

William and Mary News

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"The Sea Gull" _____ President's Aides _____



In Anton Chekhov's "The Sea Gull" are Thomas Spivey, '74, as Peter Sorin and Glenn Wade, '74, as Madame Trepleff for The William and Mary Theatre production in Phi Beta Kappa Hall at 8:15 p.m., Wed.-Sat., Oct. 17-20.

The Theatre box office, in the PBK foyer, is open 3-5:30 p.m., Mon.-Fri., Oct. 15-19 (Monday for season ticket patrons). It is open 7-8:15 p.m. the four nights of production. During box office hours only, telephone reservations are accepted at Ext. 272 or 469. A limited number of season tickets remain on sale. General admission to "The Sea Gull" is \$2, with all seats reserved.

Actor Portrays Whitman

"The Three Ages of Walt Whitman," a dramatic reading from *Leaves of Grass* by the professional actor, John Fields, impersonating Whitman himself, will be presented in the Campus Center Ballroom at 8 p.m. on Monday, October 15, under sponsorship of the English Department.

Admission fee is \$1. Tickets will be available at the door on the evening of performance only.

This dramatic reading will consist of three parts with John Fields portraying Walt Whitman as a young poet, the middle-aged author of the first edition of *Leaves of Grass*, and finally as the "Good Gray Poet." Fields, as Whitman, actually "ages" before the eyes of the audience, changing costumes and make-up rapidly to portray the "Three Ages of Walt Whitman."

A veteran of four years with the Broadway company of *Man of La Mancha*, John Fields is also well known for his portrayal of a number of leading Shakespearean roles at the Champlain Shakespeare Festival, the Antioch Shakespeare Festival and in appearances with the Hartford Stage Company and the Baltimore Center Stage.

Thirteen President's Aides have recently been chosen for the 1973-74 academic year.

The President of the College each year enlists the support and services of a group of students who are designated as President's Aides. Some of this group are President's Aides by virtue of their positions of responsibility on campus and others are chosen by the President to serve "at-large."

Aides chosen by virtue of their office are Barbara Black, president of Mortar Board, '74, Alexandria; Cornell Christianson, president of Omicron Delta Kappa, '74, Fair Lawn, N.J.; Craig Cornwell, president of the senior class, Leesburg; Christine Owens, president of the Student Association, '74, Whaleyville; Douglas Pinter, chairman of the Honor Council, '74, Ridgefield, Conn., and James Rees, editor of *The Flat Hat*, '74, Richmond.

Aides-at-large are William Brun, '75, Virginia Beach; Barbara Coulter, '74, Fanwood, N.J.; Alan Finder, '74, Washington, Pa.; Patricia Mayer, '74, Hershey, Pa.; Linda Newbern, '74, Virginia Beach; Nancy Norman, '75, Alexandria, and Eric Revis, '75, Emporia.

The number of President's aides-at-large has been increased to a majority this year for the first time. Aides-at-large were drawn from a composite list put together by the other aides, Dean of Students W. Samuel Sadler and Dean of the Undergraduate Program James C. Livingston, with additions by President Thomas A. Graves, Jr.

Of the aides-at-large, the majority are women for the first time this year. Also, for the first time, the total number of aides is about evenly balanced between men and women students.

Pi Delta Epsilon Reestablished

A chapter of Pi Delta Epsilon, the national honorary journalism fraternity, has been reorganized and reestablished at the College.

Six senior students who are currently involved in publications have been initiated into the revitalized chapter and officers elected.

Laurie S. Smith, of Grosse Pointe, Mich., one of the editors of the *Colonial Echo*, the student yearbook, has been named new chapter president. Other officers are James C. Rees, Richmond, editor of *The Flat Hat*, the student newspaper, vice president; Patricia Ann Mayer, Hershey, Pa., feature editor of *The Flat Hat*, secretary; and Christopher Bram, Virginia Beach, editor of the *William and Mary Review*, the student literary magazine, treasurer.

New initiates also include Robert Barnett, Alexandria, station manager for WCWM campus radio station; and Sue Ann Billingsley, Atlanta, Ga., former station manager of WCWM and currently features director.

A fall initiation has been scheduled for December for other seniors and juniors involved in student publications.

The local chapter of Pi Delta Epsilon, according to Miss Smith, plans to help foster interest in the campus publications. She believes that the fraternity can provide a forum for any problems which may occur involving publications. It would not usurp any powers or responsibilities of the campus Publications Committee, but rather enable the four publications and communications outlets to discuss mutual problems or intra-publication problems without airing them in public.

As seating for this performance is limited, priority of admission will be given to William and Mary students of American literature, but the general public will be admitted thereafter up to the capacity of the hall.

It is also hoped that the fraternity can revive two popular events on the campus, the publications forum and the publications annual spring banquet. The forum in the mid-1960's attracted such personalities as Howard K. Smith of ABC news; the late Merriam Smith, UPI White House correspondent; Charles R. McDowell, columnist for the *Richmond Times-Dispatch*; Newbold Noyes, editor of the *Washington Evening Star* and many others.

The undergraduate student fraternity lapsed at the College from the spring of 1971 until August, 1973, when several students questioned whether the organization could be reestablished on campus.

Wilford Kale, Williamsburg bureau chief for the *Richmond Times-Dispatch*, a William and Mary alumnus and PDE member as an undergraduate, contacted the fraternity's national headquarters and secured the necessary information to reestablish the journalism fraternity.

Two ad-hoc committees were established and the membership committee, composed of several local PDE members from various schools, voted to offer membership to six senior students at the College who are currently involved in publications.

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Report on Affirmative Action

Date: 10/5/73

From: Mr. Jerry Van Voorhis, Coordinator for
Affirmative Action

To: The College Community

Subject: What Is Affirmative Action?

Affirmative Action is a new concept to most of us. While many have heard these words before, they are not yet clear generally in either their precise definition or their latitudinal implications. The United States Government, however, has fashioned Affirmative Action as an effective administrative tool for achieving progress in the field of Equal Employment Opportunity. The tool is precise, and the Government is stressing vigorously this year the wide-scale adoption of Affirmative Action with State and private and public agencies everywhere. It is important that the College Community understands the urgent priority that Affirmative Action holds for this institution, its operations and its environment. The statement that follows attempts to give a framework for Affirmation--to set out its place, its principles, and its perspective:

1. The Framework of Affirmative Action: The Law: There are a number of components that make up the framework for the advancement legally of Equal Opportunity. The first component is Title VI and VII of the Civil Rights Act of 1964. This Act made it a violation of Federal law for an employer to discriminate against an employee or prospective applicant because of race, color, ethnic origin, religion, or sex. Title VII of the law established an Equal Employment Opportunity Commission to investigate complaints under the Civil Rights Act of 1964, and to recommend civil action under the Department of Justice. The EEOC is the second component of the legal framework for Equal Opportunity. The third component comes out of the Department of Health, Education and Welfare and that agency's Office for Civil Rights. HEW is responsible for the enforcement in institutions of higher education of Equal Employment Opportunity requirements there. In carrying out its responsibilities in higher education, HEW works through the fourth component, Executive Order 11246 (amended by Executive Order 11375), which deals with Equal Employment Opportunity requirements imposed upon all federal contractors. Fifth, the requirements of the Executive Order are implemented by Federal Regulations of the Department of Labor.

The Executive Order (11246 amended 11375) embodies two concepts: nondiscrimination and affirmative action. Nondiscrimination requires the elimination of existing discriminatory conditions, both purposeful and inadvertent. Affirmative Action requires contractors to go beyond employment neutrality by requiring additional efforts of positive action to recruit, hire, and promote qualified members of groups formerly excluded from representation, by either written or unwritten discriminatory practices and patterns. The Federal Regulations that enforce the Executive Order require that contractors with 50 or more employees and a contract in excess of \$50,000 maintain a written Affirmative Action Plan to fulfill the Executive Order, in the areas both of nondiscriminatory practices and Affirmative Action, under the HEW guidelines for higher education. The Federal Regulations under the Executive Order announced this requirement for public institutions such as State colleges and universities one year ago this week, October 4, 1972.

Since October 1972, in developments related to Federal law, the Commonwealth of Virginia has followed suit with its Executive Order #29, issued by Governor Linwood Holton effective January 1, 1973, to "maintain and promote Equal Employment Opportunity. Appointments and tenure are based upon merit and fitness without regard to sex, age, race, religion, national origin, political affiliation, or other non-merit, non-job-related factors." As a result of the Virginia Executive Order, Virginia adopted the Virginia Equal Employment Opportunity Plan for personnel administration in the Commonwealth. In April 1973, all State institutions were requested by the Governor to adopt Executive Order #29, the Virginia Equal Employment Opportunity Plan, for use with faculty and administrators appointed by their governing boards. In May 1973, the Board of Visitors of the College of William and Mary adopted Executive Order #29, and in so doing substituted the

Virginia Equal Employment Opportunity Plan for the College's own Equal Opportunity Plan, which had been adopted by this institution in 1970. The Virginia Equal Employment Opportunity Plan is intended to be an outline of objectives and timetables in affirmative action planning, from which outline each institution having this plan is expected to develop its own continuing Affirmative Action Program to meet the specific needs of its own academic community.

Thus, the Federal developments in Affirmative Action in October 1972; the State developments in Affirmative Action in January 1973; and the actions of the College of William and Mary in Affirmative Action Planning since last spring have converged to form the background on which the College is now basing its Affirmative Action Planning for the future.

2. What is the Idea of Affirmation? Affirmation is defined best if it is placed in the intellectual context of Equal Opportunity. In common parlance, Equal Opportunity has been used synonymously with Affirmative Action. Affirmative Action, that is, has been equated to Equal Opportunity. Traditionally speaking, Equal Opportunity is conceived as a benign neutrality under laws that legislate an end to practices of discrimination. Affirmative Action by contrast is motivated by the need for positive action to bridge the difference between law and practice. The law on employment discrimination is clear and receives few arguments today. But the administration of the law is something else, because discriminatory effects remain.

The intent of Affirmative Action, therefore, is to remedy the discriminatory effects that stand behind the law. In suggesting that Affirmative Action pushes beyond the traditional concept of Equal Opportunity, it should not be suggested that the two concepts are unrelated in their separate identity. Rather, Affirmative Action should be seen as a way to reach the goal of Equal Opportunity, not in law alone, but also in fact and deed.

It is one thing to put Affirmative Action into its proper intellectual context; but it must also be stressed in relation to its effect, first, on higher education generally, second, on this institution, and third, and most important, on individuals who have been subjected to past patterns of exclusion with resultant loss in human resources to the institution. In turn, the effect of Affirmation on the College this year and beyond is expected to be felt most in terms of the written Affirmation Plan and the program that evolves out of it. The College's relationship to Affirmative Action as it focuses around an Affirmation Plan, can be suggested this way: first, the Plan can be seen as an instrument to conduct a major "house cleaning" that examines practices that underlay our methods of employment and retention of staff; second, as a way to communicate continuously the spirit and letter of Affirmation to the College Community; third, as an institutionalized expression of commitment and good will in this field in the future; and fourth, as a way to enhance the use of our available human resources.

3. William and Mary vs the National Picture: Affirmation is a subject of intense focus all over the United States, at colleges and universities large and small. Affirmation Plans are being submitted this fall by a number of schools. Many plans, however, were formulated and released to the Government last spring. The Yale Plan, for example, is under examination by Federal authorities right now. At Yale, the faculty includes 2.6% black faculty and 7.0% female faculty. The national average of Ph.D.'s held by blacks is 1.0%, and by women it is 14.1%. Similarly, at the University of California at Berkeley there are 9.8% black faculty and staff and 9.5% female faculty and staff. At Berkeley, the most reachable part of the personnel hierarchy--the top administration--is made up of 5.2% from minorities. The statistics at William and Mary reveal that there are approximately 16% female faculty, 2% minority faculty, and less than 1% black faculty.

If schools like Yale and the University of California remain in a vulnerable position with Affirmation, it is clear that this College is vulnerable to strong Federal exertion. Out of respect to the realities of the situation, and also our own positive moral sense, we should seek to move twice as fast in our effort to overcome the disparate effect in regard to minorities

and women as Yale and California. With Affirmation we can do this. Affirmation is not a principle, but a procedure moving toward the principle of Equal Opportunity. Since the principle is accepted, it is much easier to make progress within the realm of procedure, because administrative detail rather than an advancement of doctrine is involved.

4. The College Affirmation Plan: It is important to state both what the College Affirmation Plan does include, and what it does not include. The Plan we must submit to Governor Holton by October 17 to fulfill our institutional requirement under the Virginia Equal Employment Opportunity Plan, for re-submission from Governor Holton to HEW by November 1, is essentially a Plan in the area of faculty recruitment, which includes in turn the categories of application, appointment, and advancement of faculty, including administration. In our charge from the Governor, however, while our first priority is to outline our "affirmative action in the area of faculty recruitment," it is expected that each institution also formulate "action oriented programs including but not limited to the recruitment...of minorities and women in faculty or administrative positions." In addition, an Affirmation Plan for the College must be responsive ultimately to HEW requirements in Titles VI and VII of the Civil Rights Act of 1964, which go considerably beyond our need for the Affirmation Plan to be submitted on October 17 under Title VI, which covers faculty recruitment only; and to Title IX of the Education Amendments of 1972 (Higher Education Act), which specifically refers to discrimination on the basis of sex. Finally, it must be responsive to the College's own planning in this area, in line with the President's memorandum of September 25 which states: "Since the details of the report we must give [on October 17]...will overlap in some areas with our own Affirmative Action planning and thus go beyond those just of faculty recruitment, I am asking that our Affirmative Action Plan, as much as possible, be a total Affirmative Action Plan for the College of William and Mary." In other words, our Plan for October 17 need not go beyond faculty recruitment and supportive services related to it; it will, however, be necessary to add other material to make our Plan more comprehensive this year.

So much for what our College Affirmation Plan shall not include. Within the focus of faculty recruitment, as defined above, we are responsible for including (1) a review of standards that may or may not result in discriminatory practices in recruitment and (2) a set of affirmative actions that establish goals and timetables that overcome an underutilization of minorities and women on our staff. Both parts of the Plan in faculty recruitment must deal with minorities and women separately.

Before focusing on an interpretation of the "goals and timetables" that are required in our faculty Plan, it is important to stress two other points (5 and 6 below) that underlay the essence of any College Affirmation Plan.

5. The Element of Self-Analysis: Affirmation planning must be, of necessity, comprehensive and detailed. It is, however, self-determined. The affirmative action of goals and timetables, that are to make up the College Affirmation Plan, are our own. The procedure to make a self-determination is a duty; but the determination itself is done by option rather than obligation.

Self-determination gives Executive Order 11246 an exceptional status among Federal laws in the area of Equal Opportunity. The Executive Order was promulgated to fill the void that was created out of the need to combat pervasive discrimination beyond the number of cases that could be tried by the Federal courts. Whereas cases of employment discrimination tried by courts require affirmative action by fixed judicial determination, the Executive Order imposes self-analysis. Thus, the quality of the self-analysis that is channeled into the College's Affirmation Plan is the key to the success of our planning in affirmative action.

6. The Question of Qualification: One of the problems that requires the most clarification in Affirmative Action is the belief that the introduction of factors of race and sex into the hiring process prevents hiring from taking place on strict grounds of qualification for a position. Under Affirmative Action, however, the best qualified person is to be hired.

The idea of Affirmation is to take those steps that will reach Equal Opportunity, not deny it. In reaching Equal Opportunity, Affirmation seeks to widen the circles of qualified persons for positions, not narrow them. Affirmation therefore seeks to determine the procedures expanding the sources of qualified applicants; it does not seek to determine who is qualified.

Affirmative Action does not involve preferential treatment. It does not compensate for quality; rather it means to undo a preferential system that has existed many years and to redress the historic imbalance that has resulted, in part, from that system. The process of redressing this imbalance requires that employers affirmatively seek out minorities and women and place them in positions for which they are qualified but from which they have been excluded through past experience.

The effect of Affirmation on job qualification is positive in three directions. Without disturbing the criterion of qualification in job selection, Affirmation operates in no way as a disadvantage against the majority of applicants for positions but puts minority and women applicants for positions on an equal footing with the majority for the first time. It manages also to assure that job qualifications are accurately appraised because, if a hiring standard disproportionately excludes minorities or women it can be used only if it demonstrably assesses qualifications for a job, and thus the role of applicants' "qualifications" in employee selection is strengthened. Finally, since most persons are hired for positions on the basis of some subjective considerations, the effect of Affirmation is to introduce one subjective factor that has been excluded: a concern that a reasonable number of qualified minority and women applicants be hired until equity is achieved.

The fear of lowering the quality of faculty and administrative appointments under Affirmative Action is, clearly, not legitimate. According to the AAUP, Affirmation is not meant to "use the very instrument of racial or sexual discrimination which it deplors." To the AAUP, which considers discrimination against women and minorities in higher education both illegal and reprehensible, the elimination of discrimination due to race or sex and the improvement of quality are not at odds with each other, but at one. For what is sought in the idea of Affirmative Action "is essentially the revision of standards and practices to assure that institutions are in fact drawing from the largest marketplace of human resources in staffing their faculties, and a critical review of appointment and advancement criteria to insure that they do not inadvertently foreclose consideration of the best qualified persons by untested presuppositions which operate to exclude women and minorities."

7. Goals vs Quotas in Affirmation: Affirmation is needed to assure that all applicants receive equal consideration, not to get unqualified people. There has to be a way, however, to go out and get the best people in the field for positions. This is done through the establishment of goals and timetables, built into an Affirmation Plan directed to cultivating qualified minority and women applicants for staff positions, and shaped by a process of self-analysis.

Guidelines from the Government define goals as projected levels of achievement growing out of an employer's analysis of its deficiencies, a recognition of what it can do to remedy them given the availability of qualified minorities and women for positions and the expected turnover in the workforce, and a determination to set up techniques to see to it that the goals--the projected levels of achievement, reasonably based--are met. Goals, therefore, are a forecast. They state what an institution should reasonably expect to occur in Equal Employment, given the use of proper practices in recruitment, and a measure of the market that is available for hiring. As a forecast, goals may be stated numerically or in percentages, but they are not tied to the production of numbers or percentages. This is to say, in other words, that goals are not an end in themselves. Rather, they are complements to the concept of Affirmation.

It is important at this point to distinguish between goals and quotas, which are tied to numbers and percentages. Goals are not quotas. They are often linked to one another, but they are different from each other in a number of ways. Quotas are fixed, numerical limits which have the discriminatory effect of excluding from consideration all qualified applicants. Goals, on the other hand, are numerical target aims which a school tries to achieve. The aim in goals is not discriminatory but affirmative in intent: to help increase the number of qualified minority and women applicants who are appointed to the staff. This is the point at which it perhaps is easiest to understand how goals give us an approach that enables us to take steps that increase affirmative action without hiring unqualified persons. Put differently, the distinction between goals and quotas is that goals are a way of achieving inclusion, whereas quotas are a way of achieving exclusion.

The difference, of course, is critical. Quotas are based on statistics, despite qualifications. Goals are based on good faith compliance, considering qualifications. Goals themselves are thus numerical starting points, goals speak to the need for having good faith; but also to the need that good faith alone is not enough in that it must be underwritten with a plan for getting the "inclusion" that good faith seeks to preserve at the expense of "exclusion" under a quota system. If, then, schools meet their goals, one can assume they have met good faith compliance. But the obligation to meet the goal is not absolute. What goals do is establish a way for schools to show that they are making a good faith effort to achieve a better faculty balance, and if they do not achieve a better balance, why. At one and the same time, goals amount to fact and promise.

Goals have other advantages. First, in contrast to quotas (and proportional representation), goals shift the burden of proof from the Government to the employer in determining whether or not the employer is sincere in Equal Opportunity. Second, goals are a better way to determine if an institution has taken too much for granted in ways that are harmful to Equal Opportunity, or to an extent that institutions themselves may not realize in committing error. Third, goals allow the opportunity for consideration of alternatives in employment hiring that may be neither unreasonable nor onerous to observe in avoiding discrimination, particularly inadvertent discrimination.

Goals are the guts of Affirmative Action. In constituting the heart of an Affirmation Plan, goals amount to an arrangement which leaves (1) open to review by the public the logic by which the expectation in the plan is determined, (2) the overall legality of standards that inform the criteria applied, (3) the quality technically of the statistical analyses upon which our conclusions are obtained, and (4) the degree of integrity with which William and Mary adheres to the procedure that the College itself has sought to design for its future in Affirmative Action.

Finally, goals allow the flexibility that is necessary to work independently in Equal Opportunity with separate problems that are faced by minorities and women, both of which must nevertheless, in one Affirmation Plan, be dealt with in some conjunction.

8. Systematic vs Systemic Discrimination: In charting goals for Affirmation it is important to understand the difference between systematic discrimination and systemic discrimination, and to work with it. The planning of goals and the timetables for realizing them depends, in significant measure, on a knowledge of standards and practices in equal opportunity employment that need to be overcome because they work against Equal Opportunity. The standards are of two kinds. There are practices, open and admitted, that need to be overturned if they are not to block the achievement of Equal Opportunity goals. There are also patterns, less overt and more unrecognized, that need to be isolated and then purged from our system of recruitment if goals in Equal Opportunity are to be achieved.

Of the two kinds of standards, systemic patterns require the toughest examination. Nepotism practices, where they exist, are known to be examples of systematic discrimination. Tenure patterns are now being

alleged increasingly to have implications of systemic discrimination--for women, for example, who often accept part-time and temporary appointments and remain non-tenured indefinitely; and for minorities, because tenure upholds the status quo and thus helps to block the influx of minorities into faculty jobs. Name-to-name recruitment is another example, right now, of systemic discrimination toward minorities and women. The point to be made is that both kinds of discrimination are indigenous to goal determination, and both kinds must be scrutinized in a development of an Affirmation Plan.

9. The Promotion of Excellence: Affirmative Action, properly applied, promotes the goal of excellence in academia. The practical realities, it can be said, argue against having Affirmative Action, on the one hand, and getting the truly best people, on the other. These realities suggest that there are not very many qualified minorities and women available with advanced degrees in the academic world; that they certainly are not trained in many departmental specialties for which positions can come open; that of the available pool of applicants, they are not all good--for us; that when we find truly good applicants, either minorities or women, others do also; that others have considerable advantages over the College in attracting highly sought minority and women applicants, notably in money and research time; and that the College operates with notable disadvantages in this competitive market, operating as it does with high standards for recruitment, but in an area where there is a limited professional Black community and where there is a 250-year history of segregation to overcome.

These and other reasons do present themselves as limitations on our ability to operate with strong goals in Affirmative Action. Indeed, it is important to recognize our limitations in setting our goals. However, it is equally important not to hide behind limitations of money, teaching loads, locality, and environment. More to the point, it is important that colleges and universities putting together Affirmation Plans not throw up excellence as a shibboleth to use in turning away all inquiry. For example, it is highly probable that women and minority candidates who have survived years of systemic prejudices to get to the Ph.D. level have enhanced qualifications over many who actually are hired. These minority and women candidates may, in fact, represent more excellence. In short, it is important to know the nature of our excellence; whose excellence; whether it is more actuality or aspiration; and to what extent excellence is based on clear standards, to what extent on experience and work, and to what extent on custom and presupposition. Where a long period of time has passed since serious study has been made to review the effects and the assumptions of stated or unstated standards, it is reasonable to expect a reconsideration of this.

It is clear that our standards of excellence and quality, while they must be taken into account realistically, must not stand in our way. If the market looks rigid, perhaps it is because our standards are. We need to ask the question. Balanced against excellence prima facie, it is possible that we are inadvertently depriving ourselves of a larger field in the marketplace; that our unexamined standards create an unexamined disadvantage for minorities and women; that our present criteria for excellence and merit have not yielded all the excellence intended; or that the College has denied itself access to enough critical mass of intellectual strength drawn from women and minorities to answer that question.

10. Affirmative Action--Philosophy of Fusion: Perhaps the best way to summarize Affirmative Action is not to place it at the end of one spectrum, as radical and heavy-handed, but in the middle of several spectrums, as reasonable and moderate. From one view, it can be seen as standing between a benign neutrality and a full-scale quota system in Equal Opportunity. From another, it justifies aspects of both separatist treatment and integrationist aspirations. From still another it strikes a middle ground between making us targets of change, and giving us the opportunity to be the engineers of change. As such, it is a philosophy that introduces more room for harmony than schism in the ranks of this institution.

Business Administration

Pieter Elgers, assistant professor; Colin Park and John Quinn, professors; and James E. Smith, associate professor, attended the annual convention of the American Accounting Association in Quebec City, Canada, in August.

Mr. Smith has been appointed to the board of directors of the Peninsula Chapter of the Virginia Society of Certified Public Accountants.

Messrs. Quinn and Smith attended the annual convention of the Virginia Society of CPA's in Williamsburg in September.

Economics

Associate professors Clyde A. Haulman and Francis W. Rushing were participants at the Atlantic Economic Conference, September 28-29. Mr. Haulman discussed a paper entitled "An Observance on Value and Trade in Smithian Economic Theory." Mr. Rushing commented on the research paper, "A Model of a Soviet Firm."

Education

Ronald C. Wheeler, assistant professor, has been appointed to the Advisory Board of *Social Education*, the official journal of the National Council for the Social Studies.

English

Terry Meyers, assistant professor, has edited a previously unpublished poem by Algernon C. Swinburne. Published as a limited edition miniature book by Achille J. St. Onge (Worcester, Mass.), "Shelley" comes from a manuscript notebook owned by John S. Mayfield, Bethesda, Md. Mr. Meyers is now working on a scholarly edition of the entire 182 page notebook.

Psychology

Glenn Shean, associate professor, has recently published, with Elizabeth Y. Williams of Eastern State Hospital, "The Effects of Videotape Feedback on the Behavior of Chronic Psychiatric Patients" in *Psychotherapy: Theory, Research, and Practice*, Summer 1973, 10, 163-166. Another publication, "Perceptual Conformity and Responsiveness to Social Reinforcement in Chronic Schizophrenics," appears in *Journal of Abnormal Psychology*, August 1973, 82, 174-177.

Lee E. Doerries, who received the B.A. and M.A. in psychology at William and Mary and is now assistant professor of psychology at Christopher Newport College, spoke to the Psychology Colloquium Sept. 28 on "The Effects of Muscle Relaxation Training on Anxiety in Introverts and Extroverts."

The following papers have recently been published:

E. R. Harcum (with P. M. Monti), "Cognitions and 'Placebos' in Behavioral Research in Ambient Noise." *Perceptual and Motor Skills*, 1973, 37, 75-99.

E. R. Harcum, "Serial Learning with Shorter Intertrial Interval than Interstimulus Interval." *Psychological Reports*, 1973, 33, 487-494.

E. R. Harcum (with P. Harcum), "Tempo Modification in Visual Perception of EMR Children." *Perceptual and Motor Skills*, 1973, 37, 179-188.

W. L. Ventis, "Case History: The Use of Laughter as an Alternative Response in Systematic Desensitization." *Behavior Therapy*, 1973, 4, 120-122.

P. M. Monti received the M.A. degree in psychology at William and Mary and is now a doctoral student at the University of Rhode Island.

At the meetings of the American Psychological Association in Montreal in August, Virgil McKenna, Herbert Friedman and Peter Derks presented a paper on "Two Low-Cost Techniques for Individualizing Instruction in Large Lecture Classes in Psychology" as part of an invited symposium on "The Student as Teacher." The first part of the paper, by Messrs. McKenna and Derks, dealt with "The Student as Laboratory-Discussion Leader," and the second part, by Mr. Friedman, dealt with "The Student as His Own Proctor: The Use of Repeat Exams." The procedures discussed were developed in the introductory and statistics courses at the College.

Mr. Shaver participated in an invited symposium entitled "Whither Social Psychology." The panel considered some of the funding, publication, and research problems presently faced by social psychologists and recommended some changes in research priorities and professional life-style that might enhance the breadth and quality of contemporary research.

Mr. Shean presented a paper entitled "A Financially Solvent Social Learning Approach to the Rehabilitation of Chronic Mental Patients."

Sociology

Victor Liguori, associate professor, addressed the Williamsburg Rotary Club recently on the topic of "Independence in Chesapeake Bay Fishermen."

Placement Interviews

The following Placement Office Interviews will be held Mon., Oct. 15: Ernst & Ernst, Richmond, accounting, staff accountants; Peak & Drescher, Franklin, accounting, junior assistant accountants; Emory University Graduate School of Business Administration, Atlanta, Ga., will interview any graduating senior with a bachelor's degree who is interested in pursuing the MBA degree at Emory.

The following Placement Office Interviews will be held Wed., Oct. 10: Women's Army Corps, Regional Office of Richmond, all majors, women interested in pursuing a career in the Army, representative will be located in the lobby of the Campus Center; Marshall-Wythe School of Law, interested in talking with students who wish to apply to Marshall-Wythe School of Law.

President's Calendar

President Thomas A. Graves, Jr., will be in Washington, D.C., Wednesday-Saturday, October 10-13, attending a meeting of the American Council on Education.

He will also be the guest speaker for the Exchange Club of Williamsburg on Monday, October 15.



Joy Barnes

The promotion of Joy Dickinson Barnes to the position of associate editor of publications at the Institute of Early American History and Culture was announced recently by Institute director Thad W. Tate.

The Institute, a center for historical publication and study, is sponsored jointly by the College and the Colonial Williamsburg Foundation.

Ms. Barnes received her B.A. degree in both history and English from Florida State University in 1968. Her graduate studies were done at Florida State and William and Mary. Ms. Barnes came to the Institute in the fall of 1968 to become assistant editor of publications.

Women's Equality Group

The Women's Equality group will meet Thursday, October 18, at 8 p.m. in the Campus Center, Rooms A&B. Carol Sherman, who chaired the Committee on the Status of Women, will present a lecture. Women are encouraged to attend and to bring literature about women's concerns.

Forster Lecture Change

The location for a public lecture by Robert Forster, professor of history at the Johns Hopkins University, has been changed from the Botetourt Theatre to the Social Sciences Bldg., Room 220, recently designated Morton Hall, Room 220. The lecture will be given Friday, October 12.

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Miss Carolyn Gray

Mailed to addresses of employees as on record at the Payroll Office, James Blair Hall, to which office address changes should be directed.

President Graves' Speech to the State Council of Higher Education

I am delighted to welcome the members of the State Council of Higher Education to the College of William and Mary this morning. First let me present to you the members of the Board of Visitors who are present here today: Mr. R. Harvey Chappell, Rector; Mrs. Marion Duncan, Dr. Robert Faulconer, Mr. John Lee Johnson, and Mrs. Nancy Falck.

In addition, I would like to introduce several members of my Administration who are with us today: Dr. George Healy, Vice President for Academic Affairs; Mr. William J. Carter, Vice President for Business Affairs; Mr. Warren Heemann, Vice President for College Development; Dr. Donald J. Herrmann, Director of Institutional Research; Mr. Ross Weeks, Director of Information Services, and the Assistant to the President, Mr. Jerry Van Voorhis.

Prior to this meeting, our Rector, Mr. Chappell, Vice President Healy, and I had the opportunity to meet with Dr. Dan Marvin and his staff of the Council, for the purpose of discussing the issues and questions raised by the full Council. I am hopeful that the discussion we have here today will be responsive to your concerns, and in my presentation I will cover those topics and others that are relevant to your questions and participate in a discussion on these matters.

I know I speak for our Board of Visitors, Administration and Faculty when I say that William and Mary, as a State university, is proud to be a part of the system of higher education in Virginia. We consider it a privilege to be of service to the citizens of the Commonwealth of Virginia.

I believe that the College--its mission, priorities, and programs--has been responsive today, as in the past, to the wishes of the Council of Higher Education and the General Assembly as to how best to be of service to the State. In saying this, I want to reaffirm our desire to continue to serve the Commonwealth within our special mission; and I hope this and future meetings will be helpful toward this end.

We welcome your guidance in this endeavor, for we believe in a strong coordinating role for the Council. I welcome as well the initiatives of the Council toward master planning for higher education for Virginia. As you know from my annual report, we are starting master planning at William and Mary. Our task will be to relate closely our plans to those of the State, as well as to every institution. Through such planning, the overall system of higher education will benefit, by encouraging diversity among institutions, each with its own mission. As a result, all citizens of the State will be well served.

Mission of Public Service

I have spoken of the mission of public service, diversity and coordination, and I would now like to focus on one aspect of it which relates to William and Mary--Extension and Continuing Studies--which I know is of interest to you.

In the fall of 1971, after a detailed study which began long before I arrived at William and Mary, we made the decision to discontinue the Extension Division in our Program of Continuing Studies. Two and one-half years of deliberation went into the decision, which was based on the question of how William and Mary might best be of service in this vital field to the citizens of the Commonwealth.

William and Mary had been in the extension field before anyone else (in fact, we offered our first courses in 1919), and I believe we filled that role well over the years, as evidenced by our excellent reputation. But in recent years, conditions changed markedly within the particular area which William and Mary served:

-- There was the development of new institutions, not here before--Christopher Newport, Old Dominion University, Thomas Nelson and Richmond Professional Institute, now Virginia Commonwealth University. In addition there was the changing role of established institutions--Norfolk State, the University of Virginia, and Virginia Polytechnic Institute and State University.

-- In many localities, these institutions could serve citizens at least as well, sometimes better, than William and Mary.

-- There was developing an unhealthy duplication of services in 1971, and there was a great deal of competition in extension offerings. Three years ago, it became clear that a division of labors, based on a consortium approach, was needed and desired in Tidewater. Our decision reflected a part of that need, and as you know, we now have a consortium.

-- In addition, as William and Mary grew in Williamsburg--during the 1960's we doubled in size--the obligations of the faculty grew. It became difficult, therefore, to fulfill our responsibilities well on both the campus and in 23 outlying locations. It became a question of the quality, of degree requirements, and of the use of our faculty.

-- Since the old system was not working well, we had the choice of either expanding along the line of VPI or of discontinuing extension work. The former would result in unnecessary duplication, while the latter was the forerunner of the consortium approach. We felt the best choice for Virginia was, therefore, to modify our role, in continuing education.

-- Before moving out of extension in the 23 localities that we served, we made certain that each locality was well served by another institution in the State system. We felt this was an obligation on our part.

William and Mary is not in any sense out of continuing education nor out of the business of public service. Today, in fact, I believe we are stronger than ever in this field:

-- While some others are declining, our Summer Session enrollment is at an increasing level. Our program is especially valuable to teachers across the State.

--Our Evening Division is very active, for both full and part-time students, and it will become even more so.

-- At our Virginia Associated Research Campus, our offerings are growing rapidly; in fact, it is the fastest growing part of the College, through the Office of Special Programs.

-- Many of our degree courses in business and education are designed to serve the adult population, both on campus and at the Virginia Associated Research Campus.

-- Christopher Newport College itself, as a Branch College, is an urban extension of the educational programs of William and Mary, serving the Peninsula area. Christopher Newport is part of a long history of public service of William and Mary, through the development of branches such as the Norfolk Division, Richmond Professional Institute, and Richard Bland.

What William and Mary is doing through these vehicles--the Virginia Associated Research Campus, Christopher Newport College, Richard Bland, the Summer Session and Evening Division, the Office of Special Programs--is much more significant than the Extension Division. At the same time, extension work is still being provided.

I believe the consortium approach is working well in Tidewater, with the strong leadership of Old Dominion University. We are avoiding duplication, yet we are getting the job done.

The question of why William and Mary decided to discontinue extension is important. But the more important question is, within a coordinated system are the citizens of the Tidewater being well served. Through the consortium and many cooperative efforts, the answer is yes--much to the Council's credit.

I would like to return now to William and Mary's mission. All of you have a copy of our planning statement.

Total Educational Experience

Our mission is to provide the citizens of Virginia with a high quality total educational experience, in depth and breadth in the liberal tradition, in an environment that is coeducational, residential, full-time, with emphasis on, but not limited to, the undergraduate curriculum.

The Board of Visitors has been encouraged over the years by the State Council and the General Assembly to believe Virginia wants and deserves this type of institution for its citizens. Certainly the need is there, if our applications are any measure. All of our efforts at William and Mary are devoted to fulfilling this special mission, within the overall State objectives and goals.

Virginia can take pride in such an institution--unique in the United States among State institutions. I believe the citizens of Virginia benefit from having such a college in their system.

The tradition of diversity, rather than homogenization, makes this possible, within the overall State objective of educational opportunity for all. William and Mary's Board of Visitors supports this tradition and principle strongly, and I believe that you do, too.

We recognize that the special mission for William and Mary creates some problems and concerns. It is unfortunate, for instance, that we must turn down qualified undergraduate Virginia applicants each year. This supports the fact that there is a great demand for this approach to education, caused by the popularity of William and Mary, in-state and out-of-state.

I would like to put into accurate perspective the numbers involved in Virginia residents who have been denied admission to William and Mary. In the fall of 1973, some 1950 Virginians applied to William and Mary; of these about 1150, or 60 per cent, were admitted. Of these, 650, or 55 per cent, enrolled.

These 650, plus transfers from Virginia, brought the number of entering Virginia students to 70 per cent of the class--which is consistent with Board of Visitors policy.

Of the 800 Virginia residents not admitted, 280 met the criteria for admission used this year. Following earlier proportions, 165 of these would have enrolled. (Let me say, I realize there are possible fallacies in these figures, for criteria for admissions are not precise, and if there were publicity indicating we admitted more students, more would have applied.)

I wish we could take more. There is nothing magic about an entering freshman class of 1000. But we are currently limited by lack of available space, adequate resources, and lack of space in living halls.

This goes back to the problem of master planning, or lack of it, in the 1960's, at all institutions and throughout the State. There was great growth, but it was an uneven growth, among colleges, and within colleges, among living halls, classrooms, office space and other facilities. We are now trying to solve the problem at William and Mary, as you are trying to solve it at the State level.

The Problem of Space

Following guidelines established by the State Council, your staff and our staff came up with virtually the same figures. We have sufficient classroom space to take approximately 2000 more students, in total. But some of the space that we are counting is archaic and virtually unusable in some of the older buildings. Nevertheless, it is still part of the numbers.

On the other hand, there is no excess residence hall space available. In fact, we are jam-packed, housing several hundred students off campus, in apartments, frame houses, and in a dormitory at Eastern State Hospital, over a mile away from the campus. This is not good for the total educational experience of the students, and I believe it jeopardizes the quality of the educational environment.

The problem is complicated further by the major renovations of five of the older residence halls required over the next 4-5 years, because a hall is usually out of service while renovation is in progress.

The great majority of the 165 Virginia residents who were declined admission would need housing, since we take almost every qualified student who can live at home. And we require freshmen and sophomores to live on campus, unless they have family available in the local area.

But even if we had space to take more students, if they came in any numbers, we would require more faculty, and more faculty would require more office space and supporting services. This would create other financial problems. Our task is to get matters in balance, without creating more problems.

It has been suggested that we solve the William and Mary classroom space problem with Christopher Newport students. On this basis, we could theoretically take all 1900 full time enrollment students at Christopher Newport College and fit them into our 2000 classroom spaces.

But this is not a realistic solution to William and Mary's classroom space problem. A great majority of Christopher Newport College's students would not be admitted to William and Mary under present admissions criteria. Christopher Newport College is an excellent college with excellent students, but their board scores average under 500; our's average over 600.

Most would not want to undertake to commute to Williamsburg, even if they were admitted.

If William and Mary's admissions criteria were lowered, and the numbers increased, we would need to apply this standard statewide, and as a result Christopher Newport College's problem would not be solved. And it would create admissions and space problems elsewhere.

CNC is a high quality educational institution with which we are proud to be associated. The administration and the Board of Visitors know the school well. But it has a special mission in the service to the State that is different from that of William and Mary. Its standards of admission are different in that they have almost open admission; the quality and character of the total educational experience is different; the classroom experience is different, and there is a different mix of students. This does not mean the quality is poorer or lower; it means simply that Christopher Newport College meets different educational needs and motivations for the citizens of Newport News and Hampton.

Unified System

Christopher Newport College has developed with the encouragement of and in response to the directions of the Council and the General Assembly. It fills an important role in the service of the State.

Within one institution like William and Mary, there is a unified system of education. If you change one part of that system (for instance if you change the admissions criteria to admit 2000 additional students) then you change the student performance, the faculty expectations, and finally the character of the faculty and students. The result of this approach would be that all institutions would be about the same, and the diversity that is now such an important part of our system would disappear. We are led to believe, through the Council and the General Assembly, that Virginia does not want this. It seems, therefore, that the 2000 spaces in classrooms at William and Mary is not the solution to Christopher Newport's enrollment, present or projected.

I would like to take a closer look now at Christopher Newport. It has been the tradition in Virginia to start new colleges under the protection of established institutions. William and Mary has more experience than most in this field, with its successful administration of Norfolk Division, now Old Dominion University; Richmond Professional Institute, now Virginia Commonwealth University; and Richard Bland and Christopher Newport.

Christopher Newport has gone from a two-year college to a three year college to a fully accredited four-year institution--urban, non-residential, totally undergraduate, with almost open admissions, serving the local needs of its community. In each of these five respects, Christopher Newport College is different from William and Mary in character and mission. In its coeducational and liberal arts and sciences orientation, Christopher Newport College is similar to William and Mary, but it serves a different population in a different way.

There is clearly a great demand for Christopher Newport on the Peninsula: it has 1900 full time enrollment students and is projected to 2800 by 1982.

William and Mary and Christopher Newport work closely together in service to Tidewater. Christopher Newport College, as a branch college of William and Mary, allows us to serve the Tidewater area better. At the same time, Christopher Newport is a separate institution, not simply another campus of William and Mary, for the missions of the two schools are sufficiently different. We could not, for instance, interchange faculty or students.

Projections indicate, as I have said, that Christopher Newport College will grow from 1900 to 2800 full time enrollment students by 1982. The actual head-count would be much more. This calls for capital outlay requests in 1974-76 of about \$7,000,000, almost all from the General Fund. High on the list is a classroom and office building of \$1,500,000. Lower on the priorities is a science building costing \$3,150,000, for a total of \$4,650,000 for those two buildings.

Dr. Windsor assured our Board of Visitors and staff this past weekend that these capital outlay requests are realistic in view of the enrollment projections, which he believes are also realistic. But both capital outlay and enrollment projections are under review now at Christopher Newport College, and they will be modified, if it proves desirable.

We have been led to believe that there is some feeling in the Council and General Assembly that Christopher Newport should become independent and have its own Board of Visitors, now that it is fully accredited. It would thus follow the example of Mary Washington and George Mason.

Dr. Windsor, our Board, and I are prepared to support this move if this is the wish of the Council and General Assembly. But this separation would not be at the initiation of Christopher Newport College and/or William and Mary. We are happy with our relationship; it is a strong working relationship and will continue to be so as long as you wish. Christopher Newport College has the full and enthusiastic support of our Board of Visitors. All of us welcome your counsel as to how to proceed on this matter.

I will turn now from Christopher Newport College back to William and Mary--to the questions of what we are now doing and can do to alleviate the problems and concerns raised by the Council regarding our mission, size, space, productivity, and public service to Virginia. I shall make 9 points.

Nine Concerns

1) We have had a major space study underway for the last eight months. Its purpose is to correct the inequities that exist among schools and departments, to realize better utilization of space, to improve revenues from the use of space, and to determine the nature of the space problem.

We are exploring opportunities to move academic departments from residential space to academic space, including classrooms. This could increase residential space for undergraduate students by 95 and for graduate students by 25, over the next two years. It could help alleviate the problem of turning down qualified Virginians, increase revenues, and reduce the excess classroom space that now exists. There are problems involved in these decisions, and we have reached no conclusions as yet; but we do expect to decide what to do later this fall.

Incidentally, we did increase residential hall space this year by 47, despite vacating Old Dominion, now under renovation, with its 137 spaces. This did not help in admissions, however, because more undergraduates wanted to live on campus than before.

2) We are exploring how to offer increased opportunities for part-time work at the master's level, especially through the master of arts in teaching in education. We want to be more responsive to educational needs of adults in the Tidewater area, especially teachers.

3) We are now reviewing the productivity of the master's and doctoral programs, in concert with your study. We need to look below the surface of numbers, as to the nature and purpose of graduate study programs. In physics we have conferred 16 Ph.D.s in four years. In history the productivity is low, but this program was begun only in 1968, and the first graduate received his degree in 1972. The numbers in both Marine Science and Education have been good.

4) We are carefully reviewing the Ph.D. program in Marine Science at the Virginia Institute of Marine Science. The Board of Visitors visited the Virginia Institute of Marine Science this last weekend. Dr. Hargis, Dr. Bugg of Old Dominion University and I are in close contact in our efforts to share resources and avoid duplication of personnel and costs, now that the Council has approved the new Ph.D. program in Oceanography at Old Dominion University. William and Mary and the Virginia Institute of Marine Science will do all we can to keep expenses and duplication to a minimum, in cooperation with this new program.

5) We are giving special consideration to applications to the undergraduate program from students who can live at home and commute. At present, we take almost all who can meet the admissions standards and live at home.

We do not suggest at this time new residence halls for William and Mary to balance out space resources. We have a major task ahead in renovating the old residences at a cost of \$3,700,000, mostly from revenue bonds. Our bonded indebtedness is already too high at \$10,500,000, and we cannot take on further debt of new residences until the house we have is put in order.

6) We are considering how to expand enrollment of the Law School from 450 to 600. This would require revised capital outlay requests to allow for a new law school building rather than the current renovation proposal. If it is in the best interest of the Commonwealth to do so, we are prepared to move to 600--with the new capital outlay.

7) We are increasing the Master of Business Administration program as demand develops. This will help us on space and help us respond to the needs of this area's businessmen.

8) We have very interesting initiatives underway in the Office of Special Programs, at the Virginia Associated Research Campus site near Newport News, and also the Williamsburg campus. This is the fastest growing activity of the College. Through this office we offer seminars, programs, courses, during the week and on Saturdays and Sundays as well. The quality here represents William and Mary well, and I believe we can develop this office in major ways.

9) The Summer Session is growing rapidly. During this past summer it was up in both attendance and in degrees conferred. This helps in both use of space and in public service.

These are ways the College plans to solve its space overcapacity in classrooms, to be of service to Virginia residents, and to retain its mission which we believe is desired by the Council, the General Assembly, and the citizens of Virginia.

I said earlier there was nothing magic about an entering class of 1000, about 4000 undergraduate students, or about 5000 students overall. We are trying to do the best we can with current resources, and this is why we have extended enrollment projections just about as developed by the previous administration and the Board. We are exploring ways to move ahead in a modest way, with Council approval, in response to the needs and demands for the quality of education we offer.

If the resources are there--in living halls of quality, in faculty compensation and benefits for faculty development, in scholarship aid--we will consider how best to change these projections and move to a new balance within our resources.

But there is some magic about the special mission of William and Mary. We believe that you believe that this mission is important too.

We have a problem now with classroom space, number and dollars, at William and Mary, as elsewhere, due to the lack of master planning throughout Virginia in the past, and because those were different days and different circumstances. I suggest we work together to solve these problems without creating new ones, and without destroying something important and precious to Virginia.

I have tried to touch on this approach in my annual report to the Board of Visitors. It involves taking a long view through master planning at your level and ours. At William and Mary we welcome the Council's stronger role. I hope our role as part of the overall system of higher education continues to meet acceptance, as it has in the past.

Presentation by President Thomas A. Graves, Jr.
To State Council of Higher Education
Earl Gregg Swem Library
College of William and Mary
October 2, 1973

PERSONNEL BULLETIN

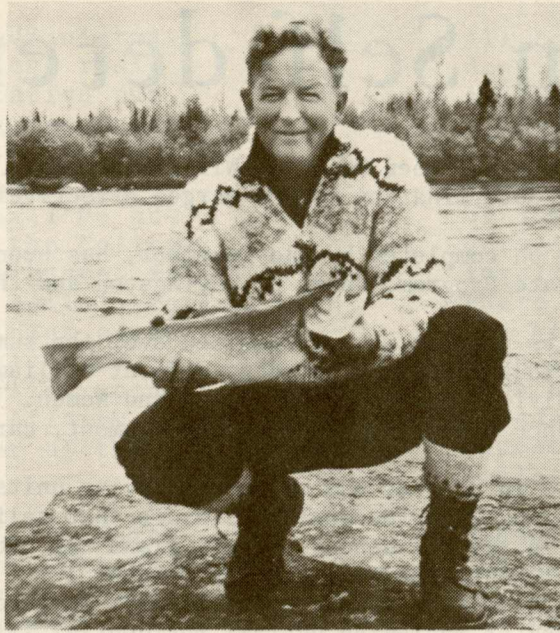
Job Openings

The following positions at the College are or will be vacant. Qualified employees who wish to be transferred to these positions may receive additional information at the College Personnel Office. The College of William and Mary is an Equal Opportunity Employer. Accordingly, women and minority employees are encouraged to apply for those positions for which they feel they are qualified.

Clerk-Stenographer C

Clerk-Typist A

Clerk-Typist B - two positions open



Tennessee Wildlife Film

Narrator J. D. Bulger

The diverse natural wonders of Tennessee from the mighty, muddy Mississippi in the west to the spectacular natural azalea gardens crowning Roan Mountain in the east will be featured in an Audubon Wildlife film which will be shown in the Ballroom of the Campus Center Wednesday, October 10, at 7:45 p.m. The film, entitled "Wild Tennessee," will be narrated by John D. Bulger of Pulaski, New York.

Sponsored by the Biology Club at the College and by the National Audubon Society, the Audubon films are considered the finest, most authoritative natural history films available. Four other programs will be presented this season: Tom Sterling, November 20; James Hammond, February 4; Bower Rudrud, February 27 and Harry Pederson, April 18.

Field Trip Registration

Thursday noon is the registration deadline for the field trip to Flowerdew Hundred, Saturday, Oct. 13, sponsored by the Office of Special Programs at VARC. Registrations may be made by phone, 877-9231, Ext. 200. The fee is \$10.

Colloquium Series

The Mathematics and Computer Science Colloquium Series will present two speakers this week.

Joseph Traub of Carnegie-Mellon University will lecture on "Computational Complexity," Wednesday, Oct. 10, at 4 p.m. in Social Sciences, newly named Morton Hall, Room 20. Coffee will be served at 3:30 p.m. in Jones Hall, Room 112.

Charles Rose of Case-Western University will lecture on "Structured Programming," Friday, Oct. 12, at 3 p.m. in Morton Hall, Room 20. Coffee will be served at 2:30 p.m. in Jones Hall, Room 112.

Program participants from VIMS will include William J. Hargis, director; Bruce Mattox, chief economist and director of advisory services; Michael Bender, assistant director, Applied Marine Science and Ocean Engineering; and George M. Dawes, Wetlands Section.

Director for the seminar will be Clyde A. Haulman, director of the Marshall-Wythe Institute and professor of economics. Also participating from the William and Mary faculty will be John Donaldson, professor of law.

Karate Championships

William and Mary Karate Club members won four titles in the Virginia Open Karate Championships annual tournament held in Blow Gymnasium recently.

Club members won four heavyweight championships, in the white, green, brown and black belt classifications.

A total of 160 contestants from Virginia, North Carolina, Maryland and Washington, D.C., participated in the event.

The Club captured 17 trophies.

Physics Colloquium

Porter W. Johnson, of Illinois Institute of Technology, will speak at the Physics Colloquium on Friday, October 12, at 4:30 p.m. The title of his talk will be "The Problem of Inelastic Phase-Shift Analysis: α - α Scattering." The talk will take place at 4:30 p.m. in William Small Physical Laboratory, Room 109; coffee will be served at 4 p.m. in the Conference Room.

BBC Film on Physics

"Shadows of Bliss," a color film on elementary particle physics, will be shown in room 113 of Small Hall at 4 p.m. on Thursday, October 11.

The film was produced for BBC television with the cooperation of CERN, the European organization for nuclear research, in Geneva, Switzerland. Students and faculty are cordially invited.

Speech to Consumers

Karen Yannello, a senior government major, participated in the Virginia Citizens Consumer Council's convention which was held at the John Marshall Hotel in Richmond on September 15. Addressing a group of consumers particularly concerned with toy safety, Karen delivered a summary of a research paper she wrote this summer for Citizen Action Group, a Ralph Nader organization. The topic dealt with the newly-enacted Consumer Product Safety Act and the Commission it established, with special emphasis on the opportunities for consumer action offered by this law.

Ads continued from page 12.

LOST & FOUND

A small, gold name bracelet. Fine chain, and engraving of "JEANNE." If this has been found anywhere on campus, could you please contact me...it has a special importance. Thank you. Jeanne Nicholson, DuPont 246, Ext. 414.

A man's watch, with a gold strap, was found at Lake Matoaka. The owner should contact the News Office, Ext. 331 or 371.

2 BR unfurnished apartment. \$95 per month. Call 229-8984 after 5 p.m.

FOR RENT

2nd bedroom in 2 bedroom apt. Prefer graduate student. Call Chris at 220-0491.

2 BR small furnished trailer. Mobile Estates. \$115. Couples or singles. Deposit needed. Call 220-1405.

Music Cancellations

Due to recent and unexpected circumstances, two programs in the fall schedule of the Collegium Musicum Series have been cancelled: October 14, Peter Del Grande, baritone, and November 18, Massimo Gasbarroni, guitar.

The first program in the series is The Verdehr-Renner Trio scheduled for October 28, 4 p.m., in the Campus Center Ballroom.

Business Visitation Day

The School of Business Administration recently sponsored a Business Visitation Day for undergraduates in the School.

Buses took students to tour the Chesapeake Corporation in West Point, Anheuser-Busch, the Institute of Marine Science and Deep Sea Ventures.

One of the guides on the tour was an MBA student, Robert J. Harris, who is captain of the Prospector, a freight converted into a research vessel by Deep Sea Ventures, a subsidiary of Tenneco, Inc. The vessel is being used to investigate mysterious "nodules" at the bottom of the oceans. The nodules contain vital minerals and an international race is on to mine and use them, according to a recent story by *The Wall Street Journal*.

Wetlands Seminar

The management of Virginia's Wetlands will be the topic of a three-day seminar for public officials to be held in Hampton, Monday, October 15, through Wednesday, October 17.

The seminar will be held at the Holiday Inn in Hampton under the joint sponsorship of the Division of State Planning and Community Affairs and the Marshall-Wythe Institute for Research in the Social Sciences at the College.

Speakers for the seminar will include Robert E. Ayers, district engineer, Norfolk District, U.S. Army Corps of Engineers; L. A. Balderson, pollution control specialist, Virginia State Water Control Board; Rowena Becker, member, Newport News Wetlands Board; and Joseph F. Dalton, chairman, Northumberland Wetlands Board.

Also, James E. Moore, assistant attorney general, Virginia Attorney General's Office; S. M. Rodgers, chief environmental engineer, Virginia Marine Resources Commission; N. M. Ruha, environmental resource specialist, U. S. Environmental Protection Agency; Larry Shanks, area supervisor, U. S. Bureau of Sport Fisheries and Wildlife; and Jim Stacey, Department of City Planning, Norfolk.

Report on Self-determination

A wide-ranging study has been begun at William and Mary to find ways that its policy of student self-determination can be merged effectively with the College's academic objectives.

The study, due to be completed by mid-December, has been directed by the new Dean of the Undergraduate Program, James C. Livingston and the Dean of Students, W. Samuel Sadler.

The student affairs program was reorganized over the summer, with a staff whose functions apply to various aspects of student life at William and Mary. Formerly, the program had been divided on the basis of men and women. Among functions now in the program are residence hall life, student development, career counseling and special programs.

Residence Councils in each of the on-campus living units have been asked to formulate individual plans and procedures to insure that self-determination is operating effectively in the residences. Their plans and procedures will be reported back to the student affairs office by October 17.

Tuesday, presidents of the various Councils will meet to establish "InterHall," a new organization aimed at reviewing overall residential life opportunities at William and Mary. Among InterHall's activities will be to carefully assess the actual operation of self-determination and consider guidelines for the future.

The Board of Student Affairs has set in motion its own study of self-determination to make certain that it is understood and treated responsibly by students.

The policy of self-determination, put into effect last fall, replaced a number of so-called "parietal rules," under which the College had maintained curfews and placed limitations on coeducational visitation in the residence units. Residence hall Councils were given the responsibility of insuring that self-determination worked to improve the College's overall academic objectives, and that rights of privacy and freedom of personal choice and movement were protected.

The current study, which also involves Residence Advisors employed by the College, is the first thorough effort by the student affairs staff to assess the self-determination concept after it was put into effect.

President Thomas A. Graves, Jr., in a meeting of Residence Advisors on Friday, urged them to "be determined to make the concept work" in the hope that their efforts will lead to "the important task of developing in so many other ways an environment in which effective teaching and learning can take place."

He said the experience of the first year of self-determination has pointed to the need for the students to fully understand how it is up to them, individually and working with their Councils, to protect the concept against abuses which endanger it.

The complete text of President Graves' remarks on Friday is carried below:

In March and April, 1972, after careful discussions and consideration over several months, the policy of Self-determination was established.

On March 16, I wrote to the President of the Student Association as follows: "I am approving the following policies and procedures in regard to curfew, effective at the beginning of the 1972-73 academic session, for the College student residence halls, including dormitories, fraternities and sororities:

1. Each student living in a residence hall will have self-determination as to his or her freedom of movement in and out of his or her own hall, and self-determination as to the hours of such movement.
2. It is planned to develop an expanded and improved organization of freshman counsellors for those living halls in which freshmen, men and women, are housed, in order that there may be a full understanding of personal responsibility assumed under this system of self-determination.
3. A security system, using keys, electric cards or similar devices, will be developed for installation in all residence halls, to maintain the security of these halls.
4. Steps will be taken to encourage the development by the residence hall councils of policies to insure the individual's right of privacy and freedom of movement within his or her residence hall.

These policies and procedures, as approved, place major responsibility on individual students, and I am confident that the students of the College will respond accordingly. The College retains its responsibility for providing a system of security for its residence halls and those who live in these halls."

Then on April 28, I wrote again to the President of the Student Association, who by then was

Cornell Christianson, as follows

"I am approving the following policies and procedures in regard to visitation for the College student residence halls, including dormitories, fraternities and sororities, to become effective with the opening of the session 1972-73 or as soon thereafter as the administration of the government of the halls has been established in accordance with paragraph 4 below. I see them as a reasonable and logical extension of the policies and procedures set forth in my letter of March 16 to Mr. Andy Purdy, then President of the Student Association.

1. The students residing in each College student residence hall will have self-determination in establishing the policies, procedures, and administration of visitation for that hall.
2. Such policies, procedures and administration for each hall will insure the individual's right of privacy and freedom of personal choice and movement; will be fully consonant with a security system developed by the College to maintain the security of each hall; will be predicated on the assumption that each visitor to a residence hall will be a welcome guest of a resident of that hall; and will be compatible with the academic objectives of a residential educational community and of its citizens.
3. In the implementation of these policies and procedures, special consideration should be given to how best to encourage freshmen at the start of the fall semester to move toward decisions involving self-determination, with a full understanding of the personal responsibility involved in such choices.
4. Within the principles stated above, the residence hall councils will have the responsibility, authority and accountability for working out the details of

the policies, procedures and administration of government of the College residence halls in regard to visitation and the conduct of students in the residence halls.

5. The residence hall councils shall be accountable to the President of the College, or such official as he may designate, for the proper implementation and administration of this plan within the principles established above. It shall be subject to review, reconsideration and revision upon request of the Board of Student Affairs or at the initiative of the President of the College.

My letter to Mr. Purdy of March 16 set forth policies and procedures that placed major responsibility on individual students. This letter, in extending that position, places increased responsibility on student government as well as on individual students, to encourage students to take responsibility for the conduct of their own lives, within the overall policies of the College and applicable laws.

I am confident that students' response to the policies now in effect, as well as to the new policies that will become effective in the fall, will again demonstrate their readiness to assume these responsibilities."

These two letters added up to a new policy of Self-determination for the College. I thought they were clear at the time.

I could have added that, by virtue of the by-laws of the College, approved by the Board of Visitors, the President is responsible for student affairs. I can delegate that responsibility to administrative officers, such as Dr. Healy, Dr. Livingston, and Dean Sadler, and many of you, but I cannot turn it over to others. I cannot abdicate that responsibility.

The Policy of Self-determination assumed students would act responsibly in how they conducted their own lives, how they would respond to freedom, how they would implement these policies. It also assumed that administrators would take responsibility, on behalf of the President, for insuring that this implementation of policy would occur.

Eighteen months since creation of Self-determination, I am not satisfied. It is not a failure, but it is far from successful. In all too many cases:

- Freedom has been interpreted as license
- There has been a failure to recognize that with freedom goes responsibility, obligations, and accountability.
- A failure to educate freshmen as to nature of personal freedom.
- A failure to respect privacy of individuals.
- A failure to protect freedom of personal choice and movement.
- A failure to recognize that William and Mary is first and foremost an academic institution, and that self-determination must always be compatible with academic objectives of a residential educational community and its citizens.
- There has been a failure to recognize that it is the responsibility of every member of this community to protect, foster and enhance the academic environment, through his personal conduct and relationships with others.
- A failure to respect the law, that is just as relevant on campus as off campus.
- Some students have encouraged and created an atmosphere that "anything goes," and at times in the past administrators have done little or nothing to discourage this attitude.

- All too often little or nothing has been done to encourage Councils to take responsible positions and actions, and to support them in their efforts.

- Visitation has been redefined, in practice by some as cohabitation. Let's not allow ourselves to get caught up in the trap of legalistic or theoretical definitions. There is an important difference; and what has been approved through self-determination is responsible and reasonable visitation that does not interfere with privacy, freedom of movement and choice, and an educational environment in the residence halls.

Cohabitation means living together. Visitation is designed to allow individuals to visit each other temporarily and briefly in the privacy of their own assigned rooms. Visitation retains the principle of an individual living in a room to which he or she has been assigned, and living with a roommate of the same sex to whom he or she has been assigned. Visitation precludes another non-assigned individual being in that room except for a brief and temporary visit that does not interfere with individual privacy, freedom of movement and choice.

- Often quietness, orderliness, cleanliness are not considered as part of Self-determination, but I see them as very relevant to the development of quality environment in which good learning and living can take place.

Others than myself are concerned that self-determination has not worked as well as we had hoped in the spring of 1972. The concerns go beyond those of students, faculty and administrators. Our inability to govern ourselves as well as we would wish, with freedom and responsibility, is now a matter of concern to the Board of Visitors, to members of the broader Williamsburg community, to alumni and friends of the College and to members of the General Assembly. I hear about these concerns. Many of you spend all too much of your time dealing with complaints arising from the abuses of self-determination, rather than getting about the important task of developing in so many other ways an environment in which effective teaching and learning can take place.

In my letter of April 28, 1972, to Cornell Christianson, then President of the Student Association, I stated "[Self-determination] shall be subject to review, reconsideration and revision upon request of the Board of Student Affairs or at the initiative of the President of the College." That review is now under way, at the initiative of the Board of Student Affairs and myself, as delegated to Dr. Healy, Dr. Livingston, and Dean Sadler.

We do not have a crisis in Self-determination. I believe in Self-determination and I believe that this policy is right for William and Mary. The great majority of our students are conducting themselves in a responsible manner. Certainly I have confidence in the students of William and Mary. But we have a serious situation which cannot continue. It is a situation that must be dealt with rapidly, decisively, responsibly and effectively. Otherwise, the freedom that comes with Self-determination is in jeopardy.

You are the ones who can make Self-determination work, as it was intended in April, 1972. For example, don't look the other way when cohabitation is going on and you know it. To gain the friendship of some of your students is not worth the price of losing their respect and the respect of others, of putting Self-determination in jeopardy. May I suggest that you be determined to make it work. I am confident that you can, for this is your responsibility. You have my full support.

Thomas A. Graves, Jr.
President

October 5, 1973

TUESDAY, OCTOBER 9

Echo Pictures: CC, Gold Room & Review Office, 8 a.m.-5 p.m.
 Alpha Lambda Delta China Display: CC, Rooms A&B, 10 a.m.-4 p.m.
 Arts and Sciences Faculty Meeting: Millington Aud., 4 p.m.
 SA Senate: CC, Theatre, 7 p.m.
 Outing Club: CC, Ballroom, 7 p.m.
 Amateur Radio Club: CC, Green Room, 7 p.m.
 Catholic Mass: Wren Chapel, 7 p.m.
 Wesley Foundation School of Religion, Bible Study: 526 Jamestown Rd., 7:30 p.m.
 Fellowship of Christian Athletes: CC, Room D, 8 p.m.
 French Discussion Group: New Complex Unit 6, Lobby, 9:30 p.m.

WEDNESDAY, OCTOBER 10

Echo Pictures: CC, Gold Room & Review Office, 8 a.m.-5 p.m.
 Civilisation Series Film: "Romance and Reality," Millington Aud., 4 p.m.
 Theatre Auditions for "The House of Bernarda Alba": PBK, 4-5:30 & 7-8:30 p.m.
 Panhellenic Council: CC, Room C, 6:30 p.m.
 Circle K: CC, Rooms A&B, 7 p.m.
 Lyon G. Tyler Historical Society: CC, Sit 'N Bull Room, 7:30 p.m.
 Phi Mu Alpha Smoker: CC, Room D, 7:30 p.m.
 Project Plus Forum: Millington Aud., 7:30 p.m.
 Audubon Wildlife Series Film: "Wild Tennessee," by John D. Bulger, CC, Ballroom, 7:45 p.m.
 SA Speakers Series: David Halberstam, Andrews 101, 8 p.m.
 Mathematics and Computer Science Colloquium Series: Joseph Traub, Carnegie-Mellon University, "Computational Complexity," SS 20, 4 p.m.; Coffee, Jones 112, 3:30 p.m.

THURSDAY, OCTOBER 11

Echo Pictures: CC, Gold Room & Review Office, 8 a.m.-5 p.m.
 Theatre Auditions for "The House of Bernarda Alba": PBK, 4-5:30 & 7-8:30 p.m.
 Christian Science Organization: CC, Green Room, 4:30 p.m.
 Episcopal Holy Communion: Wren Chapel, 5 p.m.
 Modern Languages French Film: Washington 200, 7 p.m.
 W&M Outing Club: CC, Room C, 7 p.m.
 Association of Computing Machines: Jones 102, 7:30 p.m.
 Young Democrats: CC, Rooms A&B, 7:30 p.m.
 German Cultural Series Film: "Deutschlandspiegel," New Complex Unit 5, Lobby, 8 p.m.
 French Discussion Group: New Complex Unit 6, Lobby, 10 p.m.

FRIDAY, OCTOBER 12

Echo Pictures: CC, Gold Room & Review Office, 8 a.m.-5 p.m.
 School of Education Faculty Meeting: CC, Room C, 2 p.m.
 SBA Student-Faculty Reception: CC, Sit 'N Bull Room, 3:30-5:30 p.m.
 W&M Christian Fellowship: CC, Theatre, 6:30 p.m.
 SA Films: "Fritz the Cat," W&M Hall, 7 p.m.
 "King Kong" (uncut), W&M Hall, 9:30 p.m.
 Hillel: Temple Beth El, 7:30 p.m.
 Civilisation Series Film: "Romance and Reality," Millington Aud., 8 p.m.
 Lyon G. Tyler Historical Society Speaker: Dr. Robert Forster, "Social History and Neighboring Disciplines: The French Case," SS 220, 8 p.m.
 Premiere Theatre I Production: PBK, Lab Theatre, 8:15 p.m.
 Placement Office Interviews: Touche Ross & Company, Washington, D.C., accounting, staff accountants.
 Mathematics and Computer Science Colloquium Series: Charles Rose, Case-Western Reserve University, "Structured Programming," SS 20, 3 p.m.; Coffee, Jones 112, 2:30 p.m.
 Physics Colloquium: Porter W. Johnson, Illinois Institute of Technology, "The Problem of Inelastic Phase-Shift Analysis: α - α Scattering," Small 109, 4:30 p.m.; Coffee, Conference Room, 4 p.m.

SATURDAY, OCTOBER 13

Circle K: Millington 117, 10 a.m.
 Organ Recital: Wren Chapel, 11 a.m.
 Sigma Alpha Epsilon Province Meeting: CC, Room C, 1 p.m.
 Young Democrats Keg Party: Matoaka Shelter, 8 p.m.
 Premiere Theatre I Production: PBK, Lab Theatre, 8:15 p.m.
 Lambda Chi Alpha Dance: CC, Ballroom, 9 p.m.
 Sigma Alpha Epsilon Sweetheart Dance: CC, Theatre, 8:30 p.m., open to all interested persons
 Agape Coffee House: Wesley Foundation, 526 Jamestown Rd., 9 p.m.-12 midnight

SUNDAY, OCTOBER 14

Baha'i Association: CC, Gold Room, 3 p.m.
 Baptist Student Union: 244 South Boundary St., 5 p.m.
 Jefferson Dorm-Bryan Complex Quiz Night: CC, Theatre, 7:30 p.m.
 Premiere Theatre I Production: PBK, Lab Theatre, 8:15 p.m.
 Uncle Morris Coffee House: Fraternity Complex Unit B, 9 p.m.-12 midnight
 German Discussion Group: New Complex Unit 5, Lobby, 9:30 p.m.

MONDAY, OCTOBER 15

JV Football: W&M vs. USMA Prep School, Cary Stadium, 3 p.m.
 Women's Varsity Tennis Match: W&M vs. Randolph Macon, Adair Courts, 3:30 p.m.
 Kappa Delta Pledging Ceremony: Wren Great Hall, 6 p.m.
 French Theatre and Poetry Discussion: New Complex Unit 6, Lobby, 7:30 p.m.
 English Dept.: "The Three Ages of Walt Whitman," CC, Ballroom, 8 p.m.
 Film, "Der Rhein: Vom Schwarzwald bis Koln," New Complex Unit 5 Lobby, 8 p.m.

FOR SALE

1 Frig. Apt. Size range, \$34. 1 new Apt. Size refrigerator, \$87.50.
 1 Westinghouse washer, \$29. 1 5kw generator (general) less 5 hrs., \$730.
 1 custom motor home, \$5495. 4 pkg. floor tile, \$5.95 each. George Davies, 109 Bowstring Dr., Williamsburg. 229-7191 after 4:15 p.m.

Purebred standard dachshund puppies. Red and black and tan. Priced for quick sale. Call 229-7605.

Studio couch and cover, can be used as double bed, \$90. Bed frame, adjustable, single or double, \$5. Flash bulb attachment for 35mm camera, \$5. Call 229-2055.

Luhrs Sport Fisherman - 26' - 1966. Slps 4-F/B-238 hp. Gray. Many extras. Mint condition. \$4500. 229-5476.

Ham Transceiver Model Swan 350-C with power supply. \$345. Also, automobile 8-track tape deck with fine tune control, mint shape. \$30. P.O. Box 2044, Williamsburg. Paul Supan.

1972 Honda CB 100. Like new. 2900 miles. Crash and Sissy Bar. Call 229-0562.

Bicycle: Boys 26" 5-speed with no rust. Purchased during summer school. \$70. Apply Garage Apt., 401 By-Pass Rd., Williamsburg.

Large brick home on College Terrace, within walking distance of College and Restoration. 3700 sq. ft. of living area plus basement. Finest 1938 construction. By owner, 229-1080.

Rabbit Coat: Natural white rabbit, knee length, small to medium size. \$75. Call 229-0001.

15-foot Surfwind sailboat: center board boat, 100 sq. ft. sail, lateen rig, new self bailer and mainsheet swivel cam cleat. Comes with trailer and two life vests, plus flotation cushion. Boat easily towed by small cars and very responsive in light and fresh breezes. Planes easily. \$500. Call 220-0661 between 5 and 7 p.m.

1968 Plymouth Satellite. 4-door. Equipped with radio, air conditioning, and power steering. Has two tires and battery with two years remaining on warranty. Odometer shows slightly less than 60,000 miles. A bargain for \$850. Call A. W. Stewart at 229-0860 after 5:30 p.m. M-F or anytime Saturday or Sunday.

WANTED

Ride from Beaconsdale area of Newport News to William and Mary. I have a car and would like to share driving. Contact Louise Ramey, 595-6253.

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