

Special Insert: The President's Report

William and Mary NEWS

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A WEEKLY NEWSPAPER
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and STAFF of the COLLEGE of WILLIAM and MARY.

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College Will Correct Asbestos Hazards

The College will begin soon to correct its most potentially serious asbestos hazards in a program which affects nine locations in seven campus buildings.

Completion of the projects is expected by Labor Day.

The broad program was developed in consultation with the State Department of Health, and approved last week by the Executive Committee of the Board of Visitors in a special meeting.

Maintenance workers have been

instructed in the hazards connected with concentrations of asbestos materials, and have been trained in procedures they should follow when in direct contact with asbestos, during the course of their everyday duties. Respirators have been issued to them as the result of Health Department recommendations, and they will be issued protective clothing to be worn when working in and around the materials.

Total cost of the program will be about \$149,000, including an allocation of \$139,138 from auxiliary enterprise renewal and replacement funds, with the remainder to be funded with normal College maintenance allocations. A large portion of the auxiliary enterprise allocation will be eligible for reimbursement by the State from a \$2,000,000 state-wide appropriation to correct potential asbestos hazards.

The buildings affected will not need to be shut down while the work is in process, contrary to an earlier statement. Only those sections of the buildings actually being worked upon will be closed while work is in progress.

The projects are:

Morton and Millington Halls -- Removal of asbestos materials and re-fireproofing of steel structural members in the mechanical rooms and elevator shafts.

Commons Dining Hall -- Removal of asbestos materials and re-fireproofing of

steel structural materials in mechanical rooms and elevator shafts.

William and Mary Hall -- Installation of protective measures in the attic and above the ceiling over the arena.

Phi Beta Kappa Hall -- Repair protective devices in the basement mechanical room.

Campus Center -- Repair protective devices in the attic and basement mechanical rooms.

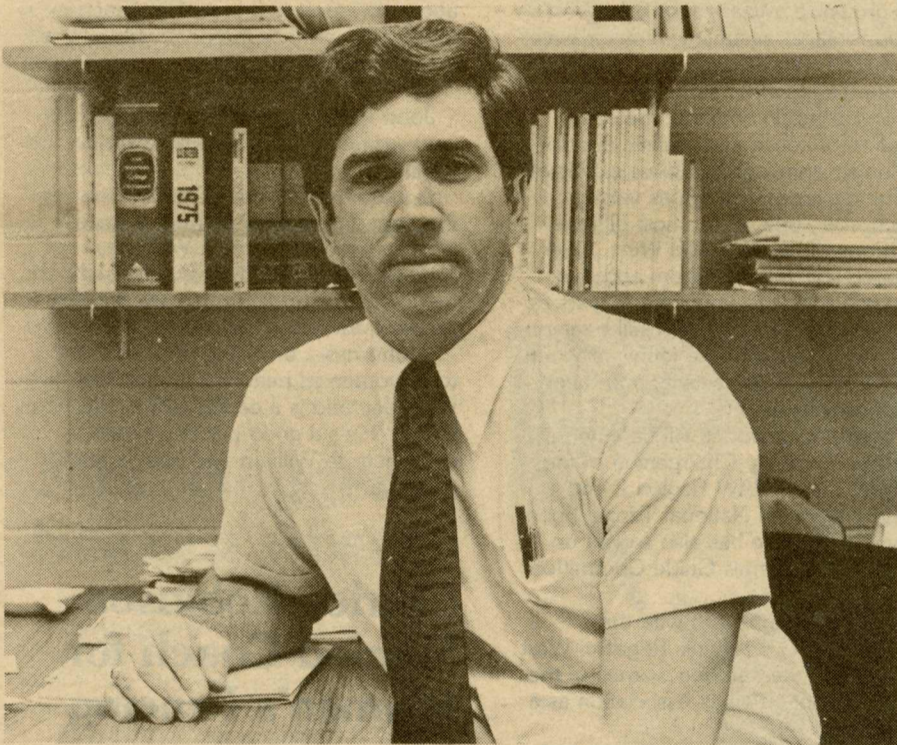
Ewell Hall -- Repair protective devices in the mechanical room.

On the advice of the State Health Department, emphasis was placed on potential hazards in mechanical and other maintenance space, in the allocation of available funds. In these areas, employees come into direct contact with asbestos materials and can become "carriers" of fibers and particles as they work in the public areas on campus. Their clothing, the Health Department officials advised, also takes contamination into their homes.

The program affects all sources of potential hazards which are rated at above 30 on the Sawyer Index used by the State to evaluate exposure possibilities.

The College will continue to explore State funding for projects in four other locations, all rated at 30 or below, where asbestos has been detected.

Continued on P. 7



G. Gary Ripple

Ripple Heads Admissions

G. Gary Ripple of Delaware, Ohio, who has had more than a decade of experience in admissions at Ohio Wesleyan and Bucknell Universities, has been named Dean of Admissions at the College.

Ripple succeeds Robert P. Hunt who earlier this year was appointed to the new position of Associate Director of the Placement Office. The position was established to increase the services of the Placement Department to students competing for a shrinking number of jobs.

Ripple, 37, will officially begin work September although he says he has already started planning and will make several trips to Williamsburg during the summer.

Ripple, in a phone interview, said he is "genuinely thrilled to be joining the William and Mary family."

"I believe William and Mary is a unique institution and I look forward to learning more about it and working with parents and students who are

making the important decision about college. I hope to be a viable force for continued growth and development within the institution," said Ripple.

A native of Johnstown, Pa., Ripple received an A.B. degree in English from Colgate University and a M.Ed. degree in physical education from Pennsylvania State University. He is currently completing work on a Ph.D. degree in higher education administration at Ohio State University.

After teaching and coaching at the high school level in Brookville, Pa., for three years from 1965-68, Ripple became Assistant and later Associate Director of Admissions at Bucknell University. After seven years at Bucknell, Ripple became Director of Admissions at Ohio Wesleyan University in 1975. In his position at Ohio Wesleyan Ripple administered a staff of ten, devised a marketing plan utilizing travel, publications and direct mail as its chief components and also worked as a

Continued on P. 7

College-wide Meeting

A College-wide meeting of members of the Faculty and Administration of the College will be held on Tuesday, September 2, at 3:30 p.m. in Millington Hall Auditorium. On that occasion we shall be introducing new members of the faculty and administration for the 1980-81 academic year.

The Academic Deans will also take this opportunity to bring the faculties up to date on some of the important recognitions and accomplishments of individual faculty members that are of particular interest to the entire academic community, and Dr. Healy will highlight some of the major educational plans and developments for the coming academic year. Immediately following the session in Millington Hall, all in attendance at this meeting are cordially invited to an informal social hour and refreshments in Andrews Hall Foyer and Gallery.

The Academic Deans, Mr. Healy, and I hope that many of you will be able to meet with us for this introduction, both as academic colleagues and socially, to the new College year.

A reminder notice will be sent to you in late August, but hopefully you will be able to reserve the time on September 2 on your calendar now.

On Sunday, August 31, Zoe and I will look forward to having you and your spouses come by the President's House for Brunch. A separate invitation will be sent to your homes for this occasion.

Thomas A. Graves, Jr.
President

Newsmakers

John M. Zeigler, professor of marine science and head of VIMS Division of Physical Sciences, recently attended a meeting of the Steering Committee which was charged with organizing the Mid and North Atlantic Regional Conference on Ocean Pollution Research, Development and Monitoring. This meeting was the latest in a series of meetings he has attended at the MIT-Sea Grant Offices in Cambridge, Massachusetts which organized and planned for the conference which provided policy guidance to the National Oceans & Atmosphere Administration. The guidance included identification of important problems, areas of missing or incomplete information and priority ranking of the problem areas.

Bruce J. Neilson, associate professor of marine science and head of VIMS Department of Estuarine Processes, was selected to chair the panel on marine energy, one of five topical panels which develops the policy statements. He attended both the Cambridge meeting and a second meeting at the National Academy of Science in Washington along with other panel chairpersons who planned the conference, which was recently held in New Hampshire.

Carl M. Andersen, senior research associate in mathematics and computer science, recently gave a paper at the Second International Symposium on Innovative Numerical Analysis in Applied Engineering Science. The symposium was held June 16-20, in Montreal, Quebec. The paper, entitled "Two-Stage Rayleigh-Ritz Technique for Nonlinear Analysis of Structures," was coauthored with A. K. Noor and J. M. Peters and is published in the proceedings of that meeting.

Andersen also attended the "Advanced Seminar on Singular Perturbations and Asymptotics" held May 28-30 at the University of Wisconsin-Madison and the 1980 SIAM (Society for Industrial and Applied Mathematics) National Meeting held June 5-7 in Alexandria, Va.

John Zeigler, VIMS Division Head, Physical Science and Ocean Engineering, was requested by the Caribbean Hotel Association to present a workshop on erosion and coastal science as it is used by the tourism industry in the Caribbean area recently.

The workshop was held in Santa Domingo as part of the Fourth Caribbean Tourism Conference. The conference was attended by members of Caribbean government agencies, hotel and resort operators and related industries.

The theme emphasized at the conference was wise coastal policy is fundamental to international tourism.

Hebert Austin, VIMS Division Head, Fisheries Science and Services, recently attended a meeting of UNESCO of the United Nations in Paris, France.

The International Oceanography committee held a workshop on ocean sciences role in support of fisheries. Austin participated in the meeting as a fisheries oceanography expert.

Ms. Sandra Peterson, Documents Librarian, Swem Library, attended a seminar on United Nations publications at the United Nations in New York, June 27-28. Following the seminar she attended the American Library Association Annual Conference. Ms. Peterson has served as Chair, Election Committee, Government Documents Round Table during 1979-80, and was recently elected Secretary of the Round Table for 1980-81. She is also a member of the State and Local Documents Task Force, Government Documents Round Table.

Also in attendance at ALA were **John D. Haskell, Jr.**, Associate Librarian and **Berna L. Heyman**, Head, Bibliographical Services Division. Mr. Haskell is a member of the Publications Committee of the Association of College and Research Libraries.

Ms. Heyman attended a pre-conference on Acquisitions for the '80's. She is a member of the Library Information and Technology Association Program Planning Committee which also met during the conference. Ms. Heyman is involved in planning a series of regional tutorials on writing specifications and evaluating proposals for automated library systems and equipment.

Roger A. Higgs, Manager of Administrative Data Systems at the Computer Center was installed as President of the Virginia Association for Educational Data Systems at its eleventh annual conference held June 19 - 20 at George Mason University. VAEDS is the Virginia chapter of the international AEDS whose purpose is to apply the power of computer technology to the improvement of instruction and as an aid in educational administration, and to make Virginians aware of the social and political implications of data systems in education. The theme for the 1980 conference was "Tuning up for the 80's," and brought together concerned professionals from all levels of educational systems with representatives from the State Department of Education, the Office of the Secretary of Education, and the State Council of Higher Education.

Also attending the VAEDS Conference from William and Mary was **Judy Ewart**, Administrative Systems Analyst at the Computer Center. Ms. Ewart is the current Publicity Chairman and is a past President of VAEDS.

A manuscript entitled "Ethics and the Consultant/Trainer," by **William Losito** and **Robert Maidment** of the School of Education has been published and distributed by the American Society for Training and Development as part of its Selected Paper series.

Carl Vermeulen, professor of biology, and four students in biology published two papers in biochemical and biophysical research communications that deal with a rapid means for quantifying the amount of protein synthesizing machinery in cells. Genetic controls and mutations leading to runaway synthesis of protein can now be easily studied. Development of runaway strains of benign microorganisms may have implications on the world protein supply. Also genes for useful proteins (e.g.: insulin, oil eating enzyme) can be cloned in these runaway bacteria resulting in high-yield production.

Philip Meilman of the Center for Psychological Services, has been appointed director of the Nebraska Pain Management Center at the University of Nebraska Medical Center. He will also be an assistant professor in the department of psychiatry at the University of Nebraska Medical School.

David Kranbuehl, associate professor of chemistry, was one of 30 participants from the United States in the U.S./France Seminary on Dynamics of Polymer Solutions and Melts. The seminar was sponsored by the NSF and its French counterpart, the CNRS.

Millie West Gives up Coaching

After a decade of establishing the women's tennis team as a national contender in Division II, Mildred B. West recently announced her retirement from coaching.

The 45-year-old administrator said the change is necessary so that she can devote more time to her responsibilities as athletic director for the College's 14 intercollegiate sports program.

While the tennis coaching position has grown to a year-round job, West's responsibilities as athletic director have expanded with the women's sports program's growth. "Both jobs have grown to the point where the combination of coach and athletic director is no longer compatible," West explained.

The decision to resign as varsity coach was "one of the most difficult decisions of my life" said West. "I've enjoyed coaching the team and I've enjoyed getting to know the players as individuals," she said. "I'll still be very much involved with the tennis program and I'll be teaching activity and theory classes next year."

West's involvement will be extensive as she is currently Chairperson of the VAIW State, AIAW Region 2 and AIAW Division II National Tennis Sport Committees. She has also served on the NAGWS Tennis Guide Committee since 1977.

A certified tennis pro with the USTPA and U.S. Tennis Registry, West has been ranked among women in the Middle Atlantic Tennis Association as a player.

Upon joining the women's physical education department in 1959, West was originally advisor to Mermettes, the aquatic arts group, and the coordinator of swimming. She started the women's intercollegiate swim team in 1964.

From 1969-79 West served as both Chairperson of the women's physical education department and athletic director. This past year she was athletic director and tennis coach.

Candi Cowden has been appointed the new women's varsity tennis coach.

Cowden served as the junior varsity tennis coach and varsity badminton coach in 1979-80 establishing a 12-1 fall and spring tennis record. In addition to her new responsibilities with the varsity, Cowden will remain varsity badminton coach.

"Candi came in this year and did an excellent job with the junior varsity team," said West who retired as the varsity coach. "She is knowledgeable about the sport and is an excellent teacher. Candi has the potential to be a great coach."

John Charles has been appointed the new women's junior varsity tennis coach.

A native of England, Charles joins the department after serving as head women's tennis coach at Wellesley College from 1977-80. He will coach the junior varsity team and teach in the physical education concentration.

"John has a background of working with women as head tennis coach at Wellesley and is a certified Pro," said West. "He's a good player and will contribute to William and Mary's tennis program."

Shirley Robinson Named Coach for Women's Fencing

Shirley Robinson has been appointed the varsity women's fencing coach replacing Pete Conomikes who has coached both the men's and women's fencing teams and who will remain the men's varsity coach.

Robinson has served as Assistant Coach from 1977-79 at Vanderbilt University. Her experience as a competitor has led her to competition in six U.S. National Championships.

As an undergraduate, Robinson was first foil on the University of Arizona team from 1971-75. The team was nationally ranked and placed fourth and fifth while Robinson was on the squad in the national championships.

In 1972 she placed fourth in the National under 20 Foil Championships. Since then she has been AFLA Tennessee and Arizona women's foil champion six different years and finished third in the Southeastern Section Women's Foil Championships.

She has been coached by Ion Drimba a 1968 Olympic Gold Medalist and served as Assistant Armorer in the U.S. National Championships from 1967-69. Robinson also holds a Director's 1-A rating in foil.

Projects Aided by Grants Totalling \$17,400

An award of \$8,000 from the Virginia Commission for the Arts to the Virginia Shakespeare Festival is one of several recent grants to the College.

The Virginia Shakespeare Festival, sponsored by the department of theatre and speech at the College, opened its season Thursday, July 10. The Festival will present three plays this summer, "The Merchant of Venice," "As You Like It," and "Comedy of Errors," through August 17. This is the third year for the Festival, which is seeking

to pull itself out of the red and needs a successful season to insure its future.

The Colonial National Historical Park of the National Park Service has awarded \$3,500 to the department of anthropology's archaeological conservation center. The center will treat 65 iron artifacts. This will include a multi-step process including removal of any existing preservatives, cleaning and reapplication of a new protective coating.

Swem Library at the College will use

\$1,900 received from the Department of Education for the purchase of library materials between Oct. 1980 and Sept. 30, 1981.

Graduate students in business administration are providing management counseling and technical assistance to approximately 16 small business concerns under a grant of \$4,000 from the Small Business Administration to Colonial Business Consultants at the School of Business Administration.

Luncheon Honors Classified Employees

Employees representing 215 years of service to the College were honored June 30 at the annual classified employee recognition award luncheon in the Great Hall of the Wren Building.

President Thomas A. Graves, Jr., and William J. Carter, Vice President for Business Affairs, both praised the honorees for their contributions to the College and assisted with the presentation ceremonies.

"We are an educational institution," said President Graves, "and so the faculty and the students are in the lime-light, and that's as it should be. But they could not do their job if it were not for the exceptional support and dedicated hard work that each of you perform."

Retirees who were presented especially designed pewter plates and their length of service are as follows: Marvin Mutter, 13; Garfield Stokes, 31; Kate Carter, 25; William T. Allen, 7; Rita Quick, 12; John Settle, 10; Alexander J. Bell, 8; Personne Bradsby, 17; Pearl Carey, 4; Bruce C. Massey, 10; Helen Smith, 11; Ethelyn Springs, 10; Frank Cody, 21; Grace L. Jones, 21; and Richard L. Jones, 15.

Service certificates for classified employees who have completed 20 or more years of service as of June 30 were Diana C. Love, 30 years, the President's Office, and Joseph M. Barlow and Robert A. Wilson, both 20 and both from the Department of Buildings and Grounds.

Mrs. Alberta B. Thomas was given the housekeeping award for the spring semester and a \$50 savings bond. Mrs. Thomas is still eligible for the employee of the year award. Mrs. Ethel L. Bogger was named housekeeping employee for the month of June. Supervisors who nominated the winners were Joseph C. Strong and Raymond Wallace.

Several members of the administration, faculty and personnel office were guests at the luncheon.

Mrs. Bogger Seldom Absent

Mrs. Ethel Bogger, winner of the Housekeeping Employee Award for June, has been on the job regularly since Dec. 28, 1965 and she has the record to prove it.

Mrs. Bogger has amassed 1,475 of accumulated sick leave hours since she began work. She is currently assigned to the Library.

A widow, Mrs. Bogger has lived in Williamsburg for the past 40 years. She is an active member of Mt. Arrarat Church and sings in the J. B. Tabb gospel chorus which also performs at other churches in the area.

Mrs. Bogger as a pastry cook at the Lafayette restaurant before she joined the college but she doesn't list cooking as one of her favorite chores. When she does have some time to spare she likes to travel and would like to take a trip to New York where she lived for some time or back to her hometown of Sumter.

Mrs. Bogger is the mother of six, Dr. Tommy Bogger who teaches history at Norfolk State University and lives in Virginia Beach, Dennis Stanley Bogger of Norfolk, Mrs. Ruby Palmer of Denbigh, Arthur Bogger of Williamsburg, Betty Bogger of Newport News and Damon Bogger at home.

As winner of one of the monthly awards, Mrs. Bogger is eligible for the annual award which includes a Savings Bond. The overall winner is selected from the 12 monthly winners.



Honorees Pose in Wren Yard

Honorees and some of the special guests at the employees recognition luncheon pose in the Wren courtyard. Pictured, front row, left to right: Richard L. Jones, Alberta Thomas, Ethelyn Springs, Pearl Carey, Alexander J. Bell, Joseph Barlow, Josephine Strong, Grace Jones, Rita Quick, William T. Allen and John Settle. Second row, left to right: Robert A. Wilson, Ernest Boyer, Raymond Wallace, Ethel Bogger, Garfield Stokes, Kate Carter, Jeanette Canady, Vice President Carter; Irving Robitshek, Dennis Cogle, and Thomas F. Sheppard, chairman, history department.



President Graves Presents Awards

At left, Mrs. Bogger receives her certificate and congratulations from President Graves. At right, Mrs. Thomas receives her certificate as employee of the semester.

Virginia Shakespeare Festival

'As You Like It' Opens Tonight at PBK

Tonight is opening night for "As You Like It." at the Shakespeare Festival in Phi Beta Kappa Memorial Hall.

Tonight is also the last chance for patrons to get a 25 percent discount on season tickets. Members of the audience tonight may use the purchase

price of their tickets toward a season pass which includes the two other plays being performed this summer. "The Merchant of Venice," and "Comedy of Errors," which opens Friday evening. The Festival will close August 17.

"As You Like It," is being given a

novel setting by director Charles Maryan of New York who is known for his innovative techniques. Maryan has set the scene for the play in Russia; the music will be played on balalaikas and the characters will drink tea from a samovar. The cast also includes several

dogs who auditioned for their roles and were carefully selected by Maryan.

Maryan has directed at the Manhattan Theatre Club, the American Place Theatre and the Everyman Theatre in New York and has also directed at the Virginia Museum Theatre.

Thomas Edward West, also of New York, and a director for the Asolo State and Touring Theatres of Sarasota, Fla., who will direct "Comedy of Errors," promises his production will be "full of life, energy and panache."

The Festival opened July 10 with "The Merchant of Venice," directed by Kent Thompson, a William and Mary Alumnus who studied at the Guildhall School of Music and Drama in London under a Drapers' Scholarship from the College.

The Virginia Shakespeare Festival
1980
WILLIAMSBURG

AS YOU LIKE IT
THE MERCHANT OF VENICE
THE COMEDY OF ERRORS
JULY 10-AUGUST 17

Official Poster

The official poster of the 1980 Virginia Shakespeare Festival was especially designed for the season by Eve Sinaiko, 26, a New York artist who has studied both here and abroad. She has designed posters for several off-Broadway shows and has illustrated two children's books. The full-color poster is 18 x 24 inches and has been printed in a limited edition. Copies, numbered and signed by the artist are on sale for \$4 in the Festival gift shop in Phi Beta Kappa Memorial Hall's Dodge Room. The gift shop is open nights of performance at 7 p.m. and also before each matinee.



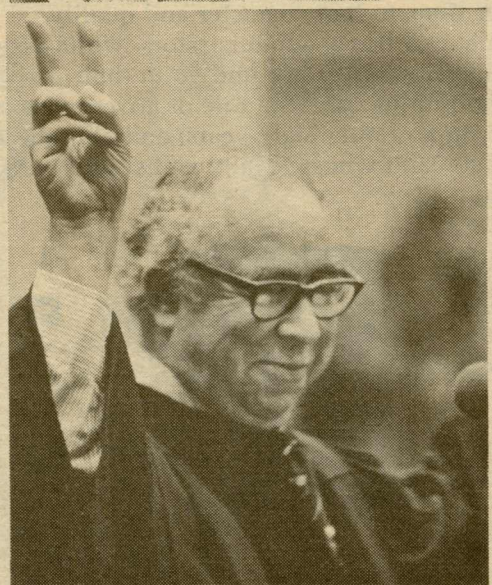
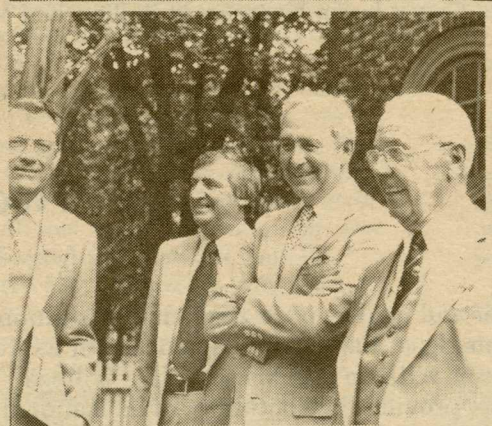
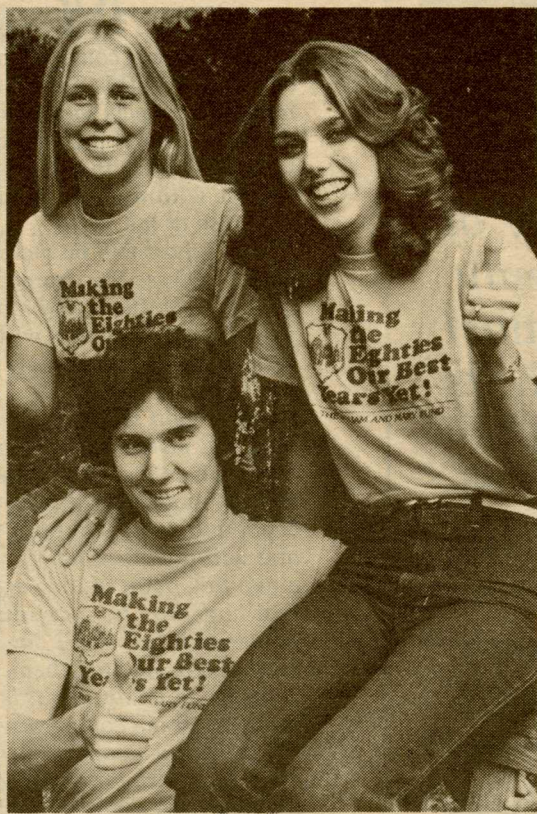
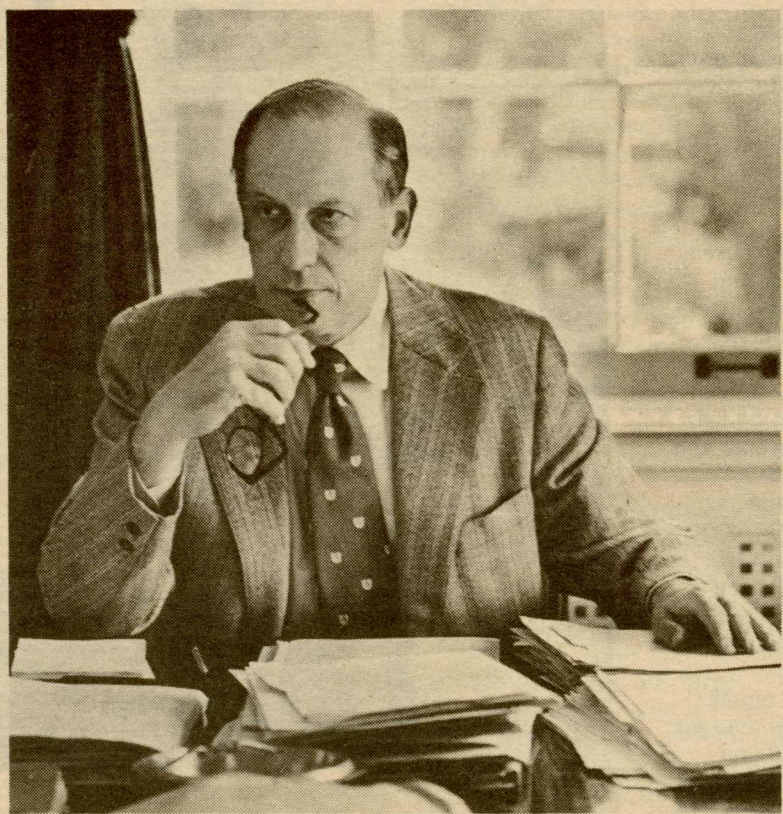
Charles Maryan

For the first time this year, the Festival has the assistance of a Guild which serves as an auxiliary organization to supplement the administrative and production staffs. It has attracted over 80 volunteers. Volunteers are required to donate 15 hours of service for membership. Benefits include free tickets, discount on Festival gifts and receptions with Festival casts. More information about the Guild may be obtained from David Dudley, chairman of the Guild at 253-4395.

The Festival gift shop which is also new this year, is open from 7 p.m., each night of performance. It provides intermission refreshments for patrons and a variety of gift items including T-shirts, wrapping paper, books, playing cards, notepaper, Christmas cards and limited edition Festival posters, signed by the artist.

The Junior Women's Club organized the Festival Fair which was held on the lawn in front of Phi Beta Kappa Memorial Hall the opening day of the Festival. Planners were gratified by the enthusiastic response and planners hope that the bright sunshine and blue skies that helped make the opening day festivities such a success, auger well for the rest of the season.

THE PRESIDENT'S REPORT



PROSPECTS & PLANS FOR A NEW DECADE



Garnett Brooks
Department of Biology

A discussion of the character and quality of an academic institution must start with its faculty. As I stated in my remarks at the 1980 Commencement Exercises, in a very fundamental way the faculty members at William and Mary are the College.

The President's Report

One

My report for 1978-79 took a comprehensive and broad look at this university, covering some aspects in substantial depth and touching on many others. I tried to assess the place of the College within its environment at the close of the 1970s.

This report will be more focused. It will address the character and quality of William and Mary, as I perceive it today, and will then discuss our prospects and plans for the 1980s.

This report will therefore do less than full justice to many events and developments of importance to William and Mary during the academic and fiscal year 1979-80, and will not even mention others. I make this point at the beginning so that hopefully no individuals or groups will feel that I have either forgotten or ignored them.

In the addendum to this report there are some comparative data for the academic years 1969-70 and 1979-80. A brief and partial view of the changing scene of the College in the decade of the 1970s may provide a useful perspective for our look into the 1980s.



President Graves began his tenure at William and Mary in 1971.

Two

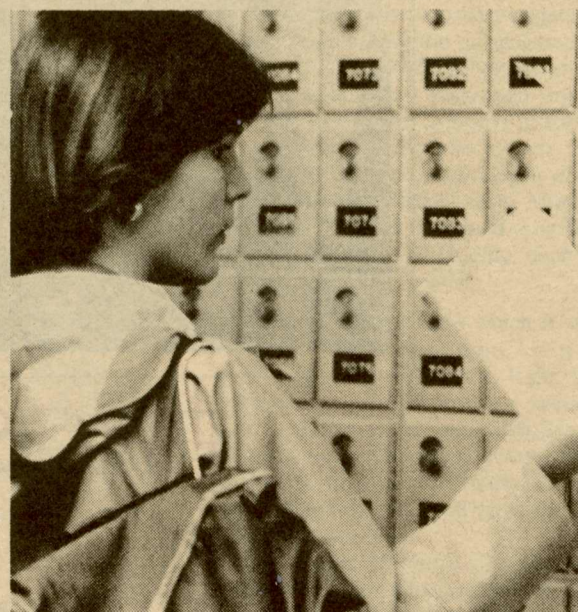
A discussion of the character and quality of an academic institution must start with its faculty. As I stated in my remarks at the 1980 Commencement Exercises, in a very fundamental way the faculty members at William and Mary are the College.

Faculty members, individually and as a group, provide the continuity of educational values and academic priorities that add up, over time, to that character and quality. Students come, live with us intensely for a while, and leave; administrators, while essential to the process of maintaining and moving a university, also come and go in their particular roles; members of the Board of Visitors, who perform the essential role of governance and institutional direction, are appointed for a maximum of only eight years; and alumni, who are in a unique way also the College as its product, and whose loyalty and support are so important to us, still have their own lives to lead.

But it is the faculty, last year, this year, and next year who make the difference as to the kind of place William and Mary has been, is, and will be. Their capacity, in talent and in caring, in working with students to open minds, to broaden horizons, to stretch, in turn, the capacity of these students for knowledge and understanding, determines the quality of the education here. Their view of what a liberal education is, what liberal learning is in practice, will determine where William and Mary will be going over the next ten to twenty years.

We in academia talk a good deal about excellence. Virtually every institutional mission statement, every college catalogue espouses it. I used the word in describing my hopes for William and Mary at my inauguration almost nine years ago, and I have used it often since. Excellence at this university to me, in the final analysis, adds up to the commitment, skill, and knowledge of our faculty. If individual faculty members have these characteristics, in their teaching, research, and service, then the College's future is bright. My major responsibility is to ensure that future; therefore to nurture the excellence of the faculty.

President A. Bartlett Giamatti, in his second annual report at Yale University, stated earlier this spring my responsibility better than I can:



A seemingly small, but significant achievement during the 1970s was the opening of an on-campus post office where students could receive mail in personal boxes.

The President's Report

The first thing is to act on one's conviction that excellence is transmitted within colleges and universities through individuals. This conviction places the quality and well-being of the faculty as the most important of all issues facing us in education for the next difficult years. Such a conviction, when acted upon, means making every effort, extraordinary and other, at least to pay the faculty at a level commensurate with its dedication and its excellence and its dignity. It means putting the genuine needs of the people who teach at the center of the institution's concerns, for they are the heart of the place; they perform the essential activity of the place, without which no educational institution exists, and through which the quality of the place, and hence of the nation's life, is maintained and made better.

Over the past nine years I have gained some insights into the quality and character of our faculty at William and Mary. I have come to know some faculty members very well as individuals; I have had an opportunity to become acquainted with many of the others and to learn a great deal about them, through my own observations and through the eyes of others. As individuals and in groups they represent extraordinary diversity from almost every point of view, personally and professionally, which is good, in fact essential to a lively and strong academic institution. At the same time there are within the faculty, I believe, enduring threads of commitment and competence that bind them together: They care deeply about being good teachers and about the learning of their students; they feel strongly about the mission and future of William and Mary; they are unreservedly committed to the fundamental principles of academic freedom, due process, and the preservation of individual rights and responsibilities. I believe that individually and as a group, our faculty members do indeed represent excellence.

Let me cite three instances from the year just ending. A few months ago a graduate student at William and Mary, who had done his undergraduate work at another institution, came in to talk with me about his years in graduate work here. He told me that he had found here, as a graduate student, all that he had hoped to find, and had missed, in his undergraduate years. He found teachers who really cared about him as an individual; who went out of their way to help him develop an academic plan of study that was responsive to his needs and aspirations; who were rigorous in their standards for his course work and research, but who put their emphasis on his learning and development rather than

on their grading as hurdles toward a degree. He found here an atmosphere, created by his teachers, that was conducive to learning, and in response, he grew and was fulfilled.

At the annual meeting of the Board of Visitors in April, two of our faculty members, Paul P. Cloutier in Modern Languages and Literature, and John H. Willis, Jr., in English, met with the Board. In what of course was a setting quite different from a classroom, they demonstrated, using Board members as "students," how they teach our regular students. I believe that all Board members present were tremendously impressed by the skill, vitality, and thorough competence of these two teachers. We could have invited dozens of other faculty members in their place, and the impressions would have been just as positive.

Finally, among these three instances, a few weeks ago I received a letter from John P. Mascotte, Executive Vice President of Mutual Benefit Life, who spent several weeks here this spring as an "Executive in Residence." I quote from his letter, in part, with his permission, as follows:

Thanks to the Executive in Residence Program of the American Council of Life Insurance, I've just had the privilege of working with Dr. Hans Tiefel of the Religion Department for the last month, team-teaching his course entitled Business, Values and Religion. In addition, I was given the privilege of addressing classes in the Sociology, Philosophy and Business Departments conducted by seven other members of the faculty, and audited courses given by three others. With this background, I'd like to share a few observations about William and Mary with you.

... you and the directors of the college are to be commended for assembling a superb faculty. Everywhere across the campus I found faculty members who were eager to teach, taking great care to be well prepared and offering students an unusual opportunity for personal interaction inside and outside the classroom. I believe the dedication of your faculty is exceptional, and is something in which you and your associates . . . can take great pride.

These are not isolated examples. They are representative of the evidence that William and Mary has indeed brought together a faculty of exceptionally high calibre. They add up to the excellence which we must preserve and foster.

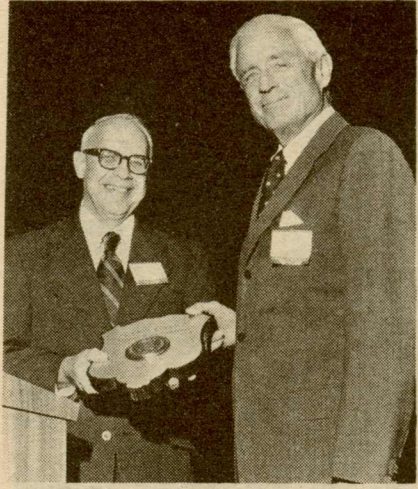


Elsa Diduk
Department of Modern Languages

We in academia talk a good deal about excellence. Virtually every institutional mission statement, every college catalogue espouses it. I used the word in describing my hopes for William and Mary at my inauguration almost nine years ago, and I have used it often since. Excellence at this university to me, in the final analysis, adds up to the commitment, skill, and knowledge of our faculty.



President Graves and former President Davis Y. Paschall '32 (second from right) joined Colin R. Davis '50 (left), W. Brooks George '32, and Gordon C. Vliet '54 (right) in cutting the ribbon to dedicate the Alumni House. Davis was president of the board of directors of the Society and George headed the committee which guided the fund-raising effort to renovate the old Bright House for the Society.



Thomas J. Watson, Jr., (right) chief executive officer of IBM, received the School of Business Administration Medallion in 1977 from Dr. Charles L. Quittmeyer, dean of the school.

All of us --
Visitors, faculty,
alumni, stu-
dents, friends,
and administra-
tors -- working
together, have
indeed, in
President
Giamatti's
words, been
making every
effort, extra-
ordinary and
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The President's Report

In order to do so, the Board of Visitors has remained steadfast and fully committed to the College's first priority -- the improvement of faculty compensation. I am grateful to say that under the Board's leadership and direction, we have made progress over the past two years, especially during 1979-80.

The successful completion of the Campaign for the College in the spring of 1979 has allowed us, this year, to add considerable private funds, the income from increased endowments, to the faculty salary pool, to supplement state funds. The continuing momentum and success of development efforts in 1979-80, under Acting Vice President Stanley E. Brown, epitomized in part by the start of the National Endowment for the Humanities Challenge Grant, has brought in additional private funds for state salary supplements. Beyond those developments we have in the past two years identified other private funds within the university's budget that could be moved, without restriction, over to the salary pool. These latter adjustments have not been made without sacrifices and tightening in other activities and programs of the College, but this must be expected and accepted when we establish priorities and act on them.

At the state level William and Mary benefited greatly by Governor Dalton's decision, in November 1979, to move the College up to a new peer group, for purposes of computing authorized salary averages.

No new funds became available as a result of this action through the Governor's target budget for 1980-81, but it did provide us with "peers" that were more compatible with our mission, and did allow us to raise our state salaries if we could find the funds, on an average, to a higher level for 1980-81.

The 1980 General Assembly was responsive to the needs of William and Mary and to our several specific requests for maintenance and operations and for capital outlay funds, and I am grateful. I have been especially gratified that this General Assembly appropriated funds for salaries above those recommended in the target budget. This action, in concert with our moving of other state funds appropriated by the General Assembly for the 1980-81 maintenance and operations budget into the state salary pool, has meant that, for the first time since the present peer group system was established by the state, the average of our state salaries for 1980-81 will be up at the legal limit established by our (new) authorized salary average.

Again, this movement of state funds within the funds appropriated for our budget, while entirely in accordance with all state regulations and guidelines, has, in benefiting our salaries, resulted in severe and extremely tight budget restrictions for 1980-81 in other important areas throughout the university. Determined and consistent actions to reflect those priorities urged by the faculties, recommended by the President, and approved by the Board, inevitably require certain sacrifices and hardships in other parts of the university's economic and educational life.

The combination of the improved availability and use of both private and state funds for salary increments for 1980-81 has allowed increases that are gratifying and encouraging. All of us -- Visitors, faculty, alumni, students, friends, and administrators -- working together, have indeed, in President Giamatti's words, been making every effort, extraordinary and other, to pay the faculty at a level that it deserves. This is essential if the faculty's quality and well-being is to be maintained, especially in this period of continuing high inflation.

Whatever improvements have been made, in both absolute and relative terms, can hardly be called progress if indeed the cost of living, for individuals and families, is rising even more rapidly, in percentages, than are the average annual increments. Nevertheless, I am very grateful to all those who have contributed to this effort. Given the fact that we have now reached the limit of the authorized salary average with state funds, the fact that we have moved into the salary pool virtually all internally available private funds, and the possibility of a recession that will inhibit our raising of new private funds, realistically we should not be sanguine that the salary increments for 1981-82 will measure up to those provided for 1980-81. I am committed, however, to continue this effort with all the resources we can muster; the excellence of William and Mary, as measured by its faculty, is at stake.

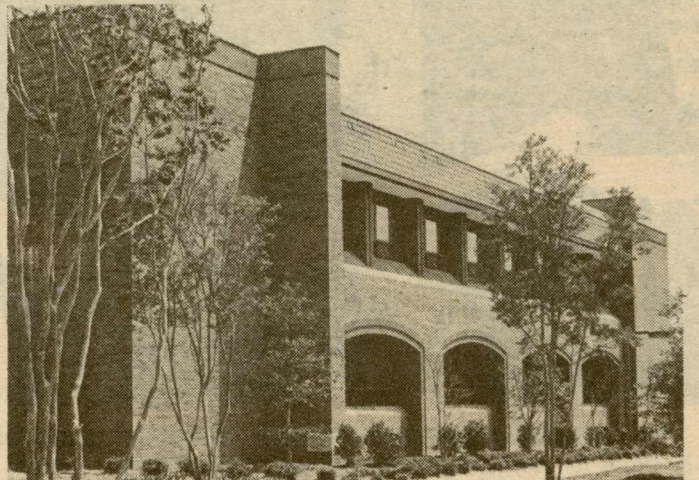
Three



The repeated snowfalls of the winter of 1979-80 symbolized the energy problem faced by the College during the late 70s when fuel prices doubled and tripled. The College took action by computerizing its energy needs and by taking other energy saving measures that resulted in many hundreds of thousands of dollars in savings.



During the seventies, parents became more active in college life, and special programs on Parents Weekend attracted hundreds of moms and dads, who got an inside look at student life at the College.



William and Mary opened its new Marshall-Wythe School of Law building next to the National Center for State Courts in the summer of 1980.

Four

The character and quality of an academic institution is also measured by its students. Over the years William and Mary has been fortunate to attract students who have indeed been individuals of exceptional calibre.

The measure of our success is of course the individual members of our Society of Alumni -- the quality of their lives, the contributions they make, their successes, the happiness they find and give to others. Over the past nine years I have come to know many of our over 30,000 alumni, throughout Virginia, across the country, and even abroad. The loyalty, love and support which they give to their Alma Mater is enormous and very gratifying. They are indeed, as I have come to know them, men and women of quality and character.

The students at the College today are of a similar calibre. Mr. Mascotte perceived this when in the letter I quoted from earlier he said, in part,

... You enjoy a superb student body; it undoubtedly comes as no surprise to you, but in addition to their intellectual abilities, your students are also possessed of a good more poise, maturity, and a higher level of social skill than that shown by their contemporaries on the other college campuses I have visited.

I see this daily, weekly, and monthly in my contacts with students. That they are, by and large, very able intellectually, as measured by grade point averages and scholastic aptitude tests and as measured by their capacity to respond, in general, very well to an academically demanding and rigorous curriculum, is obvious. Perhaps less obvious to a casual observer, but just as clear to one who gets to know our students, is that they are indeed individuals of maturity and character, of broad and diverse accomplishment.

I meet with some of the student leaders at both the undergraduate and graduate levels on a regular basis. Weekly I meet individually and in small groups with any students who want to drop by my office, just to talk or to discuss a personal or College matter. I am impressed over and over again by how much our

students care for each other and care for this university. I am amazed at times by the breadth of their interests, involvements, and commitments beyond the classroom and how well they handle the pressures of time and energy. I am gratified at their thoughtfulness, in addressing both present problems and future opportunities. I am pleased as their capacity to relax and to laugh, and at their capacity for concern and at times anger.

William and Mary has a well-rounded student body of which I believe we can be proud. Many of them are going to be leaders, many more of them are going to lead satisfying, contributing, and rewarding lives. The great majority of them are here, I am confident, because they want a first-rate education. They are here because such is William and Mary's reputation, because of its faculty.

A strong and lively faculty attracts a strong and lively student body. And excellent faculty members will be attracted to and will want to remain at a university that has superior students. So we have something very important going for us, when that relationship between teacher and student is truly exciting.

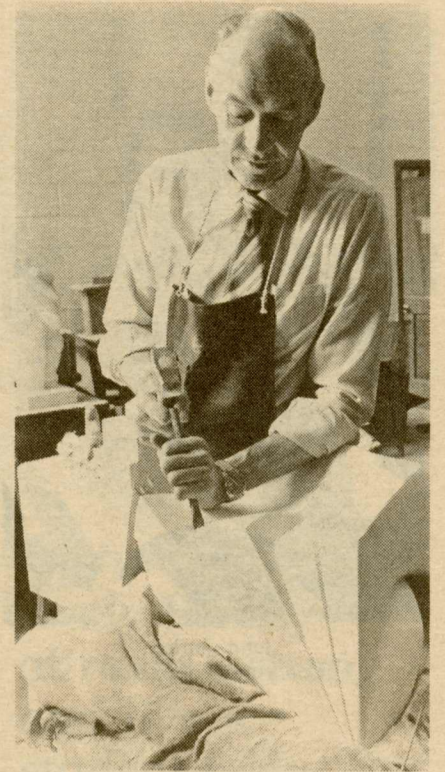
What happens when teacher and student come together at William and Mary, the educational process or experience here, addresses, of course, in another way what is the character and quality of the College.

Five

A faculty member or a student, each of whom experiences this process day in and day out, is in a much better position than I to describe what really happens here, I would be wise to limit my comments to what I hope goes on, what I believe William and Mary's educational mission is, what our educational objectives should be. You and others can judge to what extent I am accurate in my perception of the current reality, realistic in my aspirations for the College.

William and Mary is, and should remain, primarily a place of liberal learning. Its educational foundation, its intellectual core, is and should remain in the arts and sciences. It is a university with graduate and professional schools of increasing strength and quality, but it is and should remain primarily an undergraduate college. William and Mary is and should remain primarily residential and full-time, emphasizing the overall intellectual and personal development of an individual within an educational environment that emphasizes quality in both curriculum and extracurricular activities. Its primary focus, in teaching and in learning, is and should remain on education, not training. Its primary focus, at the undergraduate level, is and should remain on preparation for living, not on preparation for careers.

I have used the word "primarily" often in the above paragraph. I have not attempted in the above comparisons to set up dichotomies. Arts and Sciences and Business Administration are not and need not be antagonistic or incompatible. Graduate and professional programs and undergraduate courses can thrive, to each others mutual benefit, within the same university. A university whose students are primarily full-time and residential can still be of public service and offer educational opportunities to the citizens of its broader community. There is undoubtedly an element of training in all education. Surely the qualities of an educated individual are relevant to both how he lives and how he works.



Carl Roseberg
Department of Fine Arts

Over the past nine years I have come to know many of our over 30,000 alumni, throughout Virginia, across the country, and even abroad. The loyalty, love, and support which they give to their Alma Mater is enormous and very gratifying. They are indeed, as I have come to know them, men and women of quality and character.



Women's sports experienced an impressive growth at William and Mary during the 1970s.

The President's Report



John Conlee
Department of English

William and Mary has a well-rounded student body of which I believe we can be proud. Many of them are going to be leaders, many more of them are going to lead satisfying, contributing, and rewarding lives. The great majority of them are here, I am confident, because they want a first-rate education. They are here because such is William and Mary's reputation, because of its faculty.

I trust that it is clear that the emphasis which I am placing on the undergraduate program in arts and sciences of the College is not meant in any way to denigrate or depreciate our professional schools of business administration, education, law, and marine science, and our graduate curricula in arts and sciences. I support strongly their presence at William and Mary and the significant part these programs have in the mission of the university. They provide financial resources and opportunities for faculty research that would otherwise not be available to the College, and they are an important part of our educational service as a state university to the citizens of Virginia and beyond. We can take pride in and we must give substantial support to the College's School of Business Administration and School of Education, at both the undergraduate and graduate levels, the Marshall-Wythe School of Law, and the graduate programs in arts and sciences and marine science. The faculty members and students in these schools and programs are very much a part of William and Mary and its standard of excellence.

My emphasis on the undergraduate program in arts and sciences is simply to say that this is at the heart and core of our mission. We must give our priority, whenever necessary, to maintaining and protecting its resources and its quality, especially in a period of scarce resources when difficult choices among where to place these resources may have to be made. At the same time, in our graduate and professional programs we should be careful also to put our priority on quality over quantity whenever we have the choice between these two characteristics (which is almost always). It is a question of balance and proportion, given the objectives I have stated for the College.

It is important that choices be made, positions be taken, on matters of fundamental focus, emphasis and priority. I believe that William and Mary has been making, in general, the right choices as to its essential mission and educational objectives. I believe that we have our priorities, by and large, in order. It is important that we remain clear as to our quality and character, that we have a consensus within this university community on our fundamental goals, and that we work together to protect and foster the position we are taking.

One of the distinctive and truly great aspects of the state-supported system of higher education in the Commonwealth of Virginia is its diversity. Among our twenty-three community colleges, one two-year college, and fifteen senior institutions, there is an educational opportunity for every qualified citizen of Virginia, young or old. Beyond them there are some thirty-one independent colleges and universities within the Old Dominion.

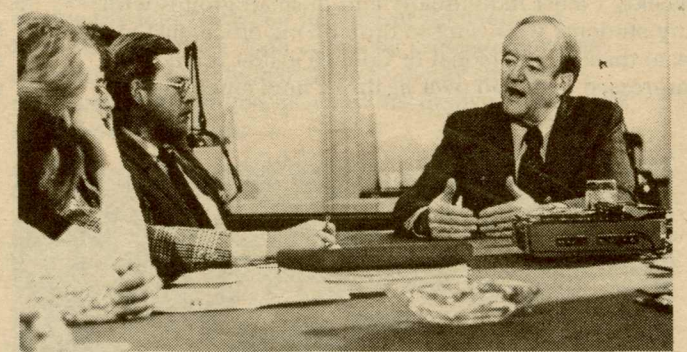
This means that somewhere within the state-supported system of higher education there are opportunities for all of our citizens in Virginia to obtain an excellent education. The system is accessible and accountable. But because of our emphasis in Virginia on diversity, there is no need or desirability for every institution to be a grey counterpart of every other one. Each senior institution, with its own Board of Visitors, can set

its own objectives, state its own mission, subject of course as appropriate, to confirmation and coordination from the State Council of Higher Education. Each institution can, within its unique mission, strive and hope to attain excellence in all that it does. But it does not need to try, nor should it, to be all things to all people. In fact, if it tries, it will probably fail to a significant degree in all that it does.

Let us instead, at William and Mary, reaffirm what I believe are our realistic and achievable goals, within clearly defined and limited objectives. Then we need to be confident of our priorities, in a time of finite resources, and develop and act on our plans accordingly.

If one looks across the Commonwealth, within the state system, one sees and can wonder at the diversity that is there among the senior institutions: Comprehensive universities such as the University of Virginia and Virginia Tech, each quite different from the other; urban and regional institutions such as Virginia Commonwealth, Old Dominion, George Mason, and Christopher Newport -- each one unique; primarily Virginia institutions such as Longwood, Mary Washington, and Radford; traditionally Black institutions such as Virginia State and Norfolk State; a rapidly emerging university such as James Madison; a unique institute like Virginia Military Institute. Each of these excellent institutions is performing its own special mission well, a credit to its Board, to its faculty, to the citizens of Virginia. Each college or university is being of educational service to the Commonwealth and its people, within institutionally limited objectives. No one of these institutions is attempting to be all things to all people. That is the essence of their individual strengths, of the strength of the system.

Then there is William and Mary. There is not another state university like it in the nation. It is a credit to the state system of higher education in Virginia, of which we are proud to be a part, that only here could a William and Mary thrive. Only here could William and Mary have the mission and objectives that I described in the second paragraph of this section, and have the support and confidence which we currently enjoy.



The Washington Program was created during the seventies to give students the opportunity for intensive study in the nation's capital. Students have been given the opportunity to talk to dozens of D.C. movers and shakers, including Hubert Humphrey.

Six

What is a place of liberal learning, a university where the focus of teaching and learning is primarily on education, where the educational foundation is in the arts and sciences? Let me try in this section to expand on what I believe is our mission, our objectives, our character and quality at William and Mary.

In the past year many of us at the College, and in college and university life generally have had opportunities to listen to talks about, participate in discussions of, and read about liberal learning. Here on campus our 1980 Charter Day exercises focused on the arts and sciences. We heard the Reverend Theodore M. Hesburgh deliver an exceptional address on "The Future of Liberal Education," and we heard a distinguished panel of scholars discuss the role of the liberal arts and sciences. More broadly this is a topic of interest and concern to educators across America; in the past year I have attended forums and participated in discussions on liberal education under the sponsorship of the American Council on Education, the Southern University Conference, and the American Association of State Colleges and Universities. I was especially impressed by an address by Dean Elspeth Rostow of the Lyndon B. Johnson School of the University of Texas at the Southern University Conference, and my views in this section undoubtedly reflect this fact. Several leading educational organizations have published major reports on the topic, which we have read. I do not intend to add to that literature or wisdom, and hopefully I shall not repeat what has already been said, undoubtedly better, elsewhere.

The President's Report

Instead, let me set down a few brief comments on what liberal learning means to me; what I hope may happen to all undergraduate students at William and Mary, and influence strongly all the graduate and professional students here; what are some of the qualities, in addition to specific course and curriculum content, I hope men and women will leave here with on graduation. You will find that my views are closely related to those expressed by Drs. Daniel Bell, Leon Botstein, Thomas Hearn, and Adrian Tinsley, who participated in the 1980 Charter Day symposium and to whom, with Father Hesburgh, the College community is indebted, for clarifying and helping us to reaffirm our goals.

I hope that within a William and Mary education there will be an opportunity for all of our students to gain a sense of history, and an appreciation of literature. I want them to have a comprehension and understanding of our heritage, of the significance to our lives of all that has gone on before, an awareness of the great ideas on which our present civilization is based. The emphasis in education all too often is on "present-mindedness," on addressing present problems, solving immediate crises. Our alumni will need a sense of history to take a synthesizing and integrating approach to the political, economic, social, and military issues which they will face. Many forces will be competing with each other in the years ahead, and I hope our students will learn how to undertake the serious reconciliation of these competing ideas. This will require a long-run, not a short-run view; it will require a capacity to draw deeply on the richness of ideas and viewpoints of history and literature down through the ages.

I hope that all of our students will leave William and Mary with the capacity to communicate well, orally and in writing, and to read with understanding, imagination, and wonder. Too many of our students are less than thoroughly competent in the use of English -- and they miss so much in comprehension, in the excitement and stimulation of the interchange and sparking of ideas. Liberal learning to me requires high expectations and rigorous standards in the capacity to read, to write, and to speak. Liberal learning opens the door to the joy of reading a great novel, to the lasting satisfaction of communicating deeply in words with another human being.

In addition, I would hope that a liberal education would continue to place strong and even higher emphasis on the capacity to communicate, with at least minimum effectiveness, in a second language. The great majority of college-educated Americans are sadly monolingual. Among the world's educated people they have an almost unique incapacity in language. As they go out into a world of living and working that is increasingly international, there are so many opportunities that cross national barriers, where a multinational perspective and orientation is essential for those who want to participate and contribute broadly and fully. I would hope William and Mary would educate its students for this new world. We speak of international understanding and cooperation, we are concerned about our ability as a people or as a nation to deal with the international problems which confront us. How can our students leave here feeling confident in themselves in that kind of world, if they cannot even communicate at a minimum level beyond their mother tongues?

Liberal learning involves relationships, abstractions, values, ideas. A William and Mary education should provide its students with the confidence that comes with the competence and skill of dealing effectively with these ingredients of a liberal education. Our students should be able to integrate, to synthesize, to seek and find relationships, to think and thus to share and participate in thoughtful discussions. They should understand the importance of reason, of rationality, in living and even in coping.

Liberal education instills in a student the confidence to take initiative, the courage to be curious, the will to experiment and to make mistakes and thus to learn again. Such an educational experience encourages the individual to know himself or herself, to accept responsibility. I hope that this process of liberalizing would so free the shackles of mind and imagination that our students would develop the adaptability and flexibility for change. Their world will clearly be one of change, probably even more rapid than ours. The capacity to deal with discontinuities and ambiguities, sometimes very troubling or threatening, will become an essential ingredient of an effective citizen. Our alumni will need the ability to address the problems of "peace in a war-

like world," which will take a kind of confidence and adaptability that only a liberating education can provide. They will need to respond to change with a sense of history, not just in response to short-run imperatives.

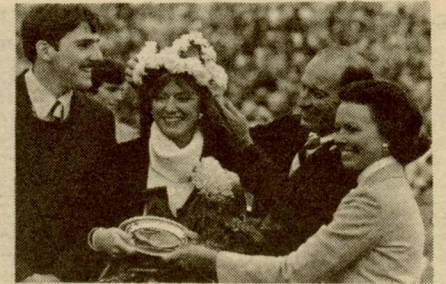
I hope that our curriculum itself may remain also not only grounded in the fundamentals and the basics of knowledge and accumulated wisdom, but open and receptive to new ideas and intellectual developments in our rapidly changing world. Such a hope puts demands and expectations on a faculty. We have a faculty that I have confidence will respond.



William and Mary's anthropology department explored a number of important colonial sites during the 1970s, including Flowerdew Hundred Plantation.

I do not know how or whether one can teach faith or morality or values. But I hope that out of a William and Mary liberal education will come men and women with faith -- in themselves, in their country, in their world. I hope that they will have developed moral values that will allow them to withstand the viscidities which will inevitably confront them and to make wisely the truly difficult decisions which face each one of us. The world needs more optimists and fewer pessimists, it needs more men and women who are hopeful, not cynical. A liberally educated person is in a position, through faith and the confidence that comes from faith, to use his or her mind to its full potential to make judgments. Such an individual will see opportunities in seemingly insurmountable problems, and not be burdened with a sense of inevitability. Father Hesburgh in his 1980 Charter Day address, spoke of an elusive quality that he called "learning to situate oneself," which leads to "liberation."

Within a relatively small and largely residential state university devoted to a liberal learning experience of high quality, what should be the function and the place of athletics? At William and Mary the emphasis is on education and learning, not training or preprofessional activities; the educational experience is for all students, not just a few. Within this overall philosophy, I believe that there is an essential and highly desirable place for athletics. Athletics -- a program of physical recreation, education and training, and a program of formal athletics -- should be available and offered to all students who desire to participate in them, at a level of excellence compatible with the high educational goals of the College. All of our students should have an opportunity to participate and achieve at a variety of skill levels in a range of competitive and non-competi-



President Graves and former Alumni Society President Jean Canoles Bruce '49 crown the Homecoming Queen in 1977.

A strong and lively faculty attracts a strong and lively student body. And excellent faculty members will be attracted to and will want to remain at a university that has superior students. So we have something very important going for us, when that relationship between teacher and student is truly exciting.



The Phi Beta Kappa key which is given annually to selected students at the College where Phi Beta Kappa was founded.

William and Mary is, and should remain, primarily a place of liberal learning. Its educational foundation, its intellectual core, is and should remain in the arts and sciences. It is a university with graduates and professional schools of increasing strength and quality, but it is and should remain primarily an undergraduate college.

The President's Report

tive, intercollegiate and intramural, programs. These programs should have coaches of high quality who are primarily teachers, with athletic facilities that are as well maintained and improved as limited resources will allow. Athletics can and should combine at William and Mary the satisfaction of learning, the fun of participation, and the joy of winning.

Athletics must be viewed, at a state university such as William and Mary, as important both to the educational experience of our students and to the life and members of our broader community. But the view must be one of appropriate proportion and balance. As President Giamatti of Yale stated in a speech early this spring, "Athletics is essential but not primary. It contributes to the point but is not the point itself." The point of this university is education. While we need to do all that we reasonably can to increase revenues to meet the escalating expenses of athletics, we must be careful not to take steps in our efforts to raise revenues that would diminish the educational quality of the College. We should not allocate to athletics resources that might otherwise be available to strengthen William and Mary educationally. And we should not threaten athletic and recreational opportunities for all students in an effort to reduce the financial burden caused by rising costs of the money-intensive sports. Nor should we place too heavy a financial burden on all our students to meet those costs. Most important, we must be careful never to use an individual as an athlete in a manner that will compromise his or her role or opportunity as a student; never to turn away from the College an individual who wants to come primarily as a student, in order to attract an individual who sees William and Mary primarily as an athletic opportunity. In our athletic recruiting and scheduling, we must keep in mind that William and Mary is a university with certain educational expectations and values, against which we measure both all our students in terms of their commitment and time and our institutional relationships.

Intercollegiate athletics, nationally, are having serious, highly publicized problems, related to instances of

exploitation, professionalism, and commercialism. Sharply increasing costs and the need to secure revenues to meet these expenses are compounding the crisis. It is not clear how these issues will be resolved, nationally and in many institutions.

While I remain optimistic, I cannot forecast this summer exactly how we shall come out in resolving the financial dilemmas facing our own revenue sports and therefore all aspects of intercollegiate athletics at William and Mary. But I am confident that, if we keep our perspective toward athletics in balance and in a reasonable sense of proportion, a high quality program of athletics, to which we are committed, will remain an important part of the College.

I would add just one more quality or characteristic that may be controversial, but which I believe is an important part of our mission as a university. We must be willing to be elite, we must be proud to strive for excellence, we must be confident in our ability to educate future leaders. If we have excellence as part of our goals, we have the ability to be successful in our educational objectives. Often these days we hear the question: "Where have our leaders gone?" If we are successful in graduating truly liberally educated men and women, they will be the leaders of tomorrow. We shall have reaffirmed the capacity of a university as a place through which the aspirations of truly educated people can have an impact on the world in which they live. If we are to address and help solve the problems of the 1980s and 1990s, there will be no room at the top for the mediocre, the inadequate. Some universities will provide the leaders of our society; William and Mary should be among them. These leaders will need to be broad and deep thinkers, which only a liberal education can provide.

There are many other aspects of liberal learning, of a liberal education, that you might include or which I might mention. But I hope I have given you some sense of what I believe William and Mary stands for and should encourage and nurture in and for its students in the years ahead.

Seven

In reaffirming this kind of educational mission and objective for William and Mary, I do not mean to define narrowly or specifically a certain kind of curriculum or describe a certain kind of student who belongs here, to the exclusion of other courses or other individuals.

As a state-supported university, William and Mary should provide an educational opportunity to all kinds of students. They do not need to be intellectual giants, only students who have achieved at the highest academic levels, men and women interested only in studying, narrowly focusing on the classroom. A college experience, at least a William and Mary experience, should call for and provide much more than that, and should attract and welcome individuals who have breadth of accomplishment as well as depth, who are well rounded in their interests, and in their relationships. But we at the College should be articulate and clear in our statement of objectives, so that men and women who come here will know what our expectations and standards are. Then hopefully we shall attract those individuals who will be motivated toward and will thrive in this particular educational environment, inside and outside the classroom. For those who have other hopes and expectations for college and who desire a different kind of educational environment, there are many excellent opportunities for them too, within the state system of higher education in Virginia. Let us limit ourselves to doing exceptionally well what we set out to do, for those who come here.

It is not for me to prescribe just what proficiencies, requirements, and concentrations are ideal or even desired in the curriculum that leads to the Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degree. I can appreciate the importance and even the necessity of varying area and sequence requirements, and even differentiations in certain proficiencies and prerequisites, depending on concentrations. These are questions of educational policy appropriately within the purview of the faculties of the College.

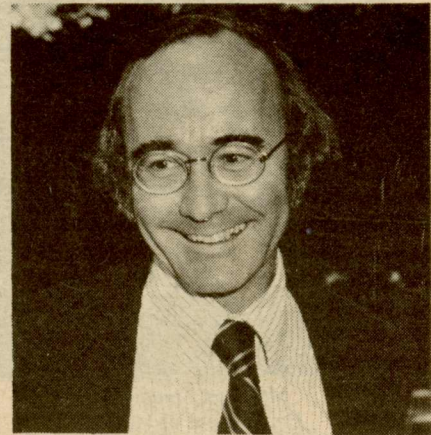
But I believe strongly that all undergraduate students at William and Mary, without exception, regardless of their concentrations and regardless of the degrees toward which they are studying or the professions toward which they may be aiming, should have an excellent experience in liberal education, grounded strongly in the arts and sciences, emphasizing the qualities set forth in Section VI of this report.

This educational experience can be found in a small



President Ford visited the campus twice during the seventies--once to debate Jimmy Carter and later to speak at William and Mary Hall and to several law and government classes.

The President's Report



James Livingston
Department of Religion

college or in a university of substantial size. While my own personal view is that our present enrollments are by and large just about right, I do not want to suggest in this report just what enrollments are most appropriate or desirable for meeting our objectives, at the undergraduate, graduate, or professional levels. The growth of concentrations such as economics and business administration creates pressures and imbalances in faculty staffing and educational space, and raises questions of educational policy and even of institutional mission that deserve the attention of the faculties. And the possibility of starting a new Ph.D. program or discontinuing a master's program merits our careful study. Similarly, we should address the advantages and disadvantages of an increase in enrollments in specific graduate and professional programs, as well as the

relative merits of different levels of undergraduate enrollment, both overall and among concentrations. I am confident that these issues, some of which may be prickly and controversial, can be resolved, within the pragmatic realities of student interests and state guidelines.

To me it is important, however, that such questions and issues be addressed within the fundamental posture of the College as set forth in Section V of this report -- an educational foundation in the arts and sciences, primarily undergraduate, a primary focus on education and on preparation for living. These are matters of balance, of proportion, of emphasis, which can be difficult to measure, hard even to discuss. But it is crucial that we hold to these standards that add up to William and Mary's mark of excellence.

Eight

As we move into the 1980s and look to the 1990s, it is important that we as a university community agree upon and reaffirm our mission. There are, and there will be trends, influences, and pressures, nationally and within the state, with which we shall need to deal and at times confront. We shall need to be in a position to take strong and positive steps, to make clear decisions, in order to maintain and to strengthen our educational objectives.

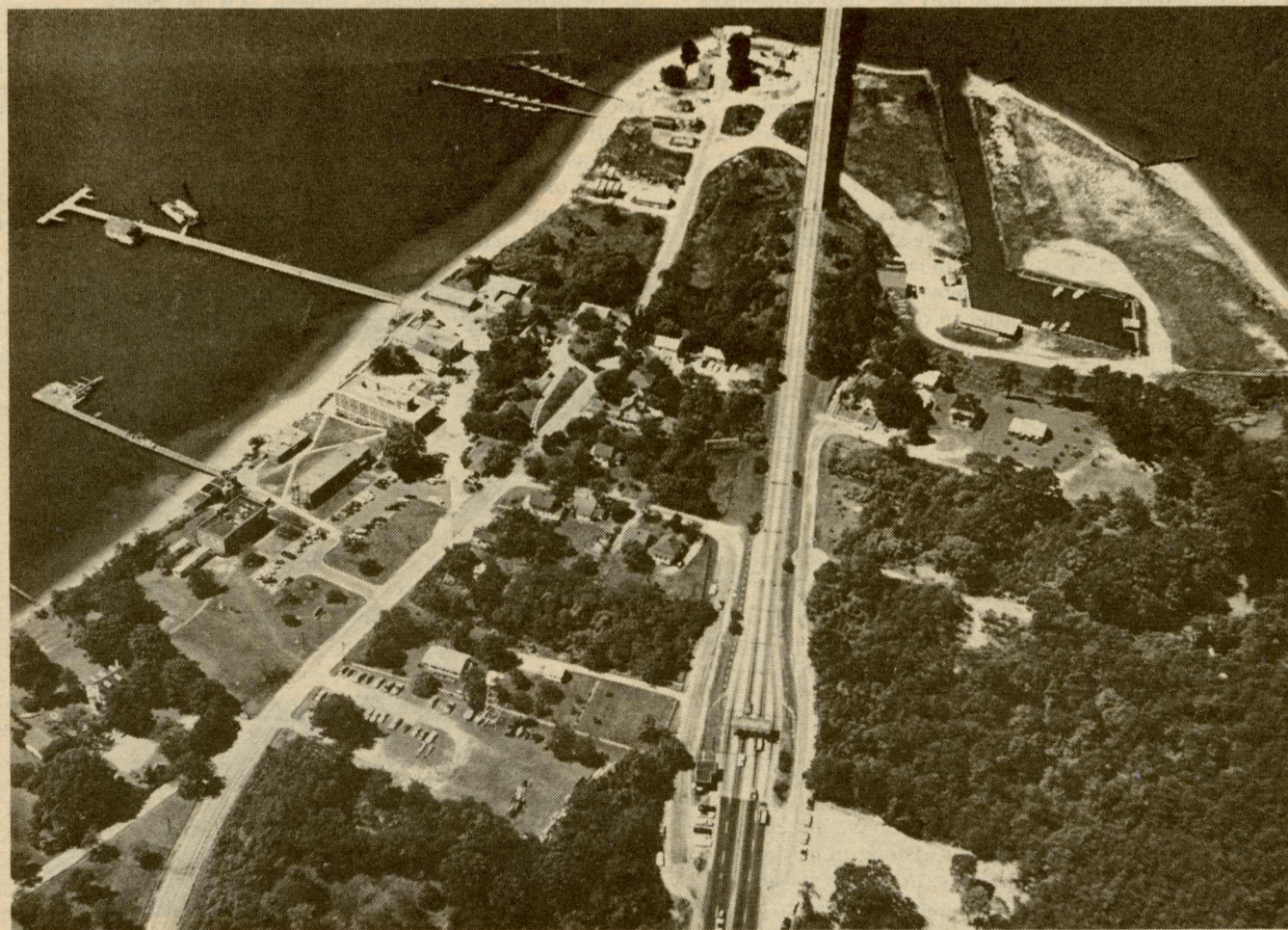
Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, former Commissioner of Education and the holder of a honorary degree from William and Mary, is one of several educational leaders on the national scene who has in the past year been especially articulate in highlighting some of the major agenda items with which we shall be dealing in the 1980s and 1990s. At a recent meeting in which I participated, he discussed several such items which I found to be particularly relevant to the interests of William and Mary.

While there will be ups and downs within the trend, the overall applicant pool for college entrance will be declining. It will be the golden age of the student, who will be in a position, increasingly, to pick and choose among colleges of quality. Those colleges, including William and Mary, will need to be aggressive and imaginative in recruiting superior students; for it is the students, and their quality, that will determine, in large part, our excellence as an institution of higher education.

The 1980s and 1990s will also be the age of the greying of the faculty, nationally. As the rate of growth of our colleges and universities declines, as our faculties become, with little turnover, more stable, the average age of a faculty will rise until, by the mid 1990s, it may reach fifty-five. In this environment how do we maximize the strength and liveliness of our continuing faculty, which represents the other major ingredient of our excellence?

The 1980s and 1990s will also raise some provocative

My emphasis on the undergraduate program in arts and sciences is simply to say that this is at the heart and core of our mission. We must give our priority, whenever necessary, to maintaining and protecting its resources and its quality, especially in a period of scarce resources when difficult choices among where to place these resources may have to be made.



The Virginia Institute of Marine Science at Gloucester Point became a part of the College during 1979-80.



Margaret Freeman
Department of Music

I believe that William and Mary has been making, in general, the right choices as to its essential mission and educational objectives. I believe that we have our priorities, by and large, in order. It is important that we remain clear as to our quality and character, that we have a consensus within this university community on our fundamental goals, and that we work together to protect and foster the position we are taking.

The President's Report



Picturesque Millington Hall on the new campus serves the home of the biology and psychology departments.

questions in the relationships between students and faculty members -- the one group constantly shifting and the other becoming increasingly constant. How do we maintain and create opportunities for flexibility, for adaptability, for responsiveness, for new ideas, in this environment?

Undoubtedly there will be increasing pressures on our colleges, especially those like William and Mary, to move toward preparation for practical careers, toward preprofessional training. There may be sharp differences at times between student preferences and institutional goals (to say nothing of institutional resources). We at William and Mary will need to be confident of our own mission, and work hard at making our educational programs strong and sound and attractive, if we are to influence these student preferences and help our students appreciate and embrace the values of a liberal education. We shall need to "lean against the times" if we are to achieve our objectives. We shall need to resist the temptation to institute short-run crash programs to deal with the problems or respond to the pressures of the 1980s, in order to provide, in the long-run, education of quality for the citizens and leaders of the twenty-first century.

Mr. Mascotte, in his letter from which I have already quoted twice, captured the essence of the issue and helped to point us in the right direction when he stated, in discussing our students, whom he found to be superb,

But they also have a tendency to be excessively focused on careers and job training, rather than getting a well-balanced education. While I am in no way attempting to comment on the selection of course content, I was surprised at the intense focus on career training among your students.

While American business certainly needs well-trained college graduates to successfully meet the challenges facing our economy, we need well-educated* graduates even more; you have a student body with more than sufficient capacity to achieve this result, and a faculty that's extraordinarily well-equipped to provide it -- if your strong historical emphasis on the liberal arts can be strengthened and continued.*

*(-- His emphasis, not mine.)

This emphasis must be our stand in a period that may well be characterized by limited budgets, shrinking resources, and public sentiment to the contrary. This is exactly the time, however, when universities in positions of national leadership, which should include The College of William and Mary, must not retreat from liberal education.

The 1980s and the 1990s will be a period when the leadership of education, at the national and state levels, at the primary, secondary, college, and university levels, must address what Father Hesburgh has called the "catastrophe" of secondary education, the broad disaster area of public education. Public education is becoming so impoverished, without real standards of quality in many areas, that it is having and will have increasingly, an enormous and adverse impact on the ability of the colleges to maintain quality. Even colleges with competitive admissions are in danger of becoming glorified remedial institutions.



Former U.S. Senator William B. Spong, Jr., took over the reins of the Marshall-Wythe School of Law, and soon after construction started on the Law School's new building, which will be dedicated this September.

The President's Report

We need to confront what must be addressed as the "seamless web of education," kindergarten through college, K through 16. We in higher education cannot ignore what has gone on in the twelve years before college. Even here in Virginia we must find an approach that will move us away from the sharp competition for scarce state resources between higher education and public education, and move toward a system that will allow us to address together, as a whole, the educational needs and aspirations of all our citizens. We need to recognize that sound education is a continuing and developing process, in which we at the college level have a great stake in the level of excellence, the standards of quality, at the primary and secondary levels. Their students today become our students tomorrow, and we had better care about the resources that go into their teaching and their learning -- through all 11,000 hours.

At the national level there will be major forces at work in the 1980s raising questions of governance, of the external control of education. We are moving toward an interlocking network of governance, coordination, and control. This network of responsibilities will inevitably at times be overlapping, conflicting, frustrating, and confusing -- often without clear and never with permanent guidelines. Both in the private and public sector we shall be moving away from the relative autonomy of single boards of governance, away from clear responsibility and autonomy. These trends, these forces will raise in the 1980s difficult and perplexing questions as to whether the integrity of a single institution, whatever its mission, can be maintained; as to whether the mission of a particular institution with a standard of excellence can be achieved. These are questions that probably cannot be addressed effectively any longer at the national level, but they will need to be addressed at the state level and within each institution.

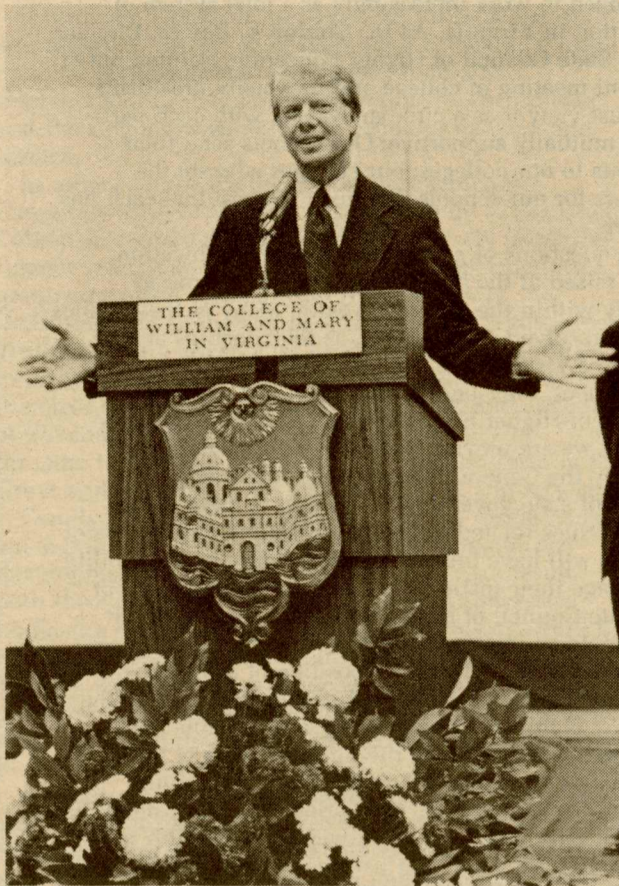
Also, across the country, in the 1980s and the 1990s, there will be a momentum, already underway, to lead private or independent institutions of higher education and public or state-supported institutions to become more and more alike. Public institutions are increasingly seeking and receiving private funds; private institutions are more and more accepting state and federal support. Independent colleges and universities are finding themselves increasingly under state and federal regulations and guidelines; state-supported colleges and universities are seeking ways to establish independent foundations that may be free from state guidelines and purview. I am not at all sure that this is a healthy movement. There are significant advantages for all of us in separate and strong systems of higher education -- independent and public -- competitive and clearly differentiated.

Finally, among many other major influences at the national level, there is the whole question of the economy and the all-pervasive reality of continuing inflation compounded by serious energy problems. Most of the signs suggest that inflation, which has an impact on each of us and our families, will be a fact of life of the 1980s and into the 1990s, through good times and the current and recurrent recessions. How do we preserve the quality of higher education in a period of inflation? How do we prevent erosion of and inroads into the heart of the academic enterprise in a period of rising costs, all too often in the energy area, of declining support for research, of a declining share of the budget as natural and state-wide priorities shift? How do we maintain excellence in this environment?

These are all questions, among many others, which are being raised at the national level that will be facing William and Mary in the years ahead. They are relevant, also, within the system of higher education in Virginia.

There are other issues now being discussed among those in the office of the Secretary of Education of the Commonwealth, the State Council of Higher Education, the General Assembly, and among the institutions of higher education, that may strike even closer to home.

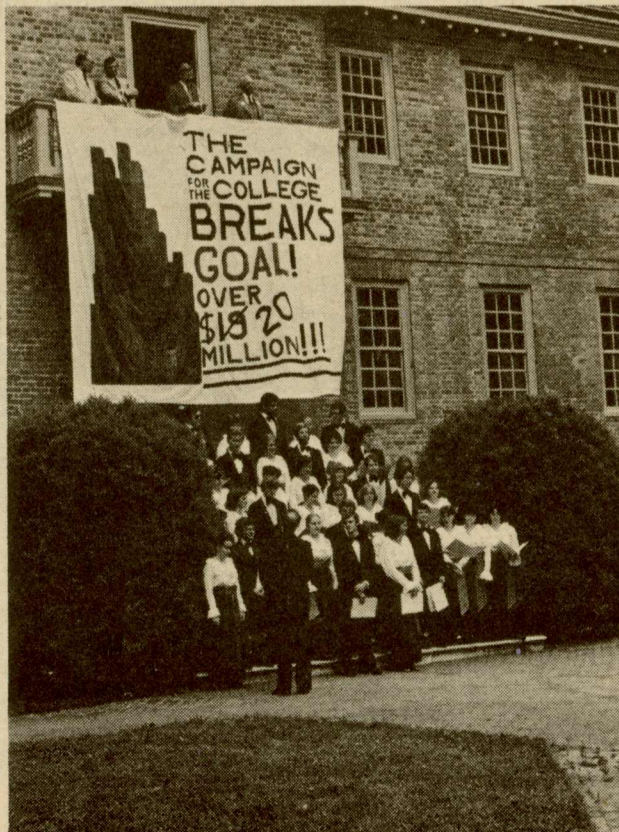
Faculty compensation, which I addressed in Section III of this report, must continue to have our priority attention in the 1980s. Virginia should be more than average, in aspiration and in fact. The average of our "peers," should not be the limit of authorized salary average, but the benchmark from which we measure further gains. The present peer group system, which raises serious questions of equity and reality in terms of William and Mary's national competition for the very best faculty, cries for reexamination. I believe that this will come in the 1980s.



President Carter made an appearance at William and Mary Hall following his televised debate with Gerald Ford.

The Virginia Plan for Higher Education, first published by the Council of Higher Education in 1974, and revised every two years since then, sets goals and standards which most of us strongly support. Excellence, accessibility, accountability, and diversity are more than words. There are today, and there will be through the 1980s, severe pressures and questions raised as to whether we can hold to the fundamentals of this plan. Inevitably, the standard most under attack will be that of excellence, the one that is so important to William and Mary.

All of us who care about quality education will need to work cooperatively to maintain that excellence -- cooperation that must cut across institutional interests and the artificial barriers that separate higher education and public education. If we are to hold the line on excellence, and indeed raise our sights even higher, we

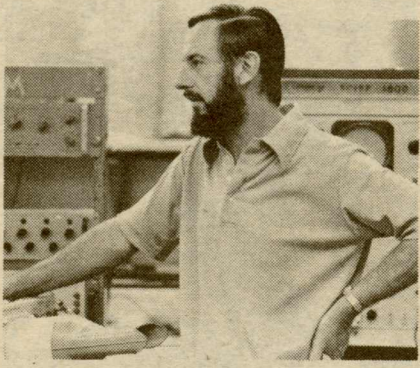


The Campaign for the College successfully reached its three-year goal in May 1979, and the College celebrated with a special ceremony and luncheon in the Wren Yard.



Leonard Schifrin
Department of Economics

Let us instead, at William and Mary, reaffirm what I believe are our realistic and achievable goals, within clearly defined and limited objectives. Then we need to be confident of our priorities, in a time of finite resources, and develop and act on our plans accordingly.



Robert Welsh
Department of Physics

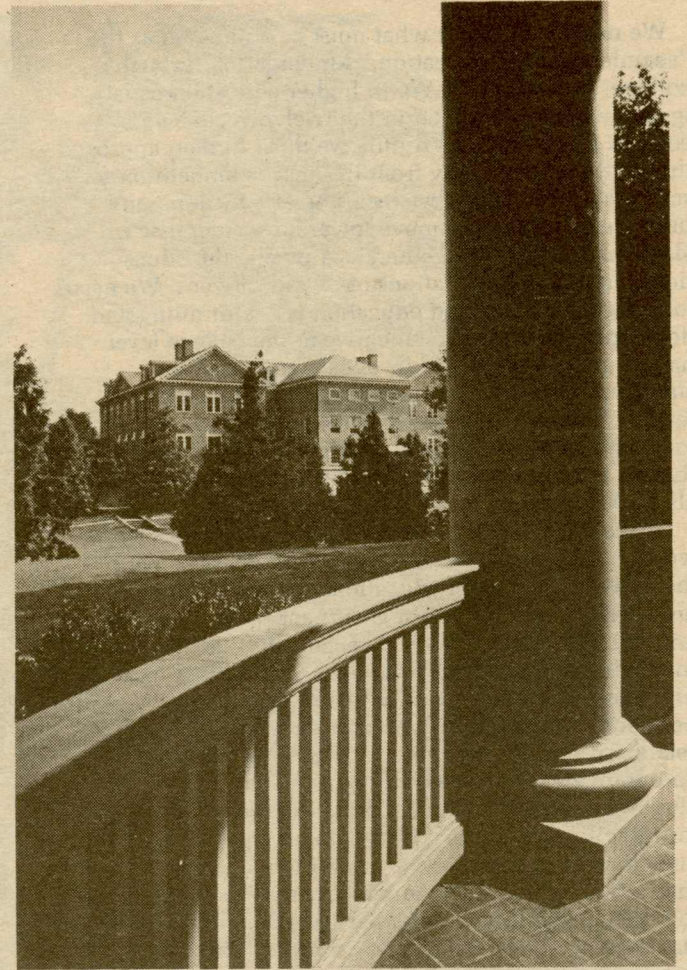
I hope that within a William and Mary education there will be an opportunity for all of our students to gain a sense of history, and an appreciation of literature. I want them to have a comprehension and understanding of our heritage, of the significance to our lives of all that has gone on before, an awareness of the great ideas on which our present civilization is based.

The President's Report

shall need to work increasingly as a total system of education in Virginia. As Dr. Gordon K. Davies, Director of the State Council of Higher Education, pointed out at a recent meeting of college and university presidents, we must view it as a circular system, with each part being mutually supportive: Our schools send their students to our colleges; our colleges educate the teachers for our schools. We need the best that each has to offer.

The questions of governance of higher education being raised at the national level are being raised sharply within the Commonwealth. Many of these issues will be resolved in the 1980s, as relationships among Boards of Visitors, the executive branch of state government, the General Assembly, and the State Council of Higher Education are clarified. It seems to me that we are moving toward a set of relationships whereby the General Assembly and the executive branch of state government will decide more of the policy issues related to higher education, and Boards of Visitors will have increasing opportunity and flexibility to manage their institutions. The coordinating role of the State Council of Higher Education seems, in the process, to be moving away from the super board concept, and more toward a position of advocacy for higher education. However all of this works out in the 1980s, it is important that we have reasonable and equitable balance among the different parts of the governance equation. We shall always have some ambiguities and change, but I hope that at any one time we shall have assurance as to who is responsible and accountable for what, and we shall have the ability and wisdom to differentiate between policy formulation and management.

The questions and issues being raised in the 1980s and 1990s are open-ended. The answers and resolutions are not now clear. But as long as those of us at the College are certain as to our character and our mission, we can be confident and optimistic within this environment.



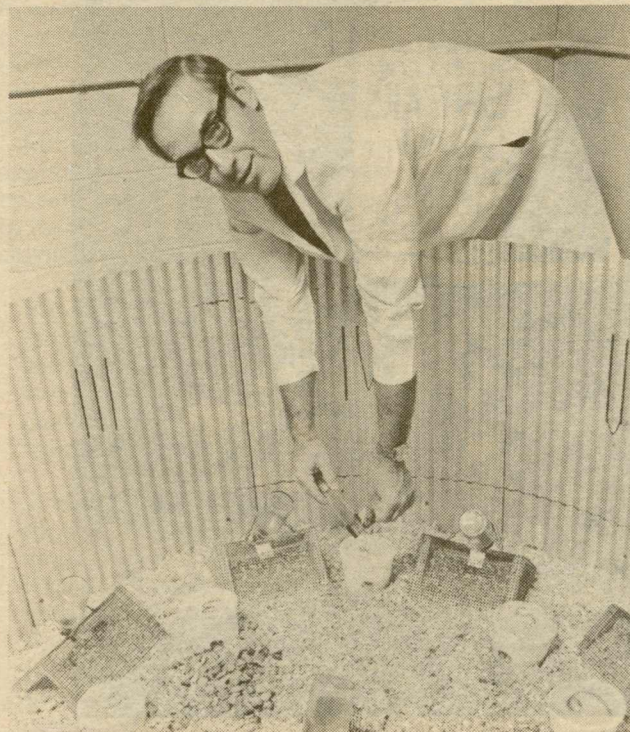
Several William and Mary dormitories were renovated during the 1970s in a program that was one of President Graves' first priorities when he arrived at the College.

Nine

During the 1979-80 academic year we have taken a number of steps that will be implemented in 1980-81, primarily of an administrative nature, designed to strengthen the College as we move into the 1980s.

The undergraduate admissions program is being reorganized and strengthened to allow us to be more creative and aggressive in the recruitment and selection of students of high quality who want the kind of a liberal educational experience that William and Mary offers.

The placement program is being expanded and strengthened, to allow the College to be of substantially greater service to its students as they leave here with a first-rate education and move into their careers.



Research by Dr. C. Richard Terman of the Department of Biology on the reproductive habits of deer mice attracted national attention.

We are strengthening our capacity to attract and provide a rich educational experience for minority students.

We are reorganizing our development and university advancement program to ensure and increase the sources and levels of private support and public recognition of the College and its mission. As we move into the 1980s we shall undoubtedly be preparing for a new major fund raising effort that will culminate successfully when the College celebrates its tri-centennial anniversary in 1993.

We are reorganizing and integrating a variety of functions within business and financial affairs, to ensure that we have the ability to operate and respond to the increasing requirements that are placed upon those support and service activities.

We have reorganized and redirected our computer services, to allow us to move toward the forefront of the use of automated data processing for teaching, research, and administrative purposes.

We have strengthened our auditing functions, to be sure that at all times we are fully accountable in our use of state and private resources.

We are reorganizing, in major ways, our use of space, primarily as a result of our move this spring into the superb new building of the Marshall-Wythe School of Law, so that over time we shall be able to be more effective in the operation of our educational programs. I

The President's Report

am especially pleased that one of the results will be, finally, a new home for the School of Business Administration and a home for all of the programs of the School of Education and all of the activities of the Department of English.

These largely administrative steps are designed to improve William and Mary's ability to operate effectively as an educational institution, to ensure our ability to maintain academic excellence in the 1980s. Inevitably there are some costs associated with these administrative decisions and actions, but we have done everything possible to keep these expenses to a minimum in keeping with the clearly established priorities of the College.

Other major moves, more of an educational nature, have also been underway in 1979-80, again primarily to support our objective of high academic quality as we move into the 1980s.

The Faculty of Arts and Sciences has been devoting a great deal of attention to its review of that curriculum, under the leadership of its Committee on Educational Policy. Much of the discussion and the positions taken by the Faculty to date have confirmed that the curriculum, as it has developed over the past eleven years, is sound both in reflecting the mission of the College and being responsive to the interests of our students. Such changes as are being made as a result of the review are, I believe, both strengthening the curriculum and making it more flexible in a changing educational environment.

A major change for the College in 1979-80 has been the bringing of the Virginia Institute of Marine Science fully within the responsibility of the Board of Visitors of William and Mary. This move, as of July 1, 1979, in response to action in the 1979 General Assembly which we encouraged, placed a major operating load on the administration of the College, as we proceeded to resolve the serious financial and management problems which VIMS had developed over the years both internally and in its relationships with the state and federal governments. Thanks to a great deal of effort on the part of many individuals within the College and enormous support and cooperation from all segments of state government, as of this writing, we have almost completed the task. As of July 1, 1980, the financial and management integrity of the Institute will be reestablished, and VIMS will be well integrated with William and Mary.

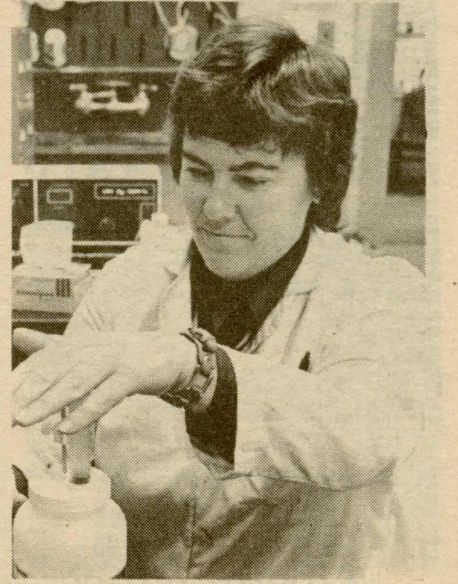
It has been worth all the effort, for VIMS is a scientific and research institution of high quality, making a major national contribution to the understanding and improvement of the marine environment. The College and the Commonwealth can be proud of its work and service.

In order to enhance the opportunity which the Commonwealth of Virginia has to move up to Sea Grant College designation and to harbor effectively its marine science resources, William and Mary is entering into a graduate marine science consortium with Old Dominion, the University of Virginia, and Virginia Tech. While there are advantages to both VIMS and the state in establishing this consortium, we are doing so with the clear understanding that the existence and operation of the consortium will not in any way reduce or threaten the present preeminent position of VIMS in Sea Grant and related marine science research and service.

Finally, this spring, following extensive discussions, we announced a new approach to planning and the development of priorities at the College. As a result, both through the Planning and Priorities Committee under the chairmanship of Associate Professor David E. Kranbuehl, and through the initiative of administrative officers, we are moving along several fronts to review our priorities, examine alternatives and develop plans that will keep the College vital, responsive, and strong in the 1980s and 1990s.

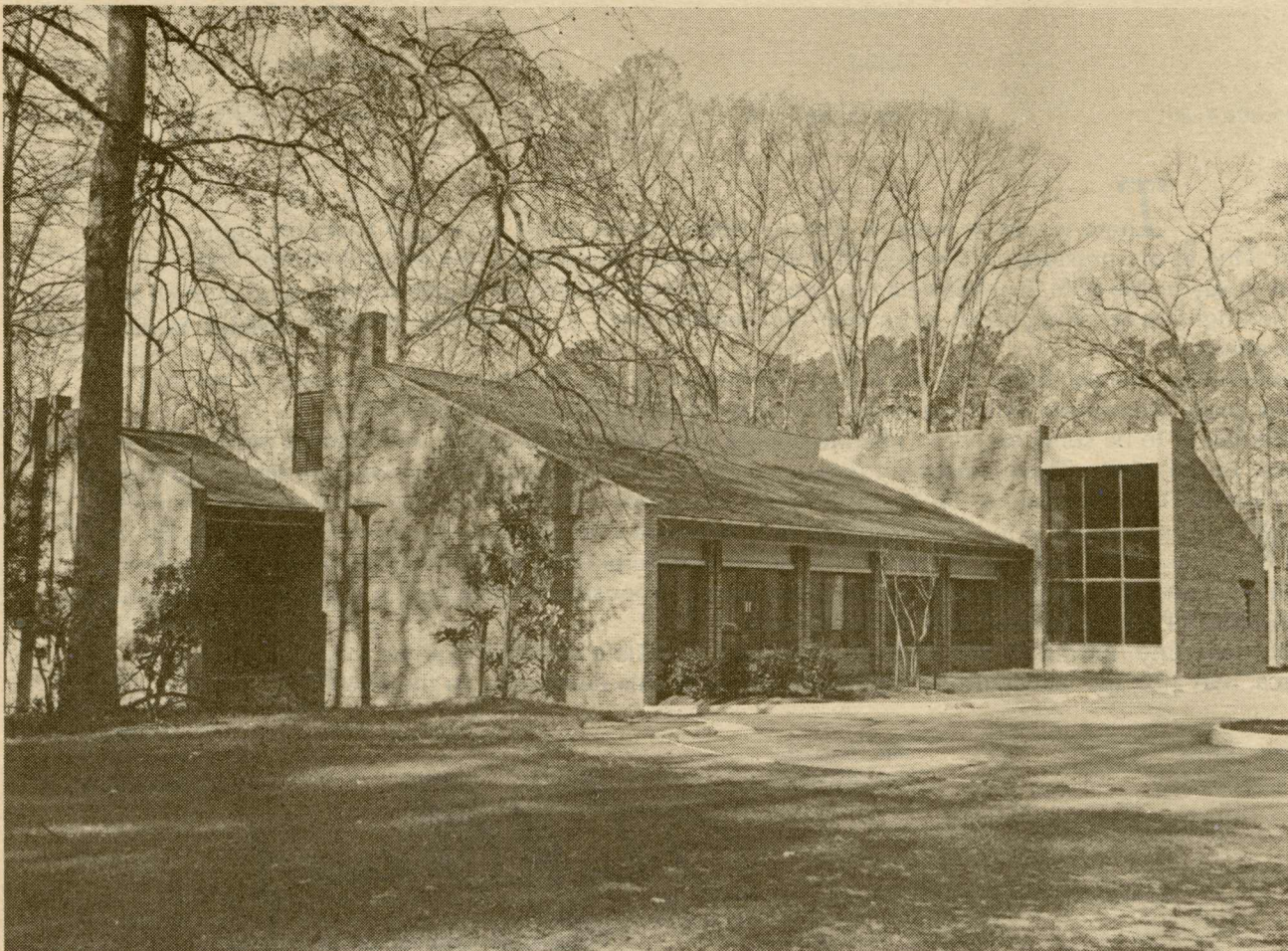
A first major issue to be examined by the Planning and Priorities Committee, in a study just underway, will focus on our student enrollments as projected for the next ten to fifteen years, and the impact of alternative enrollments on all major facets of the university. Closely related will be a further study pertaining to the nature, scope, balance, and mix of William and Mary and its educational programs, primarily as a college but also as a university. Other important planning issues to be undertaken by administrative officers will include those such as faculty staffing and faculty development, faculty compensation, academic support services, the sources and uses of private funds, the use and allocation of space, the resources for the libraries of the College, the needs of and for physical plant, and athletic and recreational facilities. Many of these issues raise, in turn, organizational and financial questions.

The approach which we are taking is a careful, integrated, and systematic one, for there are many relationships to be considered in the complexity of a



Charlotte Mangum
Department of Biology

In addition, I would hope that a liberal education would continue to place strong and even higher emphasis on the capacity to communicate, with at least minimum effectiveness, in a second language. The great majority of college-educated Americans are sadly monolingual. Among the world's educated people they have an almost unique incapacity in language.



The College's new student health center, with an enthusiastic new staff of medical professionals, made getting sick at the College a more tolerable experience during the seventies. Currently, the center, which is located behind Cary Field Stadium near the old fraternity lodges, is being expanded.



Norman Barka
Department of Anthropology

Liberal education instills in a student the confidence to take initiative, the courage to be curious, the will to experiment and to make mistakes and thus to learn again. Such an educational experience encourages the individual to know himself or herself, to accept responsibility. I hope that this process of liberalizing would so free the shackles of mind and imagination that our students would develop the adaptability and flexibility for change.

The President's Report

university community. It will involve many faculty members across the College, as well as administrative officers, students, and alumni. I am confident that out of this approach to planning and priorities, in which I shall play a major role, will come recommendations and decisions of value in providing us with the ability to move the College forward in the 1980s.

Early in the 1980s we shall be undertaking an institutional self-study, required by the Southern

Association of Colleges and Schools in each ten year period. By the late fall of 1981 that study will be moving forward. It will provide an opportunity for a review and re-evaluation, in depth and in breadth, of all facets of our university life. The work now underway, in planning and priorities, will be setting the stage for that self-study. Hopefully this report will also provide some perspective for that major College-wide commitment of the early 1980s.



Burgesses Day, after an absence of several years, was reactivated by the Society of the Alumni in September 1979, with Harriet Nachman Storm (left) as chairman. Governor Dalton (second from left) and Mrs. Dalton were in attendance at the day-long event, which included a reception, luncheon and football game.

Ten

There is a lot to suggest that the 1980s are not going to be easy years for higher education. One of my presidential colleagues at the Southern University Conference this year was overheard to say to his wife, just before a rain storm, "Let's get out before it gets worse", and some of us thought he might be speaking about more than the weather. But I do not believe we need fear the squalls which lie ahead.

If we know what we are doing and if we have confidence in our direction and our means of moving toward our goals, we can not only negotiate the storms of the 1980s, but we can thrive.

There are going to be some excellent liberal colleges and universities which will provide leadership to our country in the 1980s. There must be if democracy is to remain strong, for, as we were reminded during the 1980 Charter Day discussions, the heart of liberal education is the relationship between education and democracy: If an individual is to live effectively in a democracy, he needs to be educated liberally. He or she must have the ability to think, to choose, to judge, to differentiate, to have values, and the courage to express them. These are, I believe, among the qualities of responsible citizenship in a democracy, and they are the qualities of truly educated men and women.

I am confident and optimistic that William and Mary, as a state university, under your direction and governance, may provide leadership to higher education in this democracy in the 1980s.

Thomas A. Graves, Jr.
President

ADDENDUM

This addendum is in two parts. First there are some comparative data for the academic years 1969-70 and 1979-80 that will provide some insights into the changing scene of William and

Mary during the decade of the 1970s.

Secondly, there is a partial record of some of the significant occurrences and facts of the period between July 1, 1979, and June, 1980.

COMPARATIVE DATA 1969-70 and 1979-80

The comparative data presented below have been compiled from various sources both published and unpublished. They obviously are selective and provide only a partial and incomplete quantitative view of the College at the beginning and at the end of the 1970s.

Changes in accounting and records systems over

the ten years make some of the data not precisely comparable. Nevertheless, I hope that these data will provide some perspective and insights into a few of the developments at William and Mary over the past ten years and give some impression of the changes that are a part of a dynamic and vital institution.

	1969-70	1979-80
Maintenance & Operation Budgets (Total) ¹	\$10,510,920.00	\$28,157,500.00
Educational & General	8,511,685.00	21,178,300.00
Student Assistance	13,000.00	230,065.00
Auxiliary Enterprises	1,986,235.00	5,501,135.00
Sponsored Programs	n/a	1,248,000.00
Average Faculty Salary including appropriated funds and private supplements	\$ 11,732.00	\$ 22,285.00
Number of Teaching Faculty (Full-time Equivalent not including Institute of Marine Science)	304	348
Faculty Summer Research Grants (Summer 1970, Summer 1980)	\$ 26,000.00 (17 grants)	\$ 76,800.00 (32 grants)
Faculty Semester Research Grants	-0-	\$ 136,268.00 ² (21 grants)
Enrollments (Full-time Equivalent)	4,246	6,687
Undergraduate	3,627	4,449
Graduate & Professional	1,519 ³	1,938
Applications for Undergraduate Admission (Including Transfers)	5,772	7,001
Residential Student Accommodations	3,018	4,002 ⁴
Swem Library Operating Budget	\$ 849,546.00	\$ 1,496,461.00
Books in Swem Library (approximate figures excluding periodicals)	400,000	650,000
Law Library Operating Budget	\$ 55,000.00	\$ 501,915.00
Law Library Holdings (approximate, including periodicals and microfilm collections)	55,000	150,000 (110,000 books)
Computer Center Operating Budget	\$ 533,600	\$ 1,443,243
Tuition and General Fee		
Virginia Residents	\$ 660.00	\$ 1,076.00
Out-of-State Residents	\$ 1,594.00	\$ 2,658.00
Private Giving (Reported as of June 30, 1969, and June 30, 1979)	\$ 371,100.00	\$ 3,182,168.00
Endowments (including both Board of Visitors and Endowment Association)		
Market Value ⁵	\$ 8,852,006.00	\$16,479,887.00
Corpus (book value)	\$ 5,602,260.00	\$13,712,986.00

Footnotes:

1. The data represent budgets appropriated by the General Assembly. Excluded are private funds allocations, intercollegiate athletics, and the budgets for VARC, VIMS, Christopher Newport College, Richard Bland College, and other College-related entities.

2. The amount shown is not a true reflection of the College's overall commitment to the semester research grant program. Some semester grants were made possible by arrangements which required no special funding.

3. The 1969-70 figure includes enrollment in off-campus extension programs.

4. The 1979-80 figure includes accommodations being completed in the summer of 1980: the Randolph Residences with 238 beds and 38 beds in the Bridges and James Blair Terrace homes.

5. Market Value includes reserve funds.



President Graves greeted former Governor Mills E. Godwin, Jr., '35 as he led a legislative group to the College to explore capital outlay requests.

I would add just one more quality or characteristic that may be controversial, but which I believe is an important part of our mission as a university. We must be willing to be elite, we must be proud to strive for excellence, we must be confident in our ability to educate future leaders. If we have excellence as part of our goals, we have the ability to be successful in our educational objectives.

A PARTIAL RECORD: JULY 1979 - JUNE 1980

Faculty Necrology

The College community noted with sadness and respect the following deaths among members of the faculty during the 1979-80 academic year:

- Thomas C. Atkeson, Chancellor Professor of Taxation, Emeritus
- Jess Cloud, Coordinator for Campaign Communications, 1976-77
- Hibbert D. Corey, Professor of Business Administration, Emeritus
- Jean Stewart Major, Associate Professor of Home Economics, Emeritus

Faculty Retirements

The following members of the faculty retired at the conclusion of the 1979-80 academic session:

- Stanley G. Hummel, Instructor of Physics, Emeritus
- Edward Katz, Instructor of Chemistry Emeritus
- Bolling R. Powell, Jr., Professor of Law, Emeritus
- Arthur B. White, Ball Professor of Law, Emeritus

Faculty Promotions

The following faculty members were promoted by the Board of Visitors during the academic year just passed:

Associate Professor to Professor

- Fred L. Adair, School of Education
- Patricia B. Crowe, Department of Physical Education for Women
- Robert J. Hanny, School of Education
- James F. Harris, Department of Philosophy
- David L. Holmes, Department of Religion
- William J. Maddocks, School of Business Administration
- Ellen F. Rosen, Department of Psychology
- Melvyn D. Schiavelli, Department of Chemistry
- Robert J. Scholnick, Department of English
- Roger W. Smith, Department of Government
- David W. Thompson, Department of Chemistry

Assistant Professor to Associate Professor

- Robert B. Archibald, Department of Economics
- James W. Beers, School of Education
- Gregory M. Capelli, Department of Biology
- David H. Finifter, Department of Economics
- Richard G. Flood, School of Business Administration
- William T. Geary, School of Business Administration
- Deborah G. Hartley, Department of Psychology
- George M. Vahala, Department of Physics
- Robert T. Welch, Department of Modern Languages and Literatures
- James P. Whittenburg, Department of History
- Stuart L. Williams, School of Business Administration

Instructor to Assistant Professor

- Clifford Gauthier, Department of Physical Education for Men
- Ross Posnock, Department of English

Professor to Designated Professor

- John E. Donaldson, Ball Professor of Law
- Frederick F. Schauer, Cutler Professor of Law
- Robert T. Siegel, Walter F. C. Ferguson Professor of Physics

Faculty Research

Listed below are those faculty members who were awarded Faculty Research Assignments in 1979-80, enabling them to devote one full semester on the listed projects; following that group is the list

of faculty members receiving 1980 Summer Research Grants, totaling \$76,800. Both research assistance programs are funded and administered by the College through the Committee for Faculty Research.

Faculty Research Assignments

1979-80 Semester Grant Recipients

F. Robert Bohl, Department of Philosophy, The Limits of Language; Carl E. Carlson, Department of Physics, Bound States of Quarks and Gluons; Stephen C. Clement, Department of Geology, Tracing the Origins of 17th Century Red Earthenwares through Clay Chemistry; Bradner W. Coursen, Department of Biology, The Effects of Free Radical Scavengers on Growth & Inducible Enzyme Activity in Aging Cells of *Aspergillus ornatus*; John H. Drew, Department of Mathematics, The Statistical Behaviour of Accumulated Airline Groundings Caused by On-board Computer Failure; Thomas M. Finn, Department of Religion, Social Mobility, Formal Education, and the Spread of Early Christianity; Alan E. Fuchs, Department of Philosophy, The Limits of Liberty: A Philosophical-Legal Study; Armand J. Galfo, School of Education, Education & Law: The State Courts; Bruce K. Goodwin, Department of Geology, Stratigraphy and Structure of the Richmond Triassic Basin; Franz L. Gross, Department of Physics, Relativistic Effects in Few Body Systems; Clyde A. Haulman, Department of Economics, The Natural Law Foundations of Smith's Wealth of Nations: A Reappraisal; Thomas L. Heacox, Department of English, The Narrator as Survivor: Modes of First Person Narration in the British and American Novel; David H. Jones, Department of Philosophy, Moral Worth, Responsibility, and Excuses; James D. Kornwolf, Department of Fine Arts, A History of Architecture, Town & Garden Planning in the American Colonies, 1564-1792; John F. Lavach, School of Education, The Motive to Avoid Success in Men and Women; Michael McGiffert, Institute of Early American History and Culture, Covenant and Culture: The Religious, Political, and Social Significance of Conceptions of Covenant in Early Modern Britain and America; Cynthia H. Null, Department of Psychology, Mathematical Model for Perception of Complex Auditory Stimuli; James B. Savage, Department of English, Imagining the Past: Shakespeare's Major History Plays; Elmer J. Schaefer, School of Law, Contract-term Competition and Pareto Optimality; Marion G. Vanfossen, Department of Sociology, The Nature of Human Values; Robert H. Welch, Department of Modern Languages, Transformation and Continuity in the Contemporary French Family.

1980 Summer Research Grants:

James W. Beers, School of Education, An Examination of Elementary School Children's Spelling of English Morphology; Eric L. Bradley, Department of Biology, Studies of Metabolic Impairment in Reproductively Inhibited Deermice; Gregory M. Capelli, Department of

Biology, Reproductive Biology, Mating Inference, and Species Displacements Among Three Sympatric Crayfish; Miles L. Chappell, Department of Fine Arts, Studies in Baroque Painting; Peter L. Derks, Department of Psychology, Themes of Alienation [sic], Affiliation, Creativity and Chaos in the Humor of Rebelais; Edwin S. Dethlefsen, Department of Anthropology, A Plan for Historical Archaeology in Sint Eustatius, N.A.; Michael A. Faia, Department of Sociology, The Structure of Social Theory; Norman J. Fashing, Department of Biology, Ecology and Systematics of the Mite Family Hyadesiidae; Howard M. Fraser, Department of Modern Languages, Structures of Violence in the Contemporary Spanish American Short Story; Philip J. Funigiello, Department of History, The Hanford Nuclear Facility: A Study of Government-Industry Cooperation; George W. Grayson, Department of Government, The Mexican Oil Workers Union: An Analysis; Ludwell H. Johnson, Department of History, The Influence of Party Politics and Pressure Groups on the Conduct of the Civil War; Susan W. Kramer, Department of Economics, Determining Optimal Tax Rates: A Macro-Simulation Model; John F. Lavach, School of Education, The Use of Puppets in Psychodiagnostic Evaluation of Children's Personality, Intelligence, and Achievement; Lewis W. Leadbeater, Department of Classical Studies, Homeric Themes in Jean Giraudoux "Siegfried"; Bruce A. McConachie, Department of Theatre & Speech, Conspiracies and Utopias: The Melodramatic Vision in American Drama, Theatre and Society, 1820-1860; Don A. Monson, Department of Modern Languages, Peire Guilhem Edition; Elsa Nettels, Department of English, William Dean Howells and the Idea of Race; John B. Nezlek, Department of Psychology, Patterns of Social Behavior; John R. Pagan, School of Law, Law review article on "Evidence Gathering by De Facto Government Agents"; Doug R. Rendleman, School of Law, Variations on Contempt: Remedies Against Injunction Violators; Robert J. Scholnick, Department of English, Expanding Vistas: Concepts of Democracy in Post-Civil War American Literature, 1865-1900; Harlan E. Schone, Department of Physics, Studies of the Electronic Properties of Amorphous Metal Films by Nuclear Resonance (NMR); Richard B. Sherman, Department of History, The Origins and Early Years of the Bureau of Investigation: A Study in Ambiguity; Jerry C. Smith, Department of Modern Languages, Translation of Salomon Henning's *Lifflendische Churlendische Chronica*; George V. Strong, Department of History, Perspective and Culture in the Third Reich: Some Philosophic Insights to Hitler's Germany; Vinson H. Sutlive, Jr., Department of Anthropology, The Language of the Gods: Archaisms in Iban; C. Richard Terman, Department of Biology, What Keeps Young From Maturing in Populations of Prairie Deermice?; Barbara A. Watkinson, Department of Fine Arts, A Study Proposing a Unified View of Frankish Art in the Loire Valley from the Fifth through Ninth Centuries; James P. Whittenburg, Department of History, The Faculty and Students of the College of William and Mary, 1693-1900: A Collective Biography; John H. Willis, Department of English, The Hogarth Press Translations; Mathew I. Winston, Department of English, Shakespeare and the Morality.



President Graves confers with his assistant James S. Kelly '51 on a matter affecting the administration of the College.



'Here I go Again'

The ball aiming for Stuart Wagner will send him down for another dunking. Wagner spent most of the afternoon wet, the result of some accurate pitching from those at the fair. One of those who met Wagner's challenge was President Graves who sent the rising junior from Warrenton, Va., down in the waves with one toss.



'What an Unbearable Costume'

Carol Linton of Swem Library staff braved the heat to masquerade as the bear. Her husband was her husband.



Festival Fair Opens 1980 Season

'Hey, you've got a funny face!'

A customer of the paint-in-booth gets a clown face painted on as part of the fair festivities.



A Wee Touch o' Scotland

Bruce Grant and his bagpipers added a musical touch to the afternoon with some authentic highland melodies.

JULY

All evening performances begin at 8 p.m. Matinee shows begin at 2 p.m.

				THURS	FRI	SAT
				10	11	12
				MERCHANT OF VENICE	MERCHANT OF VENICE	MERCHANT OF VENICE
SUN	MON	TUES	WEDS	17	18	19
13	14	15	16	MERCHANT OF VENICE	COMEDY OF ERRORS	COMEDY OF ERRORS
20	21	22	23	24	25	26
Matinee: AS YOU LIKE IT Evening: AS YOU LIKE IT		MERCHANT OF VENICE	COMEDY OF ERRORS	AS YOU LIKE IT	MERCHANT OF VENICE	AS YOU LIKE IT
27	28	29	30	31		
★ Matinee: COMEDY OF ERRORS Evening: COMEDY OF ERRORS		COMEDY OF ERRORS	MERCHANT OF VENICE	COMEDY OF ERRORS		

AUGUST

All evening performances begin at 8 p.m. Matinee performances begin at 2 p.m.

					FRI	SAT
					1	2
					AS YOU LIKE IT	AS YOU LIKE IT
SUN	MON	TUES	WEDS	THURS	8	9
★ Matinee: MERCHANT OF VENICE Evening: MERCHANT OF VENICE	4	5	6	7	AS YOU LIKE IT	COMEDY OF ERRORS
Matinee: MERCHANT OF VENICE Evening: AS YOU LIKE IT	11	12	13	14	15	16
		COMEDY OF ERRORS	MERCHANT OF VENICE	AS YOU LIKE IT	COMEDY OF ERRORS	MERCHANT OF VENICE
Matinee: AS YOU LIKE IT Evening: COMEDY OF ERRORS	17					

★ Special Children's Matinee and Backstage Theatre Tour

Tiny Carribean Island Holds Archaeological Secrets

On a tiny, secret-laden island in the Caribbean, two William and Mary archaeologists have begun what they hope will be the largest historical archaeological project ever undertaken in the West Indies.

Edwin S. Dethlefsen and Norman F. Barka earlier this year visited the island of St. Eustatius, a nine-square-mile speck in the ocean once a major center for legitimate trade, international intrigue, smuggling and piracy in the 17th and 18th centuries. Their preliminary findings indicate the island, one of the Dutch Antilles, may provide more clues than ever about American life before the Revolution.

"The exciting thing about the project is that so much of St. Eustatius' history has not been available to historians, especially the illegitimate activities on the island," says Dethlefsen, who first visited St. Eustatius last summer with two archaeologists from Florida. "The only way to find out what went on is to examine the material remains."

History does record that St. Eustatius, nicknamed Statia, was the point of trade for huge quantities of arms and munitions to the American colonies during the War for Independence, says Dethlefsen. "If it hadn't been for war materials that Statia furnished them, the colonists probably could not have defeated the British."

Dethlefsen says that St. Eustatius project will help archaeologists piece together not only the history of the island, but its relationship with the American colonies as well. "We hope to verify and expand what we know about life in colonial Virginia," says Dethlefsen of the project. He and Barka will check the American records against what they find on the islands.

Dethlefsen and Barka will probe the island's past through the use of historical archaeology, a combination of the study of documents and archaeological remains to piece together the total history of an area. Initially, they hope to fund the project with small grants from various public and private agencies of the United States and the Netherlands, which has owned the island since the 17th century.

Statia's past is valuable to historians and archaeologists because of its status as an international emporium and treasure house for 17th and 18th century goods. "The island was the stopping point for the majority of free trade between the old world and the new," Dethlefsen says.

Remnants of those many foreign cultures still linger in the ruins on the island today, giving both historians and archaeologists valuable information about international culture and trade. On their recent trip, Dethlefsen and Barka examined dozens of warehouse ruins along a mile stretch of the beach below the major town on the island that have remained virtually untouched since the 18th century and there are many more disappearing into the sea.

"We dug two test pits of considerable depth in the warehouse ruins areas," reports Barka. He and Dethlefsen excavated over 100 pounds of artifacts, mostly pottery. "Most of it is quite exquisite," says Barka. "We're in the process of washing and analyzing it now and should have a complete report on the artifacts by August."

"The exciting thing about the project is that so much of Statia's history has not been documented by historians, especially the illegitimate activities on the island," notes Dethlefsen. "The only way to find out what went on is to examine the material remains."

"For example, sugar and tobacco smuggling was widespread through St.

Eustatius in the 18th century," says Dethlefsen, "but since much of the trade was illegal, there are few records of it." Yet, the documents that remain can give archaeological teams valuable clues about where to dig and what to look for.

Dethlefsen says the St. Eustatius research project will answer not only the broad questions about the island's and the colonies' history but specific questions as well. "For instance, we know a lot about the slave trade of the 17th, 18th and 19th centuries, but we know very little of the daily life of the slave," Dethlefsen explains.

"We don't know if the slaves brought to the island were kept in chains or allowed to roam free, whether they

were fed or given fishhooks and told to catch their dinners," he says. "We don't even know if the slaves were locked up at night."

A wealth of such information is available in the beachfront ruins below the high cliffs of the main town on St. Eustatius. The island was a transfer point for slave importation to the new world.

"We've pretty well pinpointed the site of a building down on the lower town area that was used to house about 450 slaves," Dethlefsen says. "We hope to find out how slaves were housed and whether they brought any artifacts with them from Africa. They may have recreated on those first trying days of captivity some of the articles used in their native lands."

Some of the slaves brought to St. Eustatius worked at plantations on the island. "At the peak of its slave days, the island had 76 small plantations," says Barka. When the slaves were freed on Statia in 1863, the plantations simply folded. Plantation owners, most of them Europeans, left the island to the freed slaves since farming for them was no longer profitable.

In addition, Statia's role as an international trade center between Europe and America ended with America's newly won freedom. The islands' population shrank from 20,000 in the 1770s to about 1,500 today. Dethlefsen reports that there is little profitable business on Statia, which is why the local people can benefit greatly from

Continued on P. 8

Are You a Believer?

Fraser Makes Study of Supernatural

You're driving along and your car makes a funny noise. You ask it nicely to please stop clanking. You consult the horoscope page in the newspaper before your day begins. Perhaps without realizing it, you believe in the supernatural.

It's perfectly natural to believe in the supernatural these days. Howard M. Fraser, associate professor of modern languages, has even made a study of the supernatural in literature and says Americans are entering a new era of belief in magic and the supernatural.

"I think we might be living in the new romantic age," says Fraser. He admits there's no rational explanation for people's preoccupation with the bizarre. "But that's just the point," he says. "People find that in rationality there's no explanation for the most difficult problems they face."

Fraser's observations come after an extensive study of the supernatural in literature, especially the works of 19th and 20th century Latin American authors. He found that many of these writers' ideas on the supernatural and magic have inspired American writers such as Thomas Pinchon and John

Updike to be concerned with the mysterious and the inexplicable in their works.

The supernatural, according to Fraser, is not just the ghouls and ghosts of childhood fairy tales, but any phenomenon that cannot be explained by simple cause and effect. "The supernatural breaks down the cause and effect relationship," he says. "There's an unseen cause given for each effect in the supernatural. It's what we can't see that produces the effect of what we can see."

People have an insatiable thirst for the supernatural, says Fraser, and it shows in their choice of reading material. "All you have to do is look at the best sellers of the seventies: The Exorcist, Jaws, The Other, even Jonathan Livingston Seagull," he says. "Science fiction and fantasy have taken over the American imagination."

Yet such literature is often useful because it contains at least some element of truth. "One example is the scientist and his relationship to progress," says Fraser. "Not so long ago we placed all our faith in scientists, material progress and the machine age.

We thought we could create anything we needed."

Literature, he says, has helped explode the myth that progress is always good. Science fiction novels such as Fahrenheit 451, Brave New World and 1984 have influenced countless high schoolers. "Now, I think, we've come to see the complexity of our machines and to know that they are, in a sense, our masters."

Continued on P. 8

President Visits ROTC Cadets

President Thomas Graves joined representatives from over 100 east coast colleges and universities at Fort Bragg, N.C., June 26-29, to observe ROTC cadets in advance camp training.

Representatives from each college or university which hosts an ROTC program in the First ROTC Region, an area stretching from Maine to Florida, spent three days at Fort Bragg listening to briefings, touring cadet training areas, and observing cadet maneuvers.

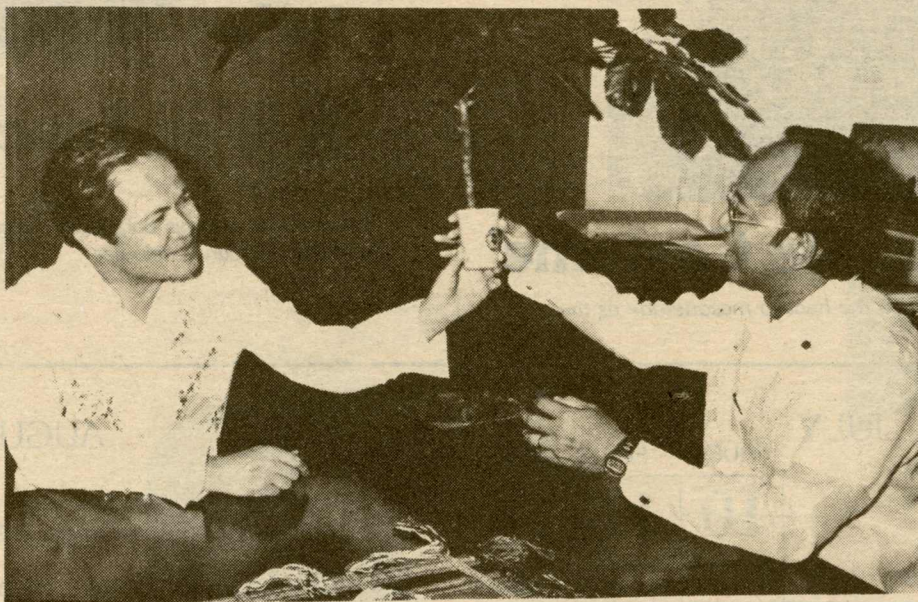
Over 2,000 cadets participate in the six-week advance camp, which ends July 24.

Spong Selected For Study Panel on U.S. and Japan

William B. Spong, Jr., Dean of the Marshall-Wythe School of Law has been selected as a member of a U.S. Advisory Board established by the organization of the Former Members of Congress for the comparative study of the U.S. Congress and the Japanese Diet.

Spong, a member of the United States Senate from 1966-1973, and his fellow board members will advise a panel of six specialists in American government on the preparation of a series of background papers on aspects of the U.S. Congress. Japanese scholars will provide counterpart analyses of the Japanese parliamentary system.

The study is sponsored by the organization of the Former Members of Congress under a grant from the Japan-U.S. Friendship Commission. The East-West Center in Honolulu and the Japan Center for International Exchange in Tokyo are also cooperating in the study.



UP and W&M Exchange Gifts

Mario D. Zamora, professor of anthropology, presented a William and Mary cup to Dr. Emanuel V. Soriano, President of the University of the Philippines in Diliman, Quezon City, Philippines during his recent visit there. UP President Soriano, in turn, presented presidential papers which Zamora has donated to the Earl Gregg Swem Library. President Soriano is shown receiving the William and Mary cup from Zamora.

Official Memos

LABOR DAY HOLIDAY 1980

Labor Day, September 1, is a legal holiday for permanent classified employees. Since this date falls on Monday and classes will be in session on that day, normal service must be maintained. The responsibility for maintaining normal operating services rests with the Department Head.

A leave slip must be submitted to the Personnel Office for any permanent classified employee at the College of William and Mary who takes the holiday. Employees at the Virginia Institute of Marine Science who take the holiday will indicate eight hours in the space provided for holiday on their time and effort sheet. Permanent classified employees who are required to work are urged to take the compensatory leave earned for this holiday as soon thereafter as possible. Hourly employees who work on this holiday will be paid at their regular hourly rate.

Overtime Policy for Non-Exempt Employees

The Supreme Court ruled that State and local governments are not subject to the Federal Fair Labor Standards Act. The effect of this decision is that Federal minimum wage and overtime requirements no longer apply to State employees.

The State maintains a policy that payment for properly authorized overtime will be made at a rate of time and one half. Compensatory leave may be allowed for overtime on an hour-for-hour basis. This policy applies only to those employees who are eligible for overtime compensation as defined within the Fair Labor Standards Act.

Overtime payment is authorized for exceptional requirements of an emergency and temporary nature. The Rules for *The Administration of The Virginia Personnel Act* prohibit the use of such payments to provide for continuing agency requirements, and they are to be used only to relieve specific occasional work loads. Overtime payment is specifically prohibited for employees in executive, administrative, and professional positions. Such positions are partially defined as those in which the incumbents independently determine the need for extra hours (overtime), or in which the administrative or professional responsibility for work accomplishment without regard for schedule is implicit.

Overtime payments are not budgeted, and therefore approval for overtime work must be requested in advance by the appropriate dean or department head from the office of the Assistant to the Vice-President for Business Affairs. Such approval carries with it the understanding that the costs for the overtime payments will be absorbed in the existing budget of the requesting school or department.

The requirement for possible overtime work should be an expressed and understood condition of employment, based on current and anticipated needs of the employing school or department. When a supervisor is aware of a need for employees to work overtime, and after the approval noted above is obtained, those employees who may be required to work in excess of a 40 hour week should be notified of the reason for the overtime requirement as far in advance as possible, along with the date(s) and hours of such employment. Unless the employees have irreconcilable personal reasons as to why they cannot work as required, it is expected that they will perform overtime work as requested. Employees will not be required to perform overtime work in or for a department in which they are not normally employed.

Processing of Compensation for Overtime Work

Deans, department heads and supervisors are reminded that whenever an employee works more than 40 hours during the seven day work period (Midnight Saturday to midnight the following Saturday), documentary evidence indicating the total number of hours worked each day during this period must be authenticated and delivered to the College Personnel Office prior to 10:00 A.M. the first regular work day following the seven day period. This schedule is necessary to preclude a possible delay in the employee's receipt of compensation earned as a result of the overtime work.

I. H. Robitshek

Campus Mail Delivery

In a memorandum dated April 2, 1980 I solicited from you a preference as to time of mail delivery, when and if we had to go to a one-delivery-per-day basis. Of the fifteen replies received, twelve expressed a preference for morning delivery.

After discussing the matter at some length with personnel in the College Post Office, we have come to the conclusion that the additional requests for office delivery make it impossible for us to deliver mail twice a day.

Accordingly, effective July 1, 1980 campus mail will be delivered only ONCE per day, at some time before 12:30 PM. (Pickup will be made at the same time.) Requests for emergency mail pickup should be made directly to Robert Canaday, Supervisor of the College Post Office, at Extension 4491.

We regret the necessity for this reduction in service, but restrictions as to personnel and equipment do not permit us to respond to increased demands for delivery on a two-a-day basis.

We appreciate your understanding and cooperation in this matter.

Dennis K. Cogle, Assistant to the
Vice-President for Business Affairs

Gift From Professor McCully Inaugurates Bookshelves Fund

Bruce T. McCully, Professor of History Emeritus, has given the College \$6,000 which, invested as an endowment, will provide an income for the purchase of a special category of books.

Dr. McCully's gift will inaugurate a Memorial Bookshelves Fund. It will buy not textbooks, normal reference manuals or standard scholarly editions, but fine examples of the best in contemporary publishing output, whether in the United States or abroad. Literary quality will of course be an important consideration in the choice of volumes, but other factors which will weigh more heavily than conventional selection criteria are excellence of illustration, typography, proportions, format and finish, according to Clifford Currie, Librarian of the College.

Books bought from the Fund shall, at Professor McCully's request, worthily commemorate those in all generations who have labored to uphold and enhance the standards, and the standing among American universities, of the College. The dedication of the Fund and the books will read:

"To the memory of all those individuals who in the past and latter-day have contributed to the promotion of learning at their Majesties' Royal College of William and Mary in Virginia."

It is Professor McCully's hope also that students at whatever level will find the satisfaction which comes from handling and reading books in fine editions a stimulus in their academic work and a pleasurable memory, and perhaps a source of inspiration, in later life.

Professor McCully, strongly supported by President Graves and by Robert H. Land, formerly Librarian of the College and a present member of the Board of the Society of the Alumni, appeals to all present and past students and faculty of the College to add their contributions to the Memorial Bookshelves Fund. The aim is to ensure an annual income which will provide an active, continuing and lively commemoration of the labor and achievement of earlier generations of professors and students; that income will enable the Library, after lean years in which its buying has been limited to

Work to Begin On Hazards Of Asbestos

continued from p. 1

These are the corridors and classrooms in Millington, Hugh Jones Hall and Morton, and in the pool area of Adair Gymnasium. Once these projects are completed, according to the Health Department, all potential for asbestos hazard on the campus will be eliminated.

In those locations, the Health Department said, federal studies have shown "very low potential for contaminating the building environment" as long as the asbestos in air plenums remains undisturbed. Air plenums are devices which carry air from public areas back to the heating/cooling units in order to be recirculated. The plenums are located only in hallways of the affected buildings.

bare necessities, gradually and discriminatingly to collect books of fine design and outstanding contemporary production standards.

The Earl Gregg Swem Library, at the same time, recognizes its own duty to provide special and suitable accommodation for the collection, perhaps in association with a Friend's group and in an area where special gifts and memorabilia of alumni and other benefactors are exhibited in rotation. The Library will try to find, from its present resources, means of making such provisions in the short term, and it is planning for permanent facilities as part of any future development.

The Alumni Society has already earned the gratitude of the Library for efforts on behalf of students during the past year, Currie said. Not only did the Board make a grant of \$7,500 for the purchase of books which qualified for a matching award from the National Endowment for the Humanities; it has also approved a proposal for the commemorative book plating and inscription of works known, after sympathetic consultation with the families concerned, to be within the subject interest of late alumni.

New Dean Begins Sept. 1

Continued from P. 1

member of the faculty committee on admissions, financial aid and the Retention Taskforce.

Since last year, Ripple has been a graduate research associate at the National Center for Research in Vocational Education while completing requirements for his doctorate.

A member of the National Association of College Admissions Counselors, Ripple served as associate chairperson for program at the 1979 annual conference and was a speaker at the 1977 conference. He was also a speaker in 1979 at the annual conference of the Ohio Association of College Admissions Counselors. Ripple is an active member of the Midwestern Regional Office of the College Board and the Orientation Committee of the Ohio Association of Collegiate Registrars and Admissions Officers.

Ripple has been a coordinator for the Great Lakes Colleges Admissions Staff Development Workshop and a consultant in staff evaluation for Kalamazoo, Hiram and Lafayette Colleges as well as Bucknell. He is the author of "College Admissions: From Problems to Priorities," published in The College Board Review last year.

Ripple is married to the former Susan Conn of Phoenixville, Pa.

Exam Set

The English 101 Exemption Examination will be given on Monday, August 25, 9 a.m.-12 noon in Small Hall, Rooms 109 and 113. It will consist of an essay that should take about two hours to write. Bluebooks will be provided. Dictionaries and other auxiliary aids are not to be used.

Results of the examination will be posted by noon on Tuesday, August 26, in the entrance hall of Tucker Hall, formerly the Marshall-Wythe Law School building and now the location of the Department of English.

Calendar

TUESDAY, JULY 15

Virginia Shakespeare Festival. "As You Like It." Opening Night. Phi Beta Kapa Memorial Hall, 8 p.m.*
Philosophy Club presents: Lecture, teachings of Vedanta, Swami Chin-maya-ananda. Millington Aud., 7:30 p.m., free.

WEDNESDAY, JULY 16

St. Martin's Episcopal Church, Holy Communion, Rite 1, every Wed., 2 p.m.
Virginia Shakespeare Festival. "As You Like It." PBK, 8 p.m.
Philosophy Club lecture on Vedanta (continuing). Mill. Aud., 7:30 p.m.

THURSDAY, JULY 17

Virginia Shakespeare Festival. "Merchant of Venice." PBK, 8 p.m.
Philosophy Club lecture on Vedanta (continuing). Mill. Aud., 7:30 p.m.

FRIDAY, JULY 18

Ash Lawn Summer Festival: Moliere's "The Would-Be Gentleman." 6:30 p.m.

Ash Lawn. Prices: Adults \$2.50; Students, \$1.25; children, \$0.75. For information: Jim Wootton at Ash Lawn, (804) 293-9539.

Virginia Shakespeare Festival. "Comedy of Errors." PBK, 8 p.m.
Philosophy Club lecture on Vedanta (continuing). Mill. Aud., 7:30 p.m.

SATURDAY, JULY 19

Virginia Shakespeare Festival. "Comedy of Errors." PBK, 8 p.m.
Philosophy Club lecture on Vedanta (continuing). Mill. Aud., 7:30 p.m.
Ash Lawn Summer Festival. Jiminy Hill Puppets. "Pinocchio." 3 p.m. Moliere's "The Would-Be Gentleman." 6:30 p.m. Ash Lawn.

SUNDAY, JULY 20

Ash Lawn Summer Festival: Moliere's "The Would-Be Gentleman."
Virginia Shakespeare Festival. "As You Like It." matinee at 2 p.m. Evening performance at 8 p.m. PBK.

Philosophy Club lecture on Vedanta (continuing). Mill. Aud., 7:30 p.m.

MONDAY, JULY 21

TUESDAY, JULY 22

Virginia Shakespeare Festival. "Merchant of Venice." PBK, 8 p.m.

WEDNESDAY, JULY 23

St. Martin's Episcopal Church, Holy Communion, 2 p.m.
Virginia Shakespeare Festival. "Comedy of Errors." PBK, 8 p.m.

THURSDAY, JULY 24

Virginia Shakespeare Festival. "As You Like It." PBK, 8 p.m.

FRIDAY, JULY 25

Ash Lawn Summer Festival: Thomas Arne's "The Cooper." chamber opera. 6:30 p.m. Ash Lawn.
Virginia Shakespeare Festival. "Merchant of Venice." PBK, 8 p.m.

SATURDAY, JULY 26

Ash Lawn Summer Festival. "The Cooper." 6:30 p.m.
Virginia Shakespeare Festival. "As You Like It." PBK, 8 p.m.

SUNDAY, JULY 27

Ash Lawn Summer Festival. "The Cooper." 6:30 p.m.
Virginia Shakespeare Festival. "Comedy of Errors." matinee at 2 p.m. Evening performance at 8 p.m. PBK.

MONDAY, JULY 28

TUESDAY, JULY 29

Virginia Shakespeare Festival. "Comedy of Errors." PBK, 8 p.m.

*Reserved tickets not paid for must be picked up by 7:30 p.m. the evening of the performance. Box office hours: 12-8 days of performance, 12-6 other days. Phone 253-4272.

Employment

The following positions are open to all qualified individuals; however, current faculty and classified employees will receive first consideration. Except where noted, inquiries and applications should be made at the Personnel Office, 201 James Blair Hall, and not at the department where the opening exists. Call 229-JOBS (229-5627) for an updated listing and 24-hour service. An EEO/AA employer.

CLERK STENOGRAPHER B, unclassified, \$3.78 per hour. High school graduate plus one year of clerical experience or college. Men's Athletic department, deadline 7/15.

CLERK TYPIST C, unclassified, \$4.13 per hour. High school graduate plus two years of clerical experience or college. Development Services, Office of University Advancement, deadline 7/19.

LABORATORY AIDE B, \$7,190 per year. High school graduate. Experience related to laboratory work may be substituted for high school on an equal time basis. Psychology department, deadline 7/21.

COMPUTER OPERATOR A, \$10,270 per year. High school graduate plus one year experience as an operator or trainee on S-360 or 370 computer desired. The Computer Center, deadline 7/23.

Professors Study Caribbean Isle

Continued from P. 6

the proper development of the island's many historical landmarks.

"Everyone we've talked to has been vocal in their enthusiasm for the project," says Dethlefsen. He and Barka met with U.S. and Dutch government officials and many of the local inhabitants on their latest trip, all of whom were eager to see Statia make something of its rich past.

However, Dethlefsen says he must move forward slowly in developing a plan for unearthing Statia's treasures and developing its resources. "Both the funding and the research will have to come from a lot of sources," Dethlefsen says. "We have to do more preliminary planning to know how much funding we'll need for the long-term project. Statia's too terrific a place to just jump in and poke around."

"This is what I think, started with the novel Frankenstein 150 years ago,"

SENIOR AUDITOR, \$16,040 per year. (Most work to be done at VIMS). College degree in accounting plus three years experience in internal auditing or public accounting. Deadline 7/16.

INFORMATION OFFICER B, \$14,670 per year. College degree plus 3 years experience in journalism or public relations. Graduate study in public relations or journalism may substitute for 2 years of experience or additional experience in one of these fields may be substituted for education on an equivalent time basis. Publications Department, deadline 8/1.

Today's Fiction, Tomorrow's News?

Continued from P. 6

Fraser explains. "Mary Shelley decided that she would use the myth of the infallible scientist to destroy the myth of progress as good." In the novel, Dr. Frankenstein creates a monster out of parts of dead human beings. "In the end, the monster becomes the master," says Fraser. The novel, which was produced as sheer fantasy, raises contemporary questions about the boundaries of technology.

Ironically, yesterday's supernatural thrillers are today's fiction and perhaps tomorrow's news. "For example, The China Syndrome seems to become more of a reality every day," says Fraser. "We've come to realize that the instruments we create are operated by imperfect human beings. Our creations have become so complex that we are, in a sense, servants of our machines."

The supernatural in literature delights some and disturbs others, says Fraser, because it's supposed to.

Interviews Available

Hugh McDonald, Service Bureau Company, 4907 Fitzhugh Avenue, Richmond, VA 23220, will be interviewing MBAs for Marketing careers leading to Management on Thursday, July 24. Interested MBAs should make an appointment with the Office of Placement, 104 Morton Hall, prior to that date.

Preference will be given to those with prior work experience. The duties will include marketing of computer services to executives of companies. The services are to aid executives in all their planning analysis and control functions.

(5) GROUNDSMEN at VIMS, summer employment, \$3.53 per hour. One year of experience in groundskeeping or related work. Department of Buildings and Grounds.

CLERK TYPIST C, \$8,600 per year. High school graduate plus two years clerical experience or college. VIMS Purchasing department, deadline 7/16.

Classified

FOR SALE

SEARS DOUBLE OVEN, self cleaning, Harvest Gold, built-in unit, very good condition, \$225. Westinghouse stainless steel countertop range unit, practically new, \$75. Call 229-0651 or 564-8499. (8/26)

'72 DODGE, V8, Power Steering, AC, \$600. Call 229-7792. (8/26)

RANCHER with full basement including 550 sq. foot family room with fireplace, LR, DR, 3 BR, 2 baths, eat-in-kitchen, large unfinished workshop area - 2/3 acre wooded lot - walk to College, shopping, C.W. upper 40's. Call 229-6486. (8/26)

REFRIGERATOR (2 cubic feet, residence hall approved size), practically brand new, still in factory box, will sell for \$80; Air Conditioner (G.E. 4,000 BTU), used for only one month, will sell for \$120. Please call 229-1268. Moving, must sell! (7/22)

Contemporary Rancho for sale by owner. Immaculate condition, 2 yrs. old, LR w/cathedral ceilings, fireplace, 3 BR, 2 bath, DR, eat-in, fully equipped kitchen. Porch, deck, heat pump, central air, 1/2 acre wooded lot. First Colony. Price low 70's, loan assumable. Call 253-2000, ext. 364 days; 229-9870 evenings, weekends. (7/22)

FOR RENT

NEW HOUSE in First Colony, 3 bedrooms, 2 baths, central air, fireplace, deck, wooded lot. Energy efficient, very little yard work, close to park. Appliances included. 1-2 year lease. Call 229-3087 after 5 p.m. (8/12)

Last chance: Summer rental on Cape Cod. Currently available thru July 12. \$150/1st week, \$100 each additional. Contact Dudley M. Jensen 229-4849. (6/17)

Need a room? Grad student trying to save is willing to share 1 bd-room apt. with studio couch in living room. Apt. is fully furnished, has pool, utilities incl. \$90/month! No lease. Call 229-1282 for Ann during day. (8/12)

FEMALE ROOMMATE needed by Aug. 1 to share 2 bedroom townhouse. Roommates share \$150 month plus utilities. Call 253-0881 after 5 p.m. (8/12)

FURNISHED ROOM FOR SUMMER RENTAL. Reasonable rent (\$85/month) includes all utilities, kitchen privileges, telephone. Private home in quiet neighborhood just 2 miles from campus. Please call Mrs. Whitehead at 229-0032 after 5:30 p.m. (7/22)

FOR RENT

HOUSE FOR RENT: Burns Lane area (very close to W&M), 3 BR, 1.5 baths, LR with fireplace, DR, attic and basement, shaded screened porch, small garage, great gardening and play area in back. Unfurnished; family only. Yr. lease, \$500 mo. (neg.) heat & utilities not included. Tele.: 220-2275. (8/26)

FURNISHED 3 BR, 2 1/2 bath cluster home in Kingsmill. Central air fireplace eat-in-kitchen. Formal dining room patio maintenance free. Call 229-5093. Faculty or married couple, 9 mos. lease. (8/12)

Responsible person wanted to share 3 bedroom house 2 miles from campus and C.W. House has a large yard, 1 1/2 baths, living room, den, nice-sized kitchen, washer & dryer, and plenty of storage space. Pets welcome. Rent is \$100.00 a month plus utilities. Available immediately. Call 220-1403. (8/26)

FOUND

Contact lens in orange case found by James Blair Hall. Call Carol at ext. 4203 to identify. (8/26)

2 sets of KEYS found in PBK Hall. See Linda at theatre office or call ext. 4395 to identify. (8/26)

KEYS, call admissions office to identify, ext. 4223. (8/26)

WANTED

QUIET FEMALE Law student seeking efficiency apt. (or room in local boarding house with kitchen facilities) for August through May. Please call collect (212) 259-0550. (8/12)

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Barbara Ball, editor
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