since some roads, bridges, buildings, and utility lines have already been placed on the New Campus, the College is partly committed to the major outlines of the development plan. This is no reason for dismay, because the plan despite its faults and lack of distinction is nevertheless workable. But some changes can and should be made. The

present self-study would be seriously incomplete without a review of the development plans and constructive suggestions for their improvement.

Several groups of buildings projected on the development plan are unlikely to be undertaken in the near future. The group of faculty apartments west of Lake Matoaka and the married students' apartments at the western end of Powhatan Avenue should be located on the Eastern State Hospital tract when it comes into the College's possession. The western shore of the Lake should remain in woodland and the area to the north should be reserved for recreational uses. The three men's dormitories off College Terrace should not be started at least until those projected in the vicinity of Yates Hall are completed. The area between College Terrace and the planned field house is more needed for athletic fields than for dormitories, especially as the present "CCC" field will be bisected by a new road. Eventually, this spot might be the proper location for a new men's gymnasium. If the three dormitories are ever needed, they should be located north of the field house.

Of the six buildings planned to flank Phi Beta Kappa Hall and the new library, Small Hall is already completed. It lies at an angle to the axis of Phi Beta Kappa and the new library, but parallel to the line of Chandler and Landrum Halls on the Old Campus. With the new Adair Gymnasium, Small Hall begins a pleasing sweep around the arc of the bridge on the road behind the Yates group of dormitories. The proposed other buildings on the same side of Phi Beta Kappa and parallel to Small Hall would also lie along this curve. But the three buildings planned on the east cut athwart it. Diverging to each side from the central axis of Phi Beta Kappa and the new library, these six buildings as planned merely accentuate the conflict of this axis with that of the Old Campus. We doubt that all these buildings can or need to be built in the foreseeable future. A new biology-psychology laboratory and one for chemistry-geology must be built. They should lie to the west of Phi Beta Kappa with the new physics laboratory, putting all the sciences conveniently close together. These buildings would thus have a southern exposure. This arrangement would conform to the curve of the campus from Jamestown Road through Adair Gymnasium to the projected new dining hall and the field house. The area to the east of Phi Beta Kappa should be left undisturbed.

When the Eastern State Hospital property comes into the College's possession it should be developed into an attractive housing area. This is the place, we suggest, for the planned apartments for married students and faculty. We would add residential arrangements for graduate students. Some of the Eastern State lands, including the barns, should be used for a botanical garden. What remains should be developed as college rental housing to provide a much needed source of income.

We think that the most imperative needs of the College, after the new library, are a new biology-psychology laboratory and a new classroom building on the Old Campus opposite Marshall-Wythe. Psy-

chology is moving temporarily to the ground floor of Rogers. Construction of the new laboratory would free the ground floors of Washington and Rogers. Rogers could then be turned over entirely to the department of chemistry. Mathematics could then expand into Washington Hall. If the new classroom building housed the departments of history, English, and philosophy, adequate space would be available for departments of ancient and modern languages and education on the second and third floors of Washington.

Equally urgent is the need for a fine arts addition to Phi Beta Kappa. We place this after a biology-psychology laboratory and a new classroom building not because the need of the fine arts department is less but because the other buildings would improve conditions for more and larger departments. The continued use of the old Fine Arts Building is unsafe and uneconomical; it and the old power plant used as a ceramics studio shamefully disgrace the College.

A new laboratory for the departments of chemistry and geology will soon be necessary. This building should be located near the new physics building. Rogers Hall could then be remodeled as a classroom building.

Looking further to the future, it might prove practical to convert Monroe from a dormitory to classrooms and faculty offices for the departments of economics, business administration, government and sociology. Monroe is nearly forty years old (though structurally sound) and would need extensive renovation in any case to bring it up to acceptable modern standards as a dormitory. One equivalent to Yates House and those now overcrowded in Brown. If such a modern dormitory was built, it might be possible by removing some partitions between rooms in Monroe to secure an adequate academic building at considerably less cost than new construction. Although Monroe has long narrow hallways, this feature would be less objectionable in a building with offices and small classrooms than it is in a dormitory. Monroe already has lounges and some large rooms which could be well utilized. It is convenient to the old library designated for the School of Law and thus would be appropriate for any of the social science departments. Finally, by moving academic departments to this building from Marshall-Wythe, the administrative offices could be centralized there.

If and when this plan might be accomplished, we would suggest that the offices of the President, admissions, student aid, and alumni should be moved to Marshall-Wythe. The spaces in Ewell Hall now used for administrative offices should be converted to a faculty center including a lounge and a reading room. The Brafferton and its Kitchen should become the College's guest house.

As new classroom space becomes available, temporary classroom space in dormitories and the Campus Center should be returned to their intended uses. The next priority for release from classroom use is

the Wren Building. For the sake of historic continuity some academic use should be made of the upper floors, where the rooms are highly suitable for small seminars; but the first floor should be left entirely to exhibition purposes.

Although new dormitories must be subordinate to more necessary facilities, some new construction will be needed not for the sake of immediate further expansion but to permit the abandonment of Ludwell, the conversion of the present infirmary to a dormitory, and the renovation of other dormitories. When new dormitories are planned they should be moderate in size to encourage intimate and responsible group living, perhaps by fraternal groups. Some small dormitories might be built along the ravine opposite the present fraternity lodges and below the new road. These would serve to connect the Old and New Campuses. In planning any new dormitories, more attention should be paid to the prevention of noise propagation, which seriously disrupts study. A new infirmary should be constructed behind the proposed new dining hall, facing the lake.

The College should secure the services of architects outstanding in the field of designing academic buildings. For over forty years the college building program has suffered from uninspiring designs. With a view to achieving architectural distinction, the New Campus deserves new ideas from new sources.

## IX

## RESEARCH

During the five years ending June 30, 1962, faculty research projects and similar activities have been supported by a variety of agencies outside the College as well as by institutional funds. A survey of these projects will provide a basis for the consideration of problems of policy and administration in this area.

First, a type of project should be noticed which, although not definable as research, nevertheless presents similar problems of policy and administration. Thus several grants totalling \$65,585 received under the National Defense Education Act supported a workshop for the improvement of guidance counseling in secondary schools, directed by a member of the department of education. Grants from the National Science Foundation totalling \$390,616 supported summer institutes for high school teachers of science and mathematics, directed by the chairman of the department of physics. The department of biology received a grant of \$2220 from the Atomic Energy Commission to support undergraduate training, and the department of physics received \$7233 from the Atomic Energy Commission and \$2500 from the General Electric Foundation for the same purpose. Three grants of \$10,000 annually from the Coe Foundation supported summer refresher programs in American studies directed originally by the history department and subsequently by a professor of government. Although not research, these projects involved the administration of sizable funds from federal or private agencies.

In the five years thirteen individual research projects were supported by outside funds totalling nearly \$188,000. Of the total, \$181,494 came from federal agencies and \$6400 from private sources. Grants from federal agencies included one of \$67,200 from the National Aeronautics and Space Administration; four, ranging between \$750 and \$33,000 and totalling \$54,250, from the National Science Foundation; one of \$33,667.40 from the National Institute of Health; and four totalling \$26,377 from the Public Health Service. Private sources were the F. G. Cottrell Research Corporation, Hastings-Raydist, Inc., and the Titmus Foundation.

No information other than the source and amount is available for three of these grants, which happen to be relatively small ones. Of the remaining ten, three were in physics, three in biology, two in psychology, one in chemistry, and one in philosophy. Eight members of the faculty directed the projects, all of which were individual ones; two physicists and two biologists had two projects apiece. Research was conducted in the areas of electro-magnetic wave propagation in



gaseous discharge in a magnetic field; ion density at altitudes of 200-600 kilometers; magnetic rotation in gaseous free radicals; enzymes in subcellular fractions obtained from eggs and embryos of marine invertebrates; infectious diseases in wild birds and parasites in marine fishes; synthetic respiratory pigments; basic mechanisms in the reading and learning process; statistical prediction; and dialectical materialism.

Support of research from institutional funds takes the form of subsistence grants plus relatively small amounts for travel and other expenses during the summer and occasionally small grants for expenses during the academic session. These funds are administered by the committee on faculty research, which consists of six members of the faculty appointed by the President, with the dean of the faculty as chairman. The committee requests applications, screens them, and makes its recommendations to the President.

During the five years under review, the funds available to the committee rose from about \$7000 annually to about \$9000. They have since this time increased to some \$10,000 in state funds plus \$3000 from the alumni society. For research grants up to the summer of 1962, a matching funds arrangement with the University Center in Virginia made available an additional \$500, and until that year the committee was also able to use the resources of the Southern Fellowships Fund by underwriting one or two applications per year to that source, using the released funds for others if these applications were successful. The matching funds arrangement has now been discontinued and the Southern Fellowships Fund now limits its summer aid to persons completing doctoral dissertations.

Some ten to twelve grants, averaging about \$700-900, were made annually in the five years under review. Absolutely accurate figures are not readily obtainable, but the disposition of grants is fairly represented by the following figures: English 12, modern languages 12, sociology and anthropology 8, government 7, history 7, economics 2, physics 2, and ancient languages, psychology, fine arts, philosophy, biology, and chemistry 1 apiece. Since some individuals were awarded more than one grant over the five years, the total number of faculty members involved was approximately thirty-six.

During 1962 the committee, concerned about the paucity of institutional research funds in general and the small amounts of individual grants in particular, worked out a statement of its policies and principles. It changed its name from Committee on Research Funds to Committee on Faculty Research in order to suggest the wider function which it thought it should exercise. It declared its function to be to advise "the President of the College on matters of policy in regard to faculty research and in administering funds available directly to the College for research purposes." Noting that these funds at present were limited to summer grants, the committee suggested other means of furthering research such as sabbatical leaves, reduced teaching loads, and specific research appointments. It outlined its criteria for

evaluating applications and adopted a formula, effective in the summer of 1963, for determining the amounts of summer grants so as to take into account an applicant's dependents. The general effect of this formula is to increase slightly the amount of each grant and by the same token to reduce by one or two the number of grants which can be made from the funds available.

By act of the legislature, the College is directed to cooperate with the University of Virginia and Virginia Polytechnic Institute in the administration of the Virginia Associated Research Center (VARC). The principal activity of VARC will be to manage a space radiation effects laboratory now under construction at Oyster Point, near the National Aeronautics and Space Administration's facilities at Langley Air Force Base. Several appointments to the faculty have already been made of physicists who will be engaged in this work. Funds to support VARC (including part of the salaries of the faculty involved) derive of course from federal appropriations.

#### Problems of Research Programs

Very recently, one problem connected with research supported by outside funds has been satisfactorily solved. Under the terms of most grants made by federal agencies, funds may not be used to augment salaries but may be used to pay salaries during the time the recipient is not actually employed by the college. Since the College pays faculty salaries in installments spread over ten months, salaries under grants were formerly limited to 2/10 of regular salary on the premise that only during two summer months was the faculty member not being paid by the College. It has now been recognized that the schedule of salary payments was a book-keeping convenience introduced a dozen years ago and that the actual term of employment is nine months. Consequently, it is now the policy to permit 3/9 salary for full-time summer grant employment. This policy is consistent with the time actually available for research.

In contrast, however, summer research grants supported by institutional funds are not only considerably less than one-third salary but are not recognized as having any relationship to salary. They are regarded as "subsistence" grants in payment for a specific service performed under a quasi-contractual arrangement. The committee on faculty research has urged, without success, that research is integrally related to teaching and should be supported on the same basis.

Although the percentage of federal research grants applicable to overhead costs has now been raised from 15% to 25%, a Virginia statute operates in such a way as to prevent the College from obtaining the full benefits of this provision. This statute, some 35 years old, provides for centralization of accounts in the state treasury and has been interpreted to mean that a credit for overhead costs not expended by the College and thus directly accounted for must be applied against the budgeted income of the next fiscal period. Thus some portions of research funds may revert to the state treasury just as do other revenues.

Purchases made for research purposes are only nominally under the control of the College and state purchasing system. Once a grantee has signed for the funds, he is authorized to spend them at his discretion. He is not required to obtain bids on equipment or supplies and purchasing officials may not make stipulations regarding any specifications of articles to be purchased. On the other hand, it is expected that the faculty member will conform to standard requirements for submission of vouchers, chiefly to satisfy state auditors and, in the case of federal funds, auditors from the General Accounting Office. This policy seems reasonable and appropriate. However, there have been some misunderstandings and delays over purchasing requirements in the past which could have been avoided had there been explicit instructions regarding procedure circulated among faculty members and other officials.

Two major problems confront the College in the area of research. First, it is apparent that support must be found for research in fields not sponsored by government and industry. The College's own funds for such research have shown a welcome increase, but they are still very small. What is needed, moreover, is not merely a stronger program of summer research grants but a much broader conception of the role of research and its relation to excellence in teaching. The College needs to develop a system of regular sabbatical leaves. It also needs to stimulate research on a year-round basis, in connection with advanced undergraduate teaching, by providing time for research in the normal assignment of duties to members of the faculty for whom this is appropriate. Although the need is greatest in the humanities and social sciences, since the physical sciences already enjoy much support, policies regarding sabbaticals and reduced teaching loads for research should of course be college-wide; only the means of supporting the policy need be different.

Second, it is to be expected that sponsorship of research by outside agencies, governmental and private, will increase rather than diminish. A trend is already evident toward granting research funds to the institution as a whole rather than to particular individuals or departments as in the past, leaving it to the institution to find and assign the appropriate individuals to carry out the task. This trend has the merit of placing the burden of planning research where it belongs, on the whole institution. By the same token, the College will be forced to recognize some of the possible dangers in its educational program which can result from poorly planned administration of available research funds. Three dangers in particular need to be avoided. First, the welfare of the whole College as an institution of general learning cannot be allowed to suffer from an imbalance resulting from the more ready availability of research funds in the sciences. Second, there is the danger that research may divert able teachers from undergraduate instruction. There is already some reason to fear that research (and graduate instruction) has flourished at the expense of excellent teaching in freshman and sophomore courses, particularly but not only in the sciences. Third, a college devoted to free inquiry into fundamental truths must be especially on guard that its research activities not be allowed to degenerate into merely the solving of specific problems for

industrial and governmental agencies. Although the popular phrase is "research and development," it is frequently the "development" which is uppermost in the interests of outside agencies that support "research." Unless the College exercises care, wisdom, and restraint, the pressure of outside agencies will tend to direct "research" away from fundamental inquiries and into the area of technological development. A strong college of liberal arts and sciences cannot permit any of these kinds of imbalance.

#### Recommendations

In order to locate available research funds, to keep the faculty informed of them, and to administer the complicated paper work involved, the College needs an officer specifically charged with these responsibilities. Although he would have to work closely with the dean of the faculty, he should be directly responsible to the President. He should be advised on matters of policy by the committee on faculty research. This committee has already taken a step in the right direction by suggesting that its functions should be broadened. Probably its membership should also be enlarged to make it more widely representative as a policy-forming body. It might operate through a number of sub-committees such as one to advise on the administration of grants in the sciences, another for grants in the humanities and social sciences, and one to allocate grants from institutional funds.

## SPECIAL ACTIVITIES

## 1. Christopher Newport and Richard Bland Colleges

Christopher Newport College, in Newport News, and Richard Bland College, in Petersburg, are recently established branch colleges under the jurisdiction of the College of William and Mary.

Relationship to the Parent College

Since their establishment by the General Assembly in 1960, the branch colleges have been under the control of the College in Williamsburg. As revised in 1962, the pertinent statute makes them "integral parts of The College of William and Mary" and directs its Board of Visitors to "appoint a chancellor or coordinator for such two-year colleges as may be authorized by the General Assembly and made by it integral parts of The College." The Board appointed a coordinator on January 5, 1963.

The College clearly understands its responsibility for the accreditation of the branch colleges. The by-laws of the Board provide that "The President and the Dean of the Faculty of the College ... shall ... be responsible for the curriculum and any other academic phases of the programs of the two-year colleges ... in so far as the same relates to accreditation of the two-year colleges under the requirements of the State Board of Education and of the Southern Association of Colleges and Secondary Schools." Further, "In the instance of the two-year colleges, the courses of study shall be arranged by the respective Directors in conference with appropriate faculty members, and approved by the Coordinator, and also the President and the Dean of the Faculty of the College ... in so far as the same may affect accreditation." Further, "All members of the faculty of the two-year colleges shall be appointed and their salaries fixed by the Board of Visitors, upon recommendation of the Coordinator, who shall have conferred regarding such appointments with the Director of the respective two-year colleges, and with the President and the Dean of the Faculty of the College ... in so far as such appointments affect accreditation." By a letter from the Executive Secretary of the Southern Association, dated April 13, 1962, the Chancellor of the College was informed that "A branch is accredited upon establishment because the parent institution is responsible and, therefore, the branch carries the accreditation of the parent institution." In recognition of this responsibility and relationship, the Board of

Visitors by resolution adopted September 7, 1963, directed that the official names of the branch colleges should be "Christopher Newport" (or "Richard Bland") "College of the College of William and Mary."

At a meeting in Williamsburg on January 21, 1963, the President, the dean, the coordinator, and the two directors of the branch colleges discussed and agreed upon certain administrative procedures. The directors perform the general management, financial and academic, for their respective institutions. The coordinator is expected to keep informed of the plans and activities of the two-year colleges and to aid in furthering their development. All resolutions and budgets must be approved by the President and the Board of Visitors. The dean of the faculty must review applications for faculty appointments and his approval is requisite to the employment of applicants. All academic programs must be referred to the coordinator for approval by the dean of the faculty.

After a conference in January, 1963, with the Executive Secretary of the Southern Association and on the basis of subsequent correspondence between him and the President of the College, the steering committee of the present self-study understood that it would be sufficient for the purposes of this report to define the precise relationship between the parent college and its branches. In November, however, the College was informed that in view of the increasing concern of the Southern Association with the status of branch colleges, a more specific account of them should be included. The description of Christopher Newport and Richard Bland Colleges which follows is based on reports submitted by their directors to the associate dean of the faculty of the College of William and Mary at the request of the steering committee. It appears to the steering committee that these reports give an accurate account of the branch colleges.

Aims and Purposes

The purpose of both branch colleges is to afford educational opportunities, both academic and technical, beyond the high school level to geographical areas of Virginia which have grown in professional, commercial, and industrial activity in the past decade. In this period the Newport News area has undergone one of the largest population increases in the United States. The branch college academic programs lead to the degree of Associate in Arts and also provide the first two years of college work for students desiring to enter a four-year college. It is anticipated that for students desiring more technical programs, vocational courses will be offered in future years.

Each faculty member of both institutions is familiar with these purposes through discussion of them in faculty meetings. The purposes are stated in the catalogues and in pamphlets. Curriculum changes are discussed in the light of the purposes with faculty members involved and then must be approved by the dean of the faculty of the College of William and Mary to assure alignment with the aims and purposes of the parent college.

## Admissions

Admission requirements of the branch colleges are graduation from an accredited secondary school with a minimum of 16 acceptable units, or their equivalent as shown by examination. All candidates must take the Scholastic Aptitude Test of the College Entrance Examination Board. Both colleges have faculty committees on admission which work with the admissions officers. At Christopher Newport, the registrar serves as the admissions officer; at Richard Bland, there is a dean of admissions who is assisted by the registrar.

Both colleges recruit students in their vicinities. High school groups are invited to Christopher Newport on Saturday mornings to observe and to be given a general college orientation. The director and dean of admissions at Richard Bland attend "college day" programs at various high schools and also speak to as many of the graduating classes as possible during the spring semester. Guidance counselors at high schools have been requested to furnish the colleges with lists of prospective students who are then contacted by letter. Principals and guidance counselors are invited to visit Richard Bland College each year as a group.

Figures on the number of applications, acceptances, and matriculations at the branch colleges during the three years of their existence are shown below. Only September figures are included for the session 1963-64.

### CHRISTOPHER NEWPORT COLLEGE

<u>Day Session</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>
Completed	258	367	315
Accepted	246	355	301
Matriculated	209	303	237

<u>Evening Session</u>	<u>62-63 1st sem.</u>	<u>62-63 2nd sem.</u>	<u>63-64 1st sem.</u>
Registrants	189	253	276
Course registration	193	265	313

### RICHARD BLAND COLLEGE

	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>
Completed	247	237	224
Accepted	237	225	217
Matriculated	175	172	177

## Orientation and Advising

Each branch college has an orientation program for freshmen. At Richard Bland freshmen and transfer students and their parents are spoken to by the various administrative officials and taken on tours of the college by student leaders. At Christopher Newport the director speaks on the aims and purposes of the college, all faculty and staff members are introduced, faculty advisors discuss curriculum and registration opportunities, and the honor system is explained by members of the men's and women's honor councils. There is an instructional session on the use of the library, a tour of the college, and a picnic.

Richard Bland offers non-credit remedial courses in English and mathematics for freshmen whose high school records and College Board scores indicate the need. Christopher Newport offers a three-week non-credit orientation program in mathematics prior to the opening of the session to screen students whose choice of freshman mathematics is under consideration. A non-credit remedial mathematics course will be offered during the 1964 summer term.

Christopher Newport has a faculty advisor program and each registered student is assigned to a faculty advisor with whom he completes his registration and with whom he confers regularly during the semester. There is no formal faculty advisor program at Richard Bland. Each student, however, is afforded an opportunity to consult with various faculty members in an informal way. During the summer each student (new and returning) is requested to come for an interview with the guidance counselor to map out his program of study. At registration each faculty member must give approval for each student registering in his courses. During the year faculty members call in for consultation those students who appear to be encountering academic difficulty in their subjects.

### Programs and Academic Standards

Distributions of grades in each course offered at both the branch colleges are shown in the accompanying tables.

Both colleges have essentially the same minimum academic requirements for continuance in college, administered by faculty committees on academic status. At the end of his first semester, a student must achieve passing grades in two courses. At the end of the second, he must pass two-thirds of the total number of academic hours carried during the two semesters and must earn quality points amounting to half the total hours carried. Christopher Newport further requires, at the end of the third semester, that a student must earn quality points amounting to two-thirds the total number of hours carried and at the end of the fourth semester to three-fourths of the total. Richard Bland College automatically debars from further attendance a student who has failed to complete the requirements for the degree of Associate in Arts within five semesters of residence. Exceptions to these minimum requirements may be made in extenuating circumstances by



the faculty committees on academic status of both colleges, which also decide on the reinstatement of students dropped for academic reasons.

Of those students at Christopher Newport who completed 60 hours of academic work in June, 1963, 20% completed requirements for and received the degree of Associate in Arts and an additional 75% were admitted to four-year colleges without the degree and are continuing their work towards a bachelor's degree. Obviously the majority of this class planned its program to meet the admissions requirements of four-year colleges rather than to meet the degree requirements of the Associate in Arts. At Richard Bland, 30% received the Associate in Arts and an additional 30% completed two years of college work designed to meet requirements of four-year colleges.

The first sizable group of students from the branch colleges to transfer to the Williamsburg campus entered in September 1963. Their records at the end of the first semester were not encouraging. Of twenty-two from Christopher Newport, two withdrew during the semester because of academic difficulties; one failed to pass a single course; one failed three courses; one failed two and did not take the final examination in two other courses; one dropped one course, failed to take the examination in another, and received a D in a third; five more failed one course. While one made a very creditable record, only eight of the whole group attained a C average. Four students entered the College from Richard Bland. One of those failed three courses; one failed two and received a D in a third; one failed one course and received a D in another; and the fourth achieved a satisfactory record.

#### Libraries

Christopher Newport's library is staffed by a librarian holding the master of arts in library science from George Peabody College and an assistant librarian who is a graduate of the school of library science formerly operated by the College of William and Mary. The library contains 8260 catalogued volumes and a number of periodicals. The appropriation for the 1962-64 biennium includes \$27,000 for the purchase of additional books and periodicals. Each faculty member is invited to list those books and periodicals he would like to have purchased and a faculty library committee makes proposals. The direct purchasing of books has been carried out in accordance with the recommendations in the Classified List of Reference Books and Periodicals for College Libraries.

Richard Bland's library is staffed by a graduate of the College of William and Mary's library school who has had experience as a high school librarian, in the Library of Congress, and in the public library of Petersburg. The library contains 4833 catalogued volumes and approximately 1000 yet to be catalogued. Although departments do not have specific budget allocations for the purchase of books, they are requested and encouraged to submit titles to the librarians. To date no request has been denied for lack of funds. A faculty library committee oversees the purchases of volumes for the library.

#### Organization and Faculties

The internal administrative organizations of the branch colleges are shown on the accompanying chart. At the present time neither institution has a formal organization of the faculty, although both have faculty committees on academic status, admissions, degrees, discipline, library, scholarships and student employment, and student activities. Christopher Newport expects to present faculty by-laws to the Board of Visitors for approval during the 1964-65 session.

The faculty of Christopher Newport College consists of nineteen persons, four of whom are part-time and hold administrative or staff positions or teach also at the parent college. Teaching loads range from 3 semester hours (for two part-time faculty) to 15½ hours, the usual load being about 12. In terms of contact hours (including laboratory periods) the range is from 12 to 18 with the exception of one person who has 23 hours.

The faculty of Richard Bland College consists of sixteen persons, of whom one is part-time. Total teaching loads in both day and evening sessions range from 5 to 18 semester hours. The normal load is about 12-15 hours, the lower loads in terms of semester hours being those of the teacher who handles all the biology laboratories and the physical education instructor. The loads of four teachers exceed 15 hours.

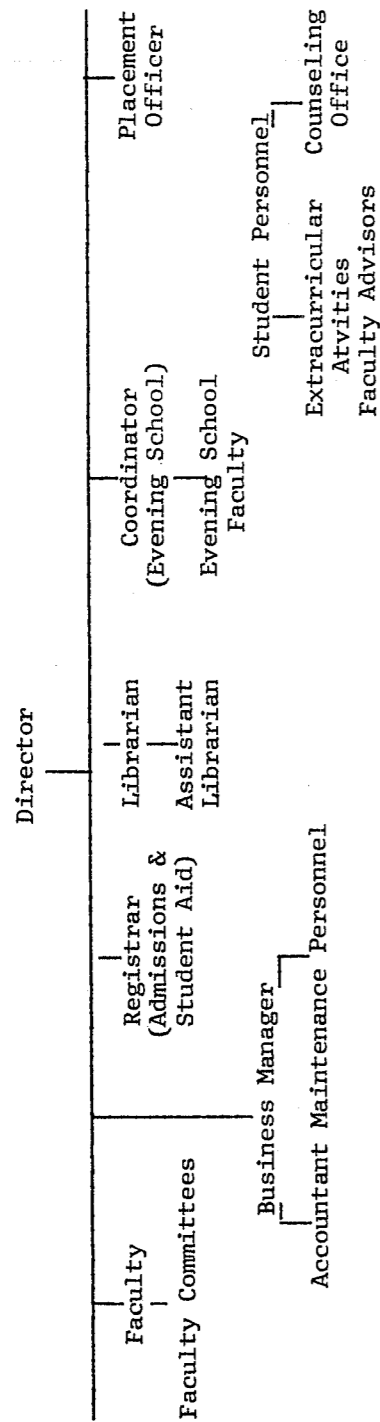
No members of the faculty at either institution are currently engaged in research supported by the colleges. Four members at each college are at present working toward advanced degrees during the summer months, and Christopher Newport expects three more to begin doctoral programs shortly. Both colleges encourage faculty members to attend professional meetings and pay their expenses, although Richard Bland reports its limited budget requires selectivity as to which meetings faculty members may attend with remuneration.

#### Student Activities

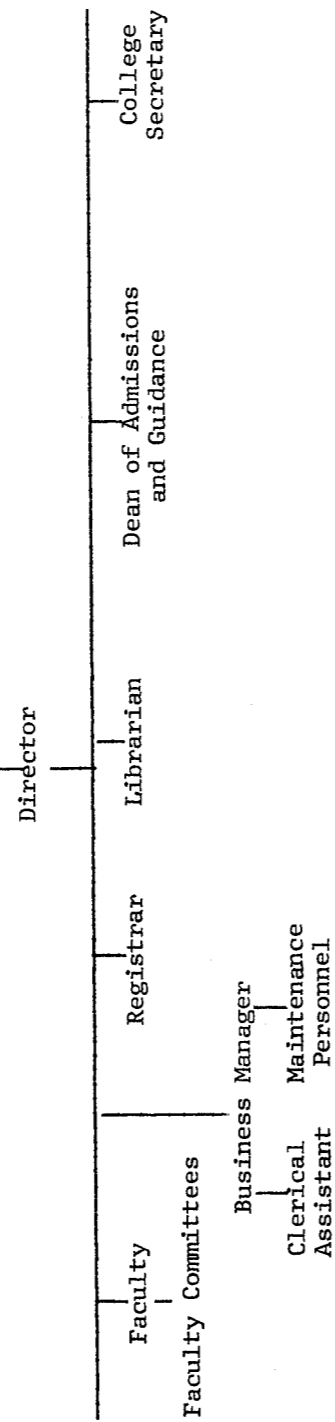
Both branch colleges have student government associations to which all regularly enrolled students belong. That at Christopher Newport has a constitution and by-laws. The student government associations have powers over all student activities including the honor councils. Each student activity has a faculty advisor. These activities include student newspapers, yearbooks, service clubs, athletic clubs, and religious groups. Richard Bland has a basketball team; Christopher Newport has a rifle team and a small choral group which makes public appearances. As soon as physical facilities permit, Christopher Newport intends to institute a complete intramural athletic program for men and women.

Both colleges provide vocational, educational, and personal guidance for students. Both also provide placement services. Christopher Newport has a placement officer, while at Richard Bland this function is performed by the dean of admissions, who also serves as guidance

ADMINISTRATIVE ORGANIZATION  
CHRISTOPHER NEWPORT COLLEGE



RICHARD BLAND COLLEGE



FACULTIES OF THE BRANCH COLLEGES BY RANK, DEGREES  
AND COLLEGE TEACHING EXPERIENCE

(As of September, 1963)

Christopher Newport College

Rank	Highest Degree	Previous Years of College Teaching
Associate Professor	Ph.D.	14
Associate Professor	Ph.D.	15
Assistant Professor	M.S.	6
Instructor	M.S.	15
Instructor	M.A.	20
Instructor	M.A.	3
Instructor	M.A.	2
Instructor	M.S.	2
Instructor	M.A.	3
Instructor	M.A.	3
Instructor	M.S.	1
Instructor	M.A.	4
Instructor	M.S.	0
Instructor	M.A.T.	1
Instructor	M.B.A.	1
Instructor	M.Ed.	2
Instructor	A.B. (M.A. Candidate)	1
Lecturer	Ph.D.	2
Lecturer	M.A.	1

Richard Bland College

Assistant Professor	Ph.D.	28
Assistant Professor	Ph.D.	18
Assistant Professor	M.S.	16
Assistant Professor	M.S.	2
Assistant Professor	M.A.	7
Assistant Professor	M.A.	8
Instructor	M.Ed.	1
Instructor	M.S.	5
Instructor	M.A.	1
Instructor	M.A.	1
Instructor	M.A.	1
Instructor	B.A.	6
Instructor	M. Ed.	1
Instructor	M.A.	2
Assistant Instructor	B.A.	3

counselor. Richard Bland reports that some scholarships are available and that approximately 5% of the student body is receiving aid.

#### Physical Plants

Richard Bland College is situated on approximately 200 acres of land. The main academic building, a U-shaped brick structure, contains ten classrooms, the library, and the administrative and faculty offices. A second brick building contains a large lecture room and laboratory. A large barn has been converted into a physical education building. The present physical plant is considered adequate for the existing program with the present number of students. As enrollment increases, additional classroom, laboratory, and faculty office space will be needed. There have been numerous requests for the inclusion of fine arts and music in the present program which have had to be denied for lack of facilities.

Christopher Newport College is temporarily housed in a building owned by the City of Newport News. A permanent campus site has been acquired and building has begun. The first building under construction is a classroom building. A second building will contain the library, a student center, and administrative offices. It is expected that these buildings will be followed by a science building, a physical education building which will permit the offering of required physical education courses and the sponsoring of an intramural athletic program, and finally, a terminal studies building. The college expects to move to its new campus gradually as new buildings are completed and to be fully moved by February, 1966.

#### Evaluation and Recommendations

Since the branch colleges are in only their third year of operation, they have obvious shortcomings attendant upon newness. Their directors are aware of such inadequacies as the limitations in physical plant and are taking steps to overcome them as resources permit.

It is apparent from admissions figures, the performance of students, the status of its library and faculty organization, and the progress of its building program that Christopher Newport College has advanced further than Richard Bland. While Christopher Newport had the advantage of a somewhat earlier start, its progress suggests that it serves a more substantial community need and enjoys more community support than does Richard Bland. The declining numbers of completed and of accepted applications over three years at Richard Bland, with the static number of matriculations, do not suggest that there is much potential for growth along its present lines of development. Perhaps its future lies in the area of terminal technical and vocational training rather than in general collegiate education at the lower division level.

Although the faculty of neither college is now large enough to warrant a full-time dean, we recommend that a teaching member of the faculty of each institution should be appointed to serve as a dean of

instruction, with an appropriate reduction in his classroom duties. A properly qualified person in such a position could provide needed academic leadership in the development of the programs of these colleges.

The position of coordinator of the branch colleges is a vestige of the "Colleges of William and Mary" system abolished by the General Assembly in 1962. This position is administratively inefficient, since the directors of the two colleges could just as well (in fact better) report directly to the dean of the faculty and the bursar of the parent college on academic and financial matters respectively. We recommend that elimination of this provision in the statute be sought from the legislature.

Although the college can be of great assistance in guiding the early development of these branch colleges, its indefinitely prolonged operation of such branches would be consistent neither with their best interest nor with the fundamental purpose of the College. As soon as the branch colleges can attain academic maturity, they should be separated from the parent College and placed under either their own board of control or one governing all junior colleges in the Commonwealth.

#### 2. The Evening College

The Evening College was established in 1952. Its bulletins describe its purpose as "to provide a program of evening meetings of courses designed to serve the needs of residents of Tidewater communities and military personnel stationed in the area and to enable them to obtain residence credits which might be applied toward a degree at William and Mary or at other accredited institutions."

The Evening College is administered by a director, who is a member of the faculty. He reports to the President of the College, but consults regularly with the dean of the faculty. Practically all instructors in evening courses are members of the faculty, who teach one course in addition to their normal duties for extra compensation. A few exceptions, usually three or four each semester, are qualified outside personnel. Department chairmen are consulted about all appointments and are expected to supervise the performance of instructors in their fields, but this responsibility is not fully understood or accepted by some chairmen.

Students pay a fee of \$12 per semester hour for evening courses and instructors are paid at the rate of \$150 per semester hour. Salaries of most of the instructors teaching graduate courses in education, however, are budgeted under the regular day session and are not included in Evening College costs. The Evening College uses the same classrooms, library, and other facilities as the day session, including the record-keeping operations of the registrar's and bursar's offices. Thus, although apparent revenues exceed apparent costs, the Evening College is not in fact financially self-sustaining. Even though low-enrollment courses are generally eliminated, in the second semester 1962-63 only one-half the courses other than in education had sufficient

enrollments to pay the instructor's salary.

Approximately 5000 persons have been enrolled in the Evening College since its establishment. The enrollment per semester currently is around 380-390. In the first years, during and just after the Korean War, about two-thirds of the registrants were military personnel. The enrollment now consists of approximately 40% teachers and school administrators and less than 20% military. About three-quarters of the persons enrolled come from communities other than Williamsburg.

Admission procedures for the Evening College are essentially the same as for the day session but are administered by the director of the evening college rather than the dean of admissions. Transcripts and personal interviews are required of all applicants except former students in the day session. Special tests may be required which are administered by the counseling and testing office. Admission to the Evening College does not automatically admit the applicant to any other branch of the College. Candidates for an undergraduate degree from the College must make regular application for admission prior to the completion of 30 credits of work and candidates for graduate degrees must have obtained admission prior to completion of the first course in evening work. No students are permitted to audit courses, and freshmen during their first semester are limited to one course.

From 30 to 40 courses are offered each semester. All are courses offered in the regular day session and have been approved by the curriculum committee or its chairman acting in its behalf in consultation with the dean of the faculty. Classes meet usually from 7 to 10 o'clock one evening per week; classes in physical sciences and in languages meet twice a week. A few graduate courses in education meet Saturday mornings for three hours.

Courses to be offered each semester are selected primarily by the director, except that the dean of the School of Education selects the graduate courses in education. The director requests department chairmen to nominate instructors for those courses for which there is a demand. He also encourages instructors to offer favorite courses in the hope that they may attract sufficient enrollment to be justified.

Instructors are expected to maintain the same standards as in the day session and department chairmen are expected to assure themselves that this is done. If the director has reason to think an instructor may not be doing a creditable job, he either makes a visit to the class or confers with the department chairman and requests him to determine the facts and take appropriate action. The dean of the faculty is advised of any serious breaches in standards or instructional practices. The Evening College operates under the provisions of the Honor System.

#### Evaluation

The Evening College was designed to serve, and does in fact serve to some degree, a variety of legitimate educational needs. Certain of

these needs clearly fall within the scope of those which it is the purpose of the College to meet. Others are dubiously relevant to the aims of a residential liberal arts college. In addition to the question of whether all the functions of the Evening College are consistent with the basic purposes of the College as a whole, another fundamental question is whether the Evening College is the only or the best means of serving those needs which it attempts to serve. Some or all of them might more successfully be met either by other arrangements within the College or by outside agencies.

In several ways, the Evening College as now organized is inevitably inconsistent and may even conflict with the primary purpose and function of the College. When members of the faculty are employed to teach evening courses in addition to full-time responsibilities in the regular day session, a toll is exacted somewhere. The fact that they are paid additional salary does not justify or compensate for this practice educationally. Neither, in the light of recent and prospective improvements in the salary scale, does this practice have the justification it formerly had as a means of alleviating the financial plight of some faculty members. Secondly, even if the quality of instruction is not adversely affected by this dispersion of the teacher's time and energy, several other factors militate against maintenance of the same level of quality in evening classes as prevails in the day session. Students who, after a full day of their regular employment and in many cases considerable travel, attend a single three-hour session per week, can not generally be expected to accomplish as much as the residential student whose classes and study time are spread over the week with constant access to library and laboratory facilities and to instructors. Granted that there may be compensating factors in the evening session, it cannot be said that as a rule the evening classes are academically equivalent to those in the day session. Finally, although evening classes technically carry "residence credit," students do not derive from them whatever benefits may be derived from the daily life of the undergraduate on the campus. The College of William and Mary is a "residential college" in more than a technical sense.

One function of the Evening College is to provide a means whereby persons who cannot attend the regular session may nevertheless work toward a baccalaureate degree from the College of William and Mary or another institution. Without implying any criticism of a specific course or courses, the reasons just cited above indicate the Evening College does not offer the kind or quality of education which ought to be recognized by a William and Mary degree. If credits are sought for transfer to other institutions, it is difficult to see why this College has any particular obligation to provide courses and lend its prestige to them when the purpose might equally well be served by junior colleges and by the extension programs of other institutions.

Certain functions of adult education are either not served at all by the Evening College or might better be served by other arrangements or other agencies. Quite properly, the Evening College has not sponsored non-credit activities such as discussion groups for current af-



fairs or literature. Yet it is likely that evening classes do enroll a number of adult students whose real purposes are not to obtain credit but to brush up their French, read some novels or poetry, or learn something about government or history. The legitimate interests of such persons would be more directly and more frankly served by a program of non-credit activities appropriate to a community college located more centrally with respect to population. Christopher Newport College, especially when its planned move nearer to the center of the Peninsula is completed, could provide this type of adult education better than the Evening College in Williamsburg. In another category, the kinds of special courses often requested by military and industrial organizations are not provided by regular academic courses carrying credit in the name of the College. These needs would be met more appropriately by special arrangements to suit the specific need. On a few occasions the College has cooperated in such arrangements, outside the framework of the Evening College, and there seems to be no reason why this practice should not be continued provided the College's teaching staff and perhaps in some cases its facilities are not thereby impoverished.

The Evening College does perform one function consistent with the purpose of the College as a whole. This is the offering of courses in education in the evening and on Saturday mornings, times at which employed school personnel can attend them. In fact, this function is, in terms of the number of persons served, the single most important part of the Evening College's activity. But an Evening College seems to be an unnecessary and expensive way to solve what is in fact merely a problem of scheduling. The selection of courses in education, their supervision, and the payment of salaries to their instructors is at present not a function of the Evening College but of the School of Education. In other words, the Evening College in this respect is merely a scheduling device and as such is certainly not justifiable.

#### Recommendation

We recommend, on the grounds that its functions can best be served by other means, that the Evening College be discontinued by September 1966.

### 3. The Extension Division

Extension courses were first offered in 1919, in the first semester of the presidency of Dr. J. A. C. Chandler. In his inaugural address, Dr. Chandler declared: "There are hundreds, yes thousands, of people in Virginia who are prepared to enter college but who never had the opportunity. For such persons a college should have definite centers where extension courses of as high grade as those given at the College itself will be taught by professors of the institution. Our business is to educate the people, and if they cannot come to the College we should go to them." The first announcement of extension work designated the following specific aims: (1) to provide for all properly prepared persons living in the larger cities near Williamsburg an opportunity to secure essentials of a broad, liberal education without

leaving their present occupation; (2) to promote a more intelligent type of citizenship and a better understanding of the fundamental ideals of Americanism through special courses in political science and government; (3) to provide opportunity for teachers in the public schools to advance professionally or secure renewal of their certificates; (4) to provide training in accountancy and law in preparation for the state C.P.A. and bar examinations; and (5) to give business men certain technical courses in finance and commerce to help them meet problems arising out of "the present period of reconstruction." The purpose of the Extension Division today, as stated in its bulletins, is to provide "courses designed to meet the educational needs of military and industrial personnel, residents and teachers of Tidewater communities."

The Extension Division is administered by a director and an assistant director, an area coordinator for the Norfolk-Portsmouth area, and four local coordinators for the Lower Peninsula, Richmond-Henrico, Hopewell-Petersburg, and Princess Anne Extension Centers. The director and assistant director hold academic rank in the faculty of the College but do not actually teach as part of their normal duties. The director reports to the President of the College but occasionally consults with the dean of the faculty.

Extension courses are taught, during the summer as well as during the regular academic session, at more than forty locations. The area ranges to Fort Story and Virginia Beach in the southeast, Accomac on the Delmarva peninsula to the east, Petersburg, Stony Creek, and Emporia to the west and southwest, and Fairfax to the north. In 1962-63, there were 4249 registrations in extension courses. Public schools and military bases provide the facilities, which vary from adequate to superior. In order to compensate for the relative inaccessibility of the College library to extension students, the division maintains a supply of books relevant to the various courses and supplies them through instructors to the students. Extension courses in modern foreign languages do not have facilities paralleling the laboratory equipment available at the College itself.

Teachers are drawn in part from the College faculty, but increasingly in recent years they have come from outside sources. In 1960-61, the proportion of courses taught by members of the College faculty was 25.2% (plus 6.5% by faculty members of the Norfolk Division and Richmond Professional Institute, then parts of the Colleges of William and Mary). In 1961-62, the proportion was 14.5%. The director has expressed his "concern if not alarm" at this decline. The College has no provision for requiring members of its faculty to teach in the Extension Division. Such employment is in addition to their regular full-time employment and is covered by a separate contract and additional salary. In employing outside instructors, the director attempts to secure persons holding at least a master's degree. Most of them do in fact meet this minimum requirement, and the director has stated (1960) that a majority have had some full-time or part-time college teaching experience. Over the years there has been built up a core of some

fifteen "semi-permanent" instructors who, in the opinion of the director, can be counted on to do an outstanding job and to be well received wherever they are assigned. But in general the academic qualifications of most outside instructors do not equal those of members of the College faculty.

Some outside instructors, in addition to their full-time employment in the public school system or elsewhere, may be engaged to teach several courses (as many as three) in extension or in extension and evening. Members of the college faculty who teach in extension, of course, also carry one or more classes in addition to their full-time teaching in the College.

Revenues from student fees exceed the direct costs of the Extension Division. Students pay \$12 per semester hour. In the three academic years 1959-62 revenues from fees exceeded costs by \$8343, \$21,864, and \$38,351 respectively. Instructional salaries are paid at the rate of \$150 per semester hour and the division also provides or re-imburses instructors for travel expenses and meals. But the Extension Division does not pay overhead costs either for the classroom facilities it uses or for the financial and academic record-keeping performed through the offices of the bursar and the registrar.

Applicants for enrollment in the Extension Division must submit a certificate of high school graduation or, if they have graduated from or taken work in college, a certificate of good standing or honorable dismissal. They may be required in addition to take appropriate tests. Applicants who wish to apply credits in graduate extension courses to a graduate degree from the College must submit the regular application and undergraduate transcript to the committee on graduate studies prior to completion of three semester hours of graduate credit. Those who have been admitted to graduate study in other institutions are advised to obtain approval of the course to be taken in extension.

Most courses taught in extension carry credit applicable toward a degree from William and Mary or transferable to other institutions according to their regulations. Residence credit is specifically excluded. The college catalogue, but not the bulletin of the division, states specifically that extension credit may be applied toward a degree if the student has been admitted to candidacy and if the course is approved by the student's advisor. Provided approval is obtained in advance from the dean of the School of Education, a maximum of 12 semester hours of credit earned in extension courses may be applied to a graduate degree in education. Some special programs, on a contract basis, usually called "workshops," may be offered without credit.

Courses offered have been generally limited to the standard liberal arts subjects, and professional courses in education for teachers. Most course numbers and titles are the same as those in the college catalogue. When the Norfolk Division and Richmond Professional Institute were within the William and Mary complex, certain courses were offered in extension which appeared in their catalogues but not in that

of the College. Some of these have been continued since the separation of these institutions. Among the courses offered in extension but not at the College, a group dealing with computers has proved extremely popular with military and industrial personnel: Business 360Ex, Basic Data Processing Principles; Business 460Ex, Punched Card Accounting Methods; Business 461Ex, Basic Computer Concepts; Business 462Ex, Programming Core Storage Machines. Other courses which do not appear in the college curriculum under the same numbers and titles are: Education 331Ex, Human Growth and Development; Education 416Ex, Audio-Visual Instructional Aids; Education 417Ex, Problems of Instruction; Education 425Ex, Survey of the Education of Exceptional Children.

In its bulletin, the division invites requests for courses which may be desired by local groups but are not listed in its regular offerings. A proposed new course is brought to the attention of the chairman of the department involved; if he approves, and the course is one already offered on the campus, it may be offered in extension if enrollment warrants and a qualified instructor is available. If the course is not offered on the campus, it is in theory referred for approval to the curriculum committee of the faculty. In practice, however, very few new courses are submitted to this committee. Frequently courses which have once been approved by the curriculum committee, perhaps many years in the past, may be and have been introduced in extension under the same number but with a new title and new contents.

#### Evaluation of the Extension Program

A major problem of the extension program, of which the director is fully aware, is the employment of qualified instructors. Although some members of the college faculty say they find extension classes challenging and interesting, probably the majority accept this employment only because they need the additional salary. The extra teaching load and the travel time involved is a drain on their physical and mental stamina, interferes with their primary teaching responsibilities, and absorbs time and energy which might otherwise be spent in study and research. Some members of the faculty refuse to teach in extension courses because they do not believe this activity proper for a liberal arts college. Although the director, faced with the necessity of finding many outside instructors, has undoubtedly tried to uphold high standards, he is necessarily limited by the talent available. Frequently a last-minute need for an instructor results in the employment of a person with qualifications inferior to what would be desired.

Control of standards in extension courses is another problem. Although the director and his assistants no doubt do their best to keep standards high, controls in some areas either do not exist or are less effective than they should be. Admission procedures and requirements are less rigorous than in the College itself. The Extension Division operates on the whole independently of the dean of the faculty and of the curriculum committee. Its course offerings include some never approved by that committee and quite a few which are given numbers inconsistently higher (or lower) than similar courses in the college catalogue.

Few chairmen of departments take any interest in supervising extension courses in their fields, and they are often unacquainted with the instructors. Academic standards in some courses are indubitably affected by the inaccessibility of a general library or by the lack of adequate laboratory facilities for language instruction. Although extension courses carry credit toward the College's degrees and are presumably equivalent to those offered on the campus, many are in fact given under quite different conditions. Beginning foreign language courses in extension, for example, are three semester-hour courses; on the campus, they are five-hour courses (for four hours credit) including language laboratories. Instructors in extension are not available for student conferences as they are on the campus. The "Extension Bulletin" implies that courses are conducted under the Honor System, but the "Instructor's Handbook" issued by the division makes no reference to the Honor System and there is no provision for educating extension instructors or students in its principles or of enforcing them. Some teachers like the single three-hour meeting per week of extension classes; a majority of the regular faculty members teaching in extension, however, state that the element of fatigue on the part of both teacher and student during a three-hour session in the evening inevitably means that less can be accomplished than under normal conditions on the campus.

Many if not all of the problems mentioned might be solved by one means or another. However, the fundamental question needs to be considered whether the College's extension program now effectively serves real educational needs in a manner consistent with the College's purpose and the best interests of the people of Virginia.

The extension program was originally conceived at a time when collegiate education was not common in Virginia or elsewhere and when there were few if any other agencies for post-high school instruction of any sort. The College provided the leadership necessary to supply the needed services. Some of the needs no doubt still exist, some have become even more critical, and entirely new needs have arisen. But there are now new means of serving these needs, such as the expanded extension programs of the University of Virginia and other institutions, educational television, and new four-year and two-year community colleges developed under the leadership of the College of William and Mary precisely for the purpose of serving such needs. The real question is obviously not whether these needs should be met, but how they may be met most effectively by which agencies. In particular, which if any of these needs can be most effectively served today through an extension program conducted by the College of William and Mary?

One of the original aims of the extension program was "to provide for all properly prepared persons living in the larger cities near Williamsburg an opportunity to secure essentials of a broad, liberal education without leaving their present occupation." There are now colleges in Norfolk, Newport News, Petersburg, and Richmond entirely qualified to provide, and actually providing, this opportunity. Yet the largest single part of the College's extension program consists of distribution or general education courses duplicating what is available

through these other institutions. Since the original aim of offering "courses of as high a grade as those given at the College itself" and "taught by professors of the institution" is no longer in fact generally achieved, the College would be presumptuous in defending this duplication on grounds that its own extension offerings in general education are superior in quality. For the relatively few students who seek a degree from this College through extension courses, the offerings are in fact necessarily inferior to the equivalent courses taught on the campus; besides lacking the same library and similar facilities, they simply are not taught in the context of a residential academic community. By far the larger portion of students served by the distribution or general education courses offered in extension are seeking credit which will be transferred to other institutions than this College, often institutions outside Virginia. These are military and industrial personnel for the most part temporarily residing in the area. The College cannot give them courses really equivalent to those it offers to its own students, and there would seem to be no reason why it should be obliged to clothe what is given with the prestige of its name. The same courses can be given, not only reputably but often more conveniently for the clientele, through such institutions as Old Dominion, Christopher Newport, and Richard Bland Colleges.

In terms of numbers, the second largest group served through extension consists of teachers and other persons in the school system. The College has a clear obligation in the area of teacher training. But this obligation does not imply that the College must in every conceivable manner meet any and all needs of school personnel. On its campus the College offers at both undergraduate and graduate levels work in professional education throughout the academic year (including Saturday morning and evening classes) and the summer session. In this work the education faculty tries to maintain high qualitative standards in courses directed primarily to the preparation of new teachers and administrators for the schools. As with the general college program, the same high standards cannot generally be maintained under the conditions of extension courses. A significant proportion of the enrollment in these courses consists of persons not properly qualified for the advanced or even graduate credit which they nevertheless expect and demand. There are, no doubt, persons in the education extension courses whom the College can and should serve. But they would be better served through the means already provided on the campus.

The third sizeable part of the extension program is the provision of largely technical courses for military and industrial personnel. This is a kind of education which the College does not offer its own students and which its faculty is not particularly competent to provide. Some of this work is offered on a non-credit, non-collegiate basis, and most of it is performed by technically trained outside instructors whom the College merely engages in a kind of middleman capacity. Some of the courses of this kind offered for credit actually suffer from being confined artificially within the framework of the curriculum of a liberal arts college. Instead of forcing standard colleges to fit a purpose they were never designed for, it would be better to devise courses

directly suiting the needs they are supposed to serve. But courses of this type are simply not ones which this College and its faculty can most effectively offer. They can be offered, however, through the vocational and technical programs of other institutions.

A fourth type of work, adult or continuing education for those who do not seek college credit but wish to satisfy their curiosity by keeping up with some branch of knowledge, is hardly being performed at all by the present extension program. Granting that some few enrollments in language, literature, and government courses may be by persons so motivated, they are not being given what they really desire and need but instead must take courses designed for undergraduate consumption and academic credit.

Several other institutions (the University of Virginia, Virginia Polytechnic Institute, Old Dominion College, Richmond Professional Institute, the University of Maryland, George Washington University, and the community colleges Christopher Newport and Richard Bland) now offer or can offer, in parts or all of the area served by this College, extension programs or similar services which duplicate ours. Several of these institutions are in urban locations which have distinct advantages for conducting much of what we are now doing. Several of them are types of institutions which can do the necessary jobs more appropriately and more effectively than this College. The University of Virginia is subsidized (as this College is not) to conduct extension work, and it or another agency of the state could well absorb what needs to be done. Some types of adult education now offered only partially or not at all could be performed through educational television or vocational training centers.

In short, it appears to us that the extension program of the College has outlived its usefulness and is no longer the only or the best way to meet existing needs in the area.

We recommend, therefore, that the extension program be absorbed by other existing agencies or new agencies as soon as possible and in any event no later than September 1966. The real needs, we believe, will in this way be better met and the College will be able to devote its full energies to tasks which are its own special responsibilities.

#### 4. The Institute of Early American History and Culture

Organized in 1943 under the joint sponsorship of the College and Colonial Williamsburg, Inc., the Institute of Early American History and Culture is dedicated by its constitution "to the furtherance of study, research, and publications bearing upon American history approximately to the year 1815." The Institute aims "to preserve and advance understanding of the enduring contributions of the colonists and the founders of the Republic."

A council determines the policy of the Institute and approves its budget and operating program. Fifteen members are elected, one-third

each year for terms of three years, by the council itself. They are chosen mainly from the historical profession, but have also represented such other fields as publishing, government service, journalism, and law. The presidents of the College and of Colonial Williamsburg are ex officio members. The council elects five of its members for one-year terms to an executive committee which, between annual meetings of the council, exercises all its powers. The two presidents of the sponsoring organizations are additional members of the executive committee. Two standing committees of the council, the board of editors of The William and Mary Quarterly and the committee on publications, cooperate actively with the staff.

The staff is composed of a director, an editor and assistant editor of book publications, an editor and assistant editor of the Quarterly, a book review editor of that magazine, and one or more fellows engaged in research projects. Five of the present eight staff members, as part of their duties, teach courses in the College.

The Institute has its own office and study space, including a small library, on the Duke of Gloucester street, near both the College and the administration building of Colonial Williamsburg. It has free access to the facilities, particularly the libraries, of both sponsoring institutions. When the new library building of the College is completed, the Institute will occupy quarters in it.

Colonial Williamsburg and the College share equally the Institute's yearly budget. The Institute also receives from other sources occasional contributions to its activities, especially to its book publication program.

The Institute is exclusively an organization for research and publication. It gives no academic courses. It offers two research fellowships to promising young scholars. On three-year post-doctoral appointments, these fellows work on independent research projects and also gain some teaching experience (limited to six semester hours per year) at the College. The Institute publishes The William and Mary Quarterly. Its book publications include monographs, biographies, and other secondary works; documentary materials from original manuscripts and new editions of books long out of print; and bibliographical essays and compilations. The Institute also conducts symposia, seminars, and conferences on early American history, issues a news letter at irregular intervals, awards an Institute Book Prize of \$500 annually, and arranges visits to graduate schools to exchange information on current research.

The Institute brings great credit to the two sponsoring institutions and is an organization of which they are justifiably proud. Membership on its council is a prized appointment, and year after year the council has drawn outstanding scholars into its ranks. The current staff is dedicated and able. Under the Institute, the Quarterly (third series begun in 1944) has won international recognition as a magazine of early American history. The Institute's production of books over twenty years reflects the highest standards of scholarly research and writing.



## 5. Summer Band School

A Summer Band School, begun in 1952, operates as a part of the Summer Session. In 1962, this school enrolled a total of 480 high school and junior high school students, grouped into senior and junior divisions, in two two-week sessions. Four high school music teachers also attended.

Although the current director of the band school is a member of the department of music, he is responsible to the director of the Summer Session. Other instructors are recruited from outside the College. In 1962, the staff consisted of three musical directors and two instructors of baton-twirling. The program includes non-credit classes in music theory, individual and ensemble instrumental lessons, training in baton-twirling, rehearsals, and public concerts.

Students in the school are housed in the dormitories and use all facilities of the College. Tuition and room and board charges cover direct costs and in addition make possible a few band school scholarships for those who can demonstrate need. With the enrollment now reached, there is insufficient rehearsal space especially for individual practice.

Although the band school no doubt provides fun and good band instruction, it serves no legitimate educational aim of the College. An argument sometimes used in its justification, that it gives school students an orientation to college life, is not supported by facts. No genuine attempt is made to do this. If orientation were a serious purpose, there would be little point in including junior high school students or indeed of connecting orientation with a band school at all. The noise from band school practices, often conducted out of doors, interferes with normal activities of the Summer Session. Most importantly, the program of the band school is simply not a proper function of the College.

We recommend, therefore, that the summer band school be discontinued after the summer of 1964.

## 6. Radio and Television

Since 1959 the College has operated radio and television equipment installed in Phi Beta Kappa Memorial Hall together with studios, control rooms, and attendant classrooms and offices. Washington Hall is also wired to receive television signals, and provision has been made to wire the Campus Center, the new women's gymnasium, and the new physics building. It is expected that the new library and a proposed music building will also be wired. The radio station, WCWM, is a college-owned 10-watt educational FM installation. The radio and television equipment represents a total investment of about \$150,000. This sum includes an original outlay of \$65,000, the purchase in 1960 of a

video tape recorder costing \$50,000, and annual expenditures for additional equipment. Exclusive of salaries, the yearly budget for operation and maintenance averages about \$8580.

Since the College is the licensee of the radio station, formal supervision of the radio and television program is vested in a committee consisting of the dean of the faculty, the director of the summer school and extension, the director of development, and the director of radio and television. In practice, this committee has functioned very little. The general operations of both radio and television are conducted by students under the supervision of the director, who is responsible to the dean of the faculty and the President. The teaching of radio-television subjects, however, came under the department of fine arts until the spring of 1963, when a department of theater and speech was established. Thus the operating budget for radio-television was a special one assigned to the department of fine arts.

The radio-television staff consists of two faculty members, formerly of the fine arts and now of the theater and speech departments. When the television equipment was first installed, its operation was seriously handicapped because no provision had been made for an engineer to maintain it. Only recently has the College secured an engineer, but since the position is given the state job title of radio technician, he cannot be paid a salary commensurate with those paid qualified television engineers in the commercial field. At present some equipment changes are being made that will increase the quality and reliability of the whole television operation, but it is doubtful that the problem of maintenance has yet been adequately solved.

Formal instruction is offered, for credit, through two semester courses in radio broadcasting and announcing and two in television studio operations and production, directing, and writing. Practical experience in radio is provided by Station WCWM, which is operated by interested students. Students also gain experience in television through producing programs used in classroom instruction by various departments of the College. Most notably, television has been used in teaching the sophomore distribution course in fine arts; experiments with its use in teaching Spanish and the sophomore English course were tried but abandoned. Occasional use of television is sometimes made by several departments.

### Evaluation and Recommendations

There would seem to be no doubt that television has proved itself as a significant educational tool which can be advantageously used in certain situations and for certain purposes. That the adequate equipment available at this College has not been fully utilized is a result partly of its unsatisfactory maintenance at the beginning, but the main reason is that its use was forced upon a faculty which had not been consulted in the planning. The problems of released time to prepare television programs and of the teacher's rights to programs recorded on video tape were disregarded. It seems to have been the as-

sumption that television is merely a way of doing for a larger audience what is already done in classroom lectures. Very quickly, the College and the faculty learned that the effective use of television is a far more complex matter.

Since operation of the radio station is largely an extracurricular activity of interested students, it varies in quality year-to-year depending on the energies and capabilities of those students. In some years the radio programs have functioned very well, giving the campus a means of communication as well as recreational popular and classical music and so forth. In other years the operation has been almost defunct. But the radio station is a valuable educational and extracurricular facility which should be utilized to its fullest capabilities.

Both the proper use of television in general instruction and the operation of the College radio station require further analysis and study. The College is not getting a full return on its sizeable investment in these facilities. We recommend, therefore, that the President appoint a representative study committee (or committees) to explore these problems and evolve policies and means to solve them. Following such a study, the lines of responsibility for the various aspects of radio-television operations should be more clearly drawn.

GRADUATE STUDIES

The College offers graduate programs leading to the degrees of Master of Arts (in biology, education, English, history, mathematics, physics, and psychology); Master of Education; Master of Arts in Taxation; Master of Law and Taxation; Master of Arts in Teaching; Master of Teaching in Science; and, most recently, Doctor of Philosophy (in physics). Yet the College has no stated policy on graduate study. The existing programs have evolved from a variety of circumstances, motives, and pressures. The older programs in history and psychology are largely the product of special resources and facilities in the College and the community. The program in English, now dormant, was created by administrative fiat. The master's and doctoral programs in physics and the subsequent programs in biology and mathematics are largely a response to the needs and proximity of NASA at Langley Field and the Virginia Associated Research Center now under construction. Graduate programs in education represent an effort to meet the apparently insatiable demand by the public schools for administrators and teachers with advanced degrees in that field. The master of arts in taxation arose from the special interests of the departments of business administration and economics and the former department of jurisprudence; the master of law and taxation arose from interests and training of members of the staff of the School of Law.

The Virginia Institute of Marine Science is now an independent state agency but the College continues to award the degree of master of arts in marine science.

These programs have been inaugurated by action of the Board of Visitors and in most cases with approval by the faculty. It is argued that the purposes are: to meet, where feasible, local and national needs for advanced training; to attract and hold able faculty; to attract able students, graduate and undergraduate; to take advantage of special resources in the College and community; and to strengthen the undergraduate program.

Admission Requirements

Students are admitted to graduate study toward the various degrees by various agencies. The School of Law and the School of Education process and approve applications for study toward the degrees of Master of Law and Taxation and Master of Education respectively. For

the other degrees, applications are processed by the department or departments involved and submitted for approval to the faculty committee on graduate study. The dean of admissions assists departments with the mechanics of processing applications. An applicant for admission must have completed the requirements for a baccalaureate degree in an institution of approved standing. He must have achieved a quality point average of 1.5 or its equivalent; but the department may request waiver of this requirement in specific instances. The department of history requires an average of 2.

#### Degree Requirements

The requirements for the M.A. degree are: at least one semester or four nine-week summer sessions of residence; 24 semester credits of advanced work, half of which must be in courses open only to graduate students, with an average of B; a satisfactory comprehensive examination; and an acceptable thesis. All departments except education require a reading knowledge of at least one foreign language. Candidates for the M.Ed. must complete 27 or 30 hours of advanced work and they are not required to write a thesis.

The master of arts in teaching, approved by the faculty in 1963, is a fifteen-month program consisting of two semesters of course work during the regular academic session followed by courses in the summer session and a semester of internship. The candidate must take at least 18 semester hours in his teaching field and may increase this by a number equal to that previously taken in professional education courses; he must take at least 15 semester hours in education, at least 6 of which must be at the graduate level; and at least half of the total of 33 semester credits must be at the graduate level. The candidate must also serve a full-time teaching internship in a selected high school.

The master of teaching in science may be earned in the summer institute for high school teachers of science and mathematics, supported by the National Science Foundation. The requirements are: 30 semester hours, 16 of which must be in the major field and 8 in the minor (the remaining 6 may be transfer credit); a final term paper; and a comprehensive examination.

#### GRADUATE DEGREES AWARDED IN THE PAST FIVE YEARS

	<u>1958-59</u>	<u>59-60</u>	<u>60-61</u>	<u>61-62</u>	<u>62-63</u>	<u>Totals</u>
M.Ed.	26	45	49	62	65	247
M.A.	7	5	12	18	12	54
M.L. and T.	1	0	3	3	3	10
M.T.S.	<u>0</u>	<u>0</u>	<u>0</u>	<u>9</u>	<u>11</u>	<u>20</u>
	34	50	64	92	91	331

#### Administration, Resources, Physical Facilities

Except for the Schools of Education and Law, which operate their own programs, the graduate program is supervised by a faculty committee on graduate studies of ten members with the dean as chairman. This committee gives final approval for admission of graduate students, approves students for candidacy, considers changes in course offerings recommended by the departments, and authorizes the awarding of graduate degrees. Subject to this supervision each department administers its own program, including the processing of applications.

When graduate programs are introduced the College must provide financial support from existing funds or anticipate adequate support from state appropriations or federal grants. In some instances programs have been instituted before adequate funds or facilities were available, sometimes with unfortunate results; the biology program is attempting to operate under completely unsatisfactory physical conditions and it appears it will continue to do so for some time.

The auditor's office does not maintain separate accounts for graduate study nor has it attempted to calculate cost per graduate student.

The number of graduate fellowships and assistantships seems to be adequate for the present. The fellowships are provided from the private funds of the College or from donations for that purpose; the assistantships come from state appropriations or federal grants, and in most cases include remission of tuition. Education has two assistantships; history three fellowships and five assistantships; mathematics six assistantships; psychology five tuition fellowships and six assistantships; physics one fellowship and seven assistantships; and biology five assistantships. Graduate assistants frequently serve as laboratory assistants but seldom are assigned to classroom instruction. The College does not provide housing for graduate students except those who are dormitory counselors.

The new library will provide adequate physical facilities for graduate study but its staff and collections must be greatly augmented. The library holdings for those departments offering the master's degree vary greatly in extent and adequacy. At present, scientific journals meet only the minimum needs of biology, mathematics, and physics; the great deficiency lies in the lack of back files of journals and periodicals. The holdings in psychology are very weak in medical and engineering psychology; and foreign literature (books and periodicals) for the whole field is virtually non-existent. The book and manuscript collections for early American history are outstanding and these are supplemented by the resources of the Institute of Early American History and Culture and of Colonial Williamsburg, Inc. But there are great gaps in other areas of American history and in related fields which cannot begin to be met from current appropriations for book purchases. Education regards the present library material as generally adequate for its needs but stresses the need for certain special items.

Physical facilities for biology are totally inadequate. The staff lacks office and laboratory space for its own work and five graduate students are crowded into one small office. Three planned graduate laboratory courses cannot be offered because of lack of laboratory space. Staff members are conducting research in a barn on the Eastern State Hospital grounds and hope to acquire the use of four quonset huts in 1964. Mathematics needs additional classroom and office space. Physics has just moved into a splendid new building, providing adequate space for staff and students. In addition, the construction of the Virginia Associated Research Center, and the NASA cyclotron, about 15 miles from the campus, will provide the facilities for the recently announced doctoral program. The psychology graduate program enjoys the advantage of having the resources of Eastern State Hospital nearby. The department has been housed on the third floor of the Wren Building under most unsatisfactory conditions; the situation will be somewhat improved as the department moves into the present physics quarters but these will be far from ideal. History and education have no space allocated to graduate students and the history program in particular has been handicapped by the physical limitations of the present library.

#### Programs of Individual Departments

Most of the graduate programs have been in operation for half a dozen years or longer. That in English was suspended for 1963-64 at the request of the department pending further study of possibilities for improving it. The program in mathematics began operation in 1961-62 and that in biology in 1963-64. The descriptions of the programs which follow were reported by the departments themselves and do not necessarily express the evaluations of the steering committee.

Biology: The offerings of the biology department afford the graduate student wishing to pursue a career in teaching, research, or management in biology an opportunity to undertake advanced work and research in each of the four major areas of biology: physiology, genetics, systematics, and ecology.

Like the graduate program in physics, the program in biology lends support to and receives support from neighboring scientific and technical installations. The department of biology recognized the absolute necessity that its members carry on individual research projects if the department is to provide superior instruction for undergraduates or, indeed, if it is to maintain a respectable department at all. The department feels that the research projects conducted by its faculty make the graduate program a logical development and one that promises both to stimulate the research of the individual staff member and to give added dimensions to his teaching of undergraduates.

Education: The master of arts program with its requirement of a thesis based upon original research serves the needs largely of students who intend to go on for the Ph.D. degree elsewhere and involves far fewer students than the master of education program. Requirements for the M.Ed. are either 27 hours of advanced work and a satisfactory report

on a professional project or 30 hours of advanced work including a seminar in which the student analyses the literature of the area of his particular interest. Most students follow this last plan which is designed to give broad training to teachers and school administrators in understanding and interpreting research results. The graduate courses offered, together with advanced undergraduate courses, make available to the graduate student all the traditional courses for training in professional education at this level and provide him with the opportunity to pursue his particular interest in the field as well.

The pressing demand for graduate work in education is attested to by the fact that there are approximately 500 part-time students presently seeking an advanced degree in education. But the graduate program in education fulfills other purposes as well. The undergraduate program is strengthened in several ways. The department is able to offer several specialized courses for undergraduates such as methods of teaching in specific areas (i.e., science, history and government, modern languages) that could not be offered if the staff were not as large as it is. The graduate School of Education has been instrumental in attracting and keeping a more highly trained staff than would have been the case if the program were limited to undergraduate work.

However, graduate work in education suffers from a number of things, perhaps the most serious of which is the unreasonable demand put upon the staff's time by the combined undergraduate and graduate teaching and student load. All members of the department teach both graduates and undergraduates and, except for two administrators in the department, each teaches at least 15 hours per week. The instructors have a large number of graduate students assigned as advisees. Although this is tempered by the fact that all but a handful of graduate students are on a part-time basis, and that very few students prepare theses, such conditions tend to have an adverse effect on the quality of teaching. Individual supervision of graduate students becomes difficult, and courses carrying graduate credit given off campus must be taught by others than members of the department.

History: Graduate work in history, begun in the 1920's at the direction of the administration, was conducted in an informal and very limited way for thirty years. Meanwhile, the Institute of Early American History and Culture, sponsored jointly by the College of William and Mary and Colonial Williamsburg, Inc., had been founded in 1943; the William and Mary Quarterly had been transferred to the Institute and developed into a journal of national reputation; Colonial Williamsburg had greatly expanded its research activities and its manuscript collections; and the library resources of the College, already outstanding in materials for the study of Virginia history, had grown significantly. As a result of these developments, taken with the growth of the staff of the history department, there was an unusual concentration of colonial historians in Williamsburg.

Thus the history department had at its disposal unique facilities and staff for an expanded master of arts program in American history.