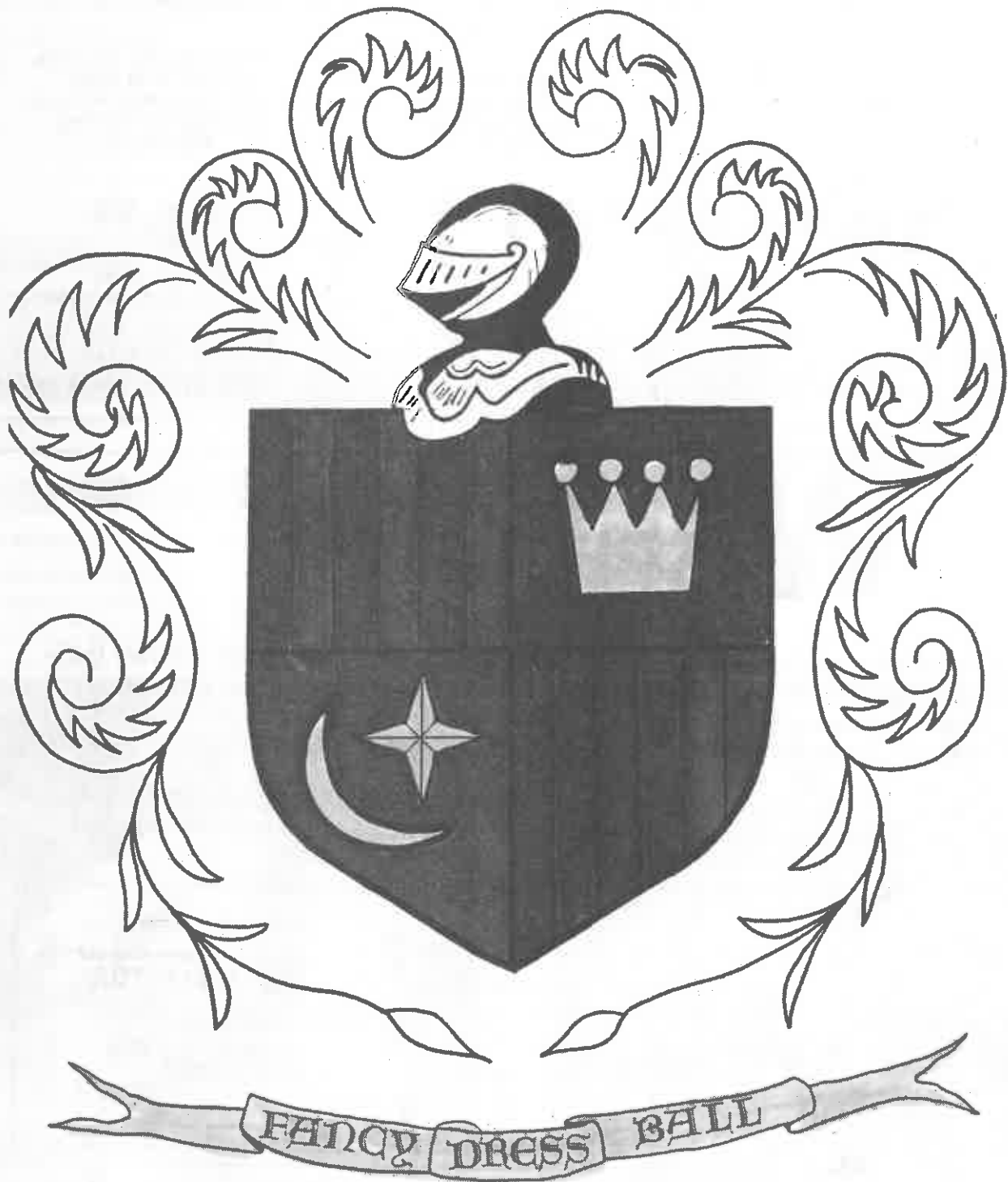




# WASHINGTON AND LEE SPECTATOR



March 1991 Volume 2, Issue 5



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# WASHINGTON AND LEE SPECTATOR

March 1991

The W&L Student Journal of Fact and Opinion

Volume 2, Issue 5

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---

#### Senior Editors

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George Nomikos	Tait North
Mike Skarda	Ray Welder

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Graphics	Camp Ellis Kelly Land
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#### Production Managers

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Business Manager	John Ebner
Advertising	Will Thomas Chip Larkin
Photography	Matthew French Clayton Kennington
Law School	Clyde Haig Mitch Newrock

---

#### Contributors

Evan Balmer, Chuck Broll,  
Elise Bryant, Jeremy Carroll,  
Stacey Colfry, Nathan Dunn,  
Jim Gallagher, Greg Golden,  
Henry Hawthorne, Scott Kinkead,  
Doug Lamb, Les Lewis,  
Electra Martin, David McDannald,  
Andy McGuire, John McNeer,  
Tom O'Brien, Justin Peterson,  
Jamie Tucker, Chris Vinyard,  
Claude Williams

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Special thanks to Bill Cooper for providing legal assistance, and to Quality Quick Print for providing printing and graphics assistance.

# LETTERS

*This letter accompanied the photograph of Captain Peniston taken by Patrick Hinely in 1985 which appears in this issue.*

Dear Editor:

Here's the print you wanted of Captain Peniston.

Having been either obliquely or overtly named in certain past issues of your publication, I find ironic humor in putting it into writing that, in this instance, I actually *demand* to be named as creator of Captain Peniston's photo in the issue in which it is published.

As I said to you on campus the other day, I don't find much of my own politics in your publication, but I do find a lot of the same spirit which inspired myself and other lily-livered liberals during our undergrad days in W&L's so-called Radical Era. One button we could all wear equally sincerely is the one that says "Question Authority." Keep doing it, even if you don't come up with the same answers I would.

Sincerely,

W. Patrick Hinely  
W&L class of 1973



The *Washington and Lee Spectator*, has always welcomed comments, compliments, criticisms, and outright disagreements. It is the *Spectator's* policy to print every letter we receive, regardless of the editorial board's agreement or disagreement with the letter's content. Due to space limitations, we request that you please limit all correspondence to 500 words or less. We reserve the right to edit any letter which exceeds 500 words in length. Please address all correspondence to the following address:

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Until otherwise stated, our letter policy will remain the same from issue to issue, though due to space limitations we may not always be able to print our letter policy.

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# GENERAL OPINION

## POWER SPEECH

Speaking to a capacity crowd at Lee Chapel on February 11, former New Jersey high school principle Joe Clark delivered a dramatic, convincing, and persuasive speech that stressed self-empowerment and personal responsibility while condemning the victimization espoused by America's current minority "leaders". Clark accurately identified the principles behind affirmative action as racist, condescending, and insulting to minorities. He described the parasite leeching off racial strife and artificial concern of many minority leaders in a devastating attack upon the hypocrisy and hollowness of much of the current "civil rights" movement. Clark stressed that personal and social progress is only attained through the exercise of virtue, and that man is ulti-

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mately responsible for his own condition regardless of his socio-economic background. He reminded the audience that work still works, and that success is within the grasp of everyone willing to make the sacrifices necessary to achieve it. With surprisingly simple logic, Clark affirmed the validity of traditional wisdom and asserted that society can be invigorated and improved through dependence upon the ideas of self reliance and personal responsibility. His message is thus of special meaning, preaching the empowerment philosophy from which minority efforts should operate if they wish to make lasting and significant improvements, while challenging all of us to rediscover the power of traditional virtues.



## SOUTH AFRICA

South Africa's President F. W. de Klerk announced in early February that all of his country's main apartheid laws are to be repealed. This announcement comes only four months after South Africa officially desegregated its public facilities, and certainly adds credence to de Klerk's claims of true reform. Of course, not all of South Africa has accepted or ever will support the changes de Klerk has initiated, but most have come to view equality under the law as inevitable and thus have joined with the new political current.

Ironically, the greatest threat to a more democratic South Africa may lie not in white opposition, but rather black infighting and disunity. Two groups—the African National Congress, led by Oliver Tambo and Nelson Mandela, and Chief Mangosuthu Buthelezi's Zulu-based Inkatha Freedom Party—are currently vying for the support of black South Africa.

Unfortunately for South Africa's black population, this power struggle has become increasingly brutal since 1987. Supporters of each organization literally wage war against one another in the streets, which includes beating, shooting and even burning to death members of the opposition (and anyone else who happens to be in the way). Even Winnie Mandela, wife of the ANC leader, is on trial for her alleged part in the brutal deaths of several other black South Africans. In August and September of 1990, almost 800 black lives were lost in fighting between the ANC and Inkathas, and equally horrible stories emerge from black townships every day. It seems unlikely that the violence will end soon since Nelson Mandela has consistently refused to meet with Buthelezi, fearing that joint negotiations might boost support for the Inkatha leader whose following, even among Zulus, is considerably less than the ANC's. Buthelezi, however, who has greater support among whites, is unwilling to concede to the ANC total bargaining power in the negotiations with the government. Until Mandela and Buthelezi are both seated at the negotiating table, there may be little hope for a peaceful resolution to the brutal conflict among blacks. Even more distressing is the fact that this violent struggle may force the South African government to reconsider its plan to enfranchise the blacks of that country. No rational government would eagerly hand over complete political control to such hoodlums and murderers when other avenues are clearly open. In their own best interests, South Africa's blacks should perhaps reject both Mandela and Buthelezi, and instead give their support to someone who is willing to talk rather than kill.



## ENCORE LENFEST?

Now that the building is almost finished (more than a month after its official "opening" concert), one can prepare an overall survey of Washington and Lee University's newest monument to the performing arts, the Lenfest Center. The unfinished Center has in fact already been put to use as host to excellent performances by the Rockbridge Symphony and University Chorus, violinist Eliot Chapo, W&L Theatre's *By the Skin of Our Teeth* and others. The Center is also the new home of the Theatre Department's offices and classrooms and its lobby forms a mini-gallery for the display of rotating art exhibits and which can also be used for more space for university receptions and dinners. Nevertheless, as the curtain falls on these initial performances at the Lenfest Center, one may justifiably ask, "Is the Lenfest Center actually benefitting Washington and Lee?"

Before directly answering that question, it is necessary to comment first on the uses of the Center, both in theory and in actuality. Many of us were lucky enough to attend the mag-

nificent concert given by the Rockbridge Symphony with University Chorus under the direction of famed Atlanta Symphony Conductor Robert Shaw presented for the opening of the incomplete Center (the postponed "Dedication/Grand Opening" is now set for May). After this and subsequent performances by the trio *Aqualis* and others it certainly should be noted that at least the acoustics of the new Center are quite good if not excellent for such a new building. This is true also, as many top-notch performers have noted in the past, about the former venue for such acts, Lee Chapel, which also has good acoustics. In addition, the Lenfest Center is more or less the same size as Lee Chapel, and thus audiences cannot be any larger at Lenfest than at Lee Chapel. The reception area/foyer at the Lenfest Center seems also to be ill-designed, as anyone who attended the January 19th opening can attest to, for barely anyone could move as the area filled after the performance. It is also plausible to ask whether or not the smaller, "black-box" type theatre at Lenfest can ever be practically and efficiently used when it only seats a

fraction of the number possible in the larger Keller Theatre and all the chairs for the audience must be brought in and unfolded before performances. Furthermore, there is the question as to how the much talked about high-tech (and high-cost) programming and control center in the Keller Theatre has made any of the performances there at all better. One can at least point to the practical use of additional classrooms and offices for the Theatre Department at Lenfest and the needed basic improvements the Lenfest Center offers over the dilapidated Henry Street Theatre, but such improvements and certainly the other features of the building do not warrant the 12 million dollar Center. It must also be noted that Lee Chapel was well used for years for Concert Guild performances, and the Lenfest Center with its reserved tickets and limited seating doesn't make it easier for more W&L community members to attend, rather it makes it more difficult.

On another front, much has already been said about the incongruence of the Lenfest Center's post-modern style architecture and little more can be added now, save for intermittent wonders of why the Lenfest Center's roof is bright copper (perhaps it will later match the green roofs of one or two downtown buildings) instead of the campus-wide use of tin. The building's interior is a topic that does not offer much solace, however, to those displeased with its exterior. Indeed, problems with the choices of interior materials and colors such as the almost omnipresence of Reaganera mauve coloring instead of using W&L's traditional blue and white colors are apparent. Worse are the hastily applied coats of paint which incompletely cover the baseboards combined with (more 1980s mauve) painted wall coverings in Keller Theatre (complete with ripples) which give the walls an almost temporary and certainly cheap look. Besides these problems, though, the interior of the Lenfest Center is at best only adequate and at worst resembles the nouveau shininess of a renovated Airport Hilton lobby, and is certainly completely different from that of any previous University buildings including Gaines Dormitory directly across Route 60.



Not to be forgotten is the sad status of the former Lexington train station, built in the late 19th Century and bought by the University along with the rail right-of-ways more than twenty years ago. The building, with its sturdy Victorian appearance and easy access, was originally proposed to be integrated into the performing arts center plan, but is now, according to President Wilson, to be used for "storage". It is currently locked up with its windows covered. One can only wonder why the Administration constantly seeks to encourage the building of new and contemporary buildings across campus but leaves the potentially useful old station bolted and shut. Some have suggested it could be the place for a later evening Pit-style restaurant, but perhaps the Administration feels there is just too much history and tradition at the station to warrant its use. At any rate, if the station is allowed to fall further into ruin, it at least have the companionship of the Col Alto estate which the University was forced to give back to a donor after it was damaged while being used for "storage" several years ago.

It must be clear now that the answer to the question, "Is the Lenfest Center actually benefitting Washington & Lee?", is both yes and no and must be answered comparatively. Yes, if one belongs to the handful of theatre majors or if one appreciates the basic improvements the Lenfest Center brings to W&L Theatre. No, if one isn't a theatre major or doesn't attend theatre performances. No, if one is for aesthetic merit in our buildings, both inside and out. No, if we realize that the 12 million dollars spent by the University could have been used on a project that Washington & Lee actually needs and which actually benefits most of the University.



## W&L ON THE PC BANDWAGON

While many W&L students were supporting our armed forces in the Persian Gulf, the faculty of the Law School gathered to debate whether or

## GENERAL OPINION

not our military, or any organization which legally discriminates against homosexuals should be allowed to recruit on the W&L Law Campus. The law faculty voted to join the Politically Correct bandwagon, and voted to ban those corporations—including all branches of the United States military, the CIA and the FBI.

Years ago, when colleges and universities received student pressure to divest from South Africa, administrators proudly reported their institution's plans to divest. This policy change which affects students far more than South African investments, however, has been largely unreported to college students. Not only has the Law School failed to broadly publicize its new policy change, some of the faculty who supported the measure behind closed doors, publically offer no other justification for the decision than that outside accreditation committees might not reaccredit the Law School should they not comply with the latest sensation in sensitivity. What these same faculty members fail to admit is that the same accreditation organization which might deny W&L

accreditation for allowing the military to recruit on campus, once denied Georgetown accreditation for admitting too many Jews.

Ironically, neither homosexuals nor students will benefit from the new ruling. Military groups' discrimination has already been ruled constitutional by the Supreme Court, and there is little indication that this ruling will be overturned. Students who wish to work for the military will find it difficult to do so. Eliminating a major potential employer during a recession is foolhardy; "punishing" our military during a time of war is outright unpatriotic.

In fact, the only people in the law school who will benefit from this move will be the professors. Jobs secured, they have jeopardized the future welfare of their students simply to earn brownie points with the Politically Correct by demonstrating their sensitivity to homosexuals.

But where do they draw the line? Will future measures prohibit corporations which they fear threaten the environment? or those who don't hire enough minorities? or ones who support un-PC causes? or perhaps the faculty should instead simply quit using their students as pawns in a game of Politically Correct chess.



# HATE WORDS

On January 25, Douglas Hann was expelled from Brown University for violating the school's anti-harassment policy by shouting anti-black, anti-Semitic, and anti-homosexual remarks. While celebrating his 21st birthday, Hann, whose intoxication was visibly apparent, repeatedly yelled the word "nigger" at the top of his lungs in the dormitory courtyard. When a student requested that he "keep it down," Hann responded with an obscenity accompanied with the hate words "faggot" and "Jew," further insulting three different classes in his rampage. His expulsion is believed to be the first in the country which did not accompany the opportunity to reapply.

Three weeks after President Vartan Gregorian's inauguration at Brown, he warned "that it is the policy of my administration to take action against those who incite hatred. It is my intention to prosecute vigorously, and to expel immediately, such individuals for any attempt to inject and promote racism and thus insult the dignity of our students as citizens of Brown". Soon thereafter, Brown's anti-harassment rule was imple-

mented in the fall of 1989. It specifically outlaws the subjecting of "another person, group or class of persons, to inappropriate, abusive, threatening or demeaning actions based on race, religion, gender, handicap, ethnicity, national origin or sexual orientation."

In Mr. Hann's case, it doesn't matter if one approves of his actions and words because according to Brown's anti-harassment rule, Mr. Hann was definitely wrong. He deserved to be punished because he broke the rules.

Last year, a Federal Court ordered the University of Michigan to specify its anti-harassment rule. The court claimed the rule was unconstitutional because of its vague language. Is it necessary, however, for Michigan to adopt such a specific "code" as Brown?

Here at W&L, our autonomous community is based upon and monitored by a code of honor founded by the most general request for gentlemanly conduct. Many college communities are adopting specific rules to protect the autonomy of their campuses and to protect the interest of their students. However, the schools

should not police their students. Too many rules tend to increase tension on campus rather than relieve it.



## IMPACT

The Washington and Lee Bookstore may soon have a new fashion magazine on its newstand, *impact*. This new beauty magazine, however, will not feature any of the hottest trends in fashion, nor will it offer any "how-to's." The editors of this magazine shy away from any stances which they feel might be construed as elitist. They do not want to tell others how they might or might not ought to dress, for that implies superiority. Instead, they wish to offer a forum in which they can discuss fashion. Never mind that fashion consists of at least socially agreed standards of dress.

What, however, is most significant about *impact* (no capital 'I'), is that it is perhaps the first example of the heresies of deconstructionism and the MLA (Modern Language Association) trickling down into popular culture. Not only is Shakespeare elitist, but now it seems that *Vogue* is as well.



## NATIONAL ACCLAIM

Despite the efforts of many faculty and administrators, Washington and Lee did manage to sneak into *National Review's* Top Fifty Colleges. Although the final version of the publication has yet to be released, early drafts indicate that Washington and Lee's review will be quite favorable. This may not only come as a shock to many in the W&L community, but a disappointment.

This is unfortunate, but true. Perhaps if the admissions board and the administration have their way, this will be the first and last time Washington and Lee is the subject of *National Review's* Top Fifty Colleges.

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# BOOK REVIEW

## The "Death of Literature

*The Death of Literature.* By Alvin Kernan. New Haven and London: Yale University Press; 230 pp., \$22.50.

by Dr. Sidney M. B. Coulling

*The Death of Literature* is in many respects as apocalyptic as its title promises. The author, Alvin Kernan, Avalon Professor of Humanities Emeritus at Princeton, discovers evidence everywhere he looks that things have fallen apart and the center cannot hold. The electronic revolution, he says, has replaced books with television, destroyed established concepts of plagiarism and copyright, and exacerbated if not caused a literary crisis. Criticism has supplanted creativity at the same time that critics, acting in the dual capacity of coroner and judge, have declared the author to be dead and either the text or the reader the sole survivor. Disenfranchised minorities have assailed the literary canon as exclusive and authoritarian and have found encouragement for their efforts in a theorist such as Harold Bloom (wittily described as "an Oedipal terrorist") who sees later writers as engaged in struggle of anxiety against their predecessors.

At the core of most of these ills, either as cause or symptom, Kernan argues, is the critical effort of the past two decades that has come to be known (despite its myriad variations) as deconstruction. Although he calls it "intellectually interesting" and refrains from holding it alone responsible for the literary crisis of our time, he nevertheless regards it as nihilistic and the product of an "aggressive, alienated political left."

The emergence of deconstruction, he maintains, was made possible in part by the subversive nature of modern literature (he cites Joyce and Eliot but might have gone back to Pater) and in still larger part by the absence of any coherent view of literature among those who professed to teach it. This void became embarrassingly clear during the controversy over *Lady Chatterley's Lover*, when so-called literary experts were unable to explain precisely what values the novel possessed that freed it from the charge of obscenity. Critics with a political agenda later exploited this vul-

nerability of the literary establishment, particularly when much of Academe was under siege during the Vietnam War. Exacerbating the problem, moreover, was conflict within the establishment itself, driven by ambitious but disillusioned young academics who aspired to the elevated role of teaching literature but instead, as a result of drastically diminished enrollments, were diverted to the lowly task of teaching basic reading and writing to thousands of ill-prepared victims of the literary crisis. From its very beginning, therefore, according to Kernan, deconstruction has been "a new-left form of political action with a neo-Marxist conception of society as the scene of a relentless power struggle."

Dr. Coulling is an English professor at Washington and Lee University.

This is an especially shrewd analysis, but like all such analyses it is open to the charge of oversimplification and unfairness. Kernan's account of the *Lady Chatterley* case, for instance, seems to me less telling than titillating. The controversy antedated by almost a decade the beginning of deconstruction in this country (with a conference at the Johns Hopkins University in the fall of 1968,) and as a symptom of weakness in the literary establishment it was surely less important than other signs, among them the increasing infirmity of the New Criticism and the restlessness of a younger generation that sought a theoretical basis for the teaching of literature more rigorous and systematic than a vague humanism. Kernan likewise blurs chronology when he attributes to the "death of literature" a growing disrespect for departments of literature, which, he thinks, are now widely dismissed as "service" departments, and a burgeoning of departments of communication to take their place. The unhappy fact is that for generations English departments have housed the sweat shops of Academe and have become partly liberated only recently, when writing-across-the-curriculum programs finally established the principle that the teaching of writing is the responsibility of everyone on a college or university faculty, and departments of communication are a phenomenon of the years immediately following World War II.

Kernan also seems to me to open himself unnecessarily to the charge of elitism when he suggests that deconstruction and various forms of structuralist and post-structuralist theory were the natural haven for "determinedly upward mobile" men and women "from socioeconomic groups trying desperately to better themselves." This is no doubt what some of their opponents think, but the passage is nonetheless regrettable. Self-interest is inevitably prominent in a profession in which advancement often depends primarily upon a record of publication, and even if this were not so one could build a case against deconstruction without resorting to *ad hominem* argument.

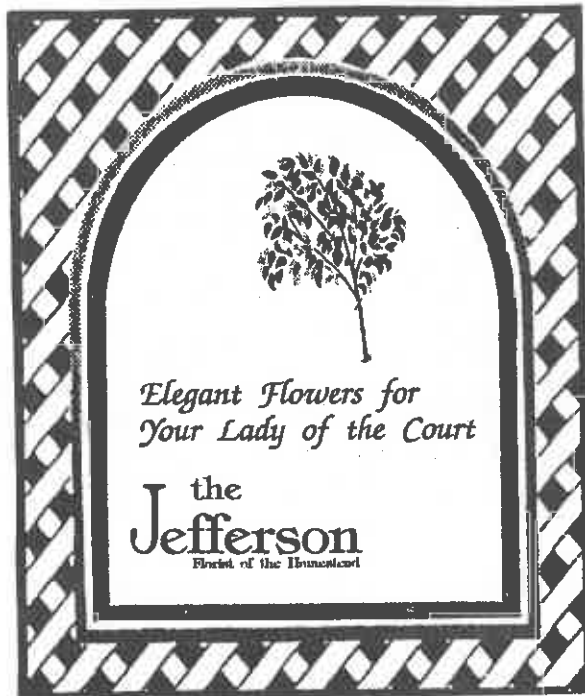
A more fully satisfying chapter deals with the impact of recent developments on copyright and plagiarism. With arresting insight Kernan draws a parallel between the effective destruction of copyright by modern technology and the criticism of the cultural left, which has deprived the author of his "property rights" by declaring him dead and his literary work meaningless. Even more unsettling is the demise of plagiarism, which by the eighties, Kernan says, had become regarded in "New York and London publishing houses and the more fashionable scenes of writing in the West End" as no longer a serious issue but merely a matter of taste. For Kernan this defiant justification of theft reflects the structuralist view of the world as artifact, of bits and pieces, fragments, as it were, to be plundered and shored against our ruins.

Of all that Kernan says against deconstruction, how-

ever, nothing is more persuasive than his account of the scandal surrounding Paul de Man, the extraordinarily influential teacher and

deconstructionist critic whose anti-Semitic writings, published in Belgium at the time of the Holocaust, were uncovered after his death by a graduate student (prompting Kernan's wry observation that the search for dissertation topics has become "one of the major hazards in academic life.") Kernan is admirably fair-minded and compassionate toward de Man, but unrelenting in the conclusion he reaches. The de Man case, he eloquently writes, "removes deconstruction from the realm of pure intellect" and confronts it "with the monstrous and passionately felt *fact* of the Holocaust and asks, is this too only a *text*? Can its meaning be endlessly deferred?"

Near the end of his book Kernan strikes an alarmist note when he expresses grave concern that literature can retain its place in the academic curriculum, deconstructionists having undermined the confidence of college and university faculties that literature has any meaning or reality. This is excessively gloomy, of course, as Kernan himself seems to acknowledge by finally tempering his pessimism with hope. One could have expected, he concludes, that traditional literature would be challenged during a period of profound social, political, and cultural change that affected nearly all human values and institutions, and from a vastly altered world may emerge a new literature for which the critical effort of the past few decades has formed the necessary theoretical basis.



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## FROM THE DIRECTOR

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Some recent suggestions to qualified seniors:

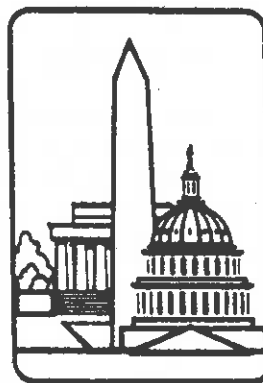
"The retail food market has many opportunities. Places like McDonalds, Burger King, Hardee's, and Pizza Hut are always looking for hard-working young men and women. Now we're not talking about that boring corporate stuff, we're talking about an opportunity to start at the bottom and work your way up to store manager."

"The manufacturing market is also relatively strong, if you look at firms with sales less than \$10,000. Now we can tell you about it, but you're on your own to search down and find a company you're comfortable with."

"On the journalism front, WREL 96.9 is looking for a communications major to fulfill a DJ spot from 1am until 6am."

**ALSO:** Don't miss Dean Heatley's two-part lecture. Part one is titled "How to Spend \$80,000+ on college and find a job that lets you live below the poverty level." Part two will stress that your major is totally unimportant in finding a job. A few minutes will be utilized to discuss why this fact wasn't revealed to you before you entered the C-School.

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### EXTRAS

Dean Heatley recently sent out letters to all accounting majors that the government is looking for accountants. Such people would start out as GS-5, earning over \$17,000 and can move all the way up to GS-12, earning over \$36,000.

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# Tending the Crypt

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by Mike W. Skarda

**A**FTER RETIRING FROM the Navy in 1976, Captain Robert C Peniston, along with his wife of twenty-nine years, moved to Lexington and assumed the role *Director of Lee Chapel*. His appointment to the position, which he still holds, came after a distinguished career which witnessed gatherings of historical figures, the "moth balling" of great ships which saw the end to victorious battles, alarming and fragile moments of military unrest, and unprecedented achievements in naval history.

Upon graduating from the Naval Academy in 1946, Peniston was assigned to the *Battleship New Jersey*, which he later served as its commanding officer. In 1947 the *New Jersey* was sailing near the coast of Norway when Admiral Richard Connelly received a request from Norway's King Haakon VII to show his appreciation for the United States and the presence of its forces in the Scandinavian region. Connelly sent eight ensigns, including Peniston, as sideboys to pipe the King aboard.

It was in 1951, however, that Peniston would really find himself in the presence of world leaders when he served as a navigator on the Presidential Yacht for Harry S Truman. Truman often found himself entertaining state dignitaries on the yacht which, during Peniston's tenure, included Secretary of State Acheson, British Defense Minister Ismay, and Prime Minister Winston Churchill. Peniston was once ordered to escort Churchill to the gangway. Churchill questioned the young navigator, "What makes you think I need help exiting the yacht?" Peniston's reply, "Sir I was directed by the Captain to do so," resulted in the affirmation by the Prime Minister, "Then young man you had better do it."

---

*Mike Skarda is a senior from Dallas, Texas.*



After serving as aid to five star Admiral Chester W. Nimitz (admiral of the Atlantic fleet during WWII), commanding officer of *USS Savage* and *USS Tattnall* Peniston, in 1969, returned to command the first battleship upon which he set foot twenty-six years before, the *New Jersey*. Shortly thereafter orders were received to decommission the battleship. The decommissioned *New Jersey* as of 8 February, 1991 is in Long Beach, California awaiting a tow to Bremerton, Washington.



Photo Credit: W. Patrick Hinely Work/Play

Peniston next commanded the Guided Missile Cruiser *Albany*, which sailed as the navy's best anti-airwarfare cruiser. His term on the *Albany* marked him as the only man who, at that time, had performed as both a commander of a battleship and a cruiser. For Peniston, the honor of commanding both *New Jersey* and *Albany* was the highlight of his naval career. It even surpassed his next assignment as Assistant Chief of Staff for Operations, U.S. Atlantic Command and Atlantic Fleet. In that role, Peni-

ston was to supervise a presidential armed forces alert — Condition 3 — which called for a high state of readiness of all U.S. armed forces. The order came in the midst of the Yom Kippur War on 25 October, 1973 when the Soviets appeared ready to send their airborne division to aid the Syrians in the conflict. From Norfolk, Peniston insured that all Atlantic-based ships were loaded with ammunition, ready to mount a timely defense if the nation's security was threatened.

It was during his years in Norfolk that Peniston's association with Washington and Lee began. His son, Robert Carl Peniston, entered W&L as a freshman in 1971. By the time he was a senior, Rob had developed a deep affection for the university. For Rob — or "Rocket" as he was often called — Washington and Lee became more than just a residence because, as the son of a military man, he often moved from one town to the next and never regarded any one location

**THE WASHINGTON AND LEE SPECTATOR**

as home. Washington and Lee had such a powerful and favorable impact upon his life that, after his tragic death on April, 1975 just before

his graduation, the Penistons decided to have their son buried in Lexington, as near to their son's college as possible.

Upon his retirement the following year, Captain Peniston wrote to President Huntley and offered his service to the institution which for his son was the equivalent of life itself. Since 1976, the Captain has tended the final resting place of the one who gave us our notion of honor and gentlemanly behavior. Peniston's devotion and service to that which his son loved so much reflects the very essence of what Lee proclaimed a man of honor should possess. In his early days at the Academy, Peniston discovered the value of living an honorable life; he has pursued that lofty ideal ever since.

The notion of honor to which we so proudly adhere at Washington and Lee entails something slightly more than that which Peniston found at the academy. To Peniston, W&L's honor system relies heavily upon the role Lee played in shaping Washington College. It does not succeed because of the threat of expulsion, but rather, in part, because Lee established it, and because we continue it in his memory. Lee's legacy makes it possible for the institution to continue its honorable tradition. For, as Peniston professes, if Washington and Lee "abandons tradition, it does so at its peril."



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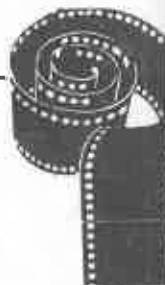
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## Remembering Lee

by John McNeer

**H**ISTORICAL REVISIONISM seems all the rage these days. *Dances With Wolves*, *Last Temptation of Christ*, and other blockbuster films attempt to redefine our understanding of history, to make our knowledge more acceptable — in a word, to make our concept of history Politically Correct. Few beliefs are more PC these days than to dismiss our beloved General Lee as racist, rebellious, and rejected by many during his own lifetime. No attempt at historical revisionism could be more misdirected than perhaps some attempts at redefining Christ. As students in an institution which bears his name, we hold the responsibility to know the truth about Lee, as we find ourselves targets of the same fallacious charges leveled against Lee. Lee was a deeply sincere man who impressed all who met him, a man who worked for the unity of the Union after the war, and above all, a man whose endearment transcended North and South.

Lee was a very handsome and articulate man, very popular and respected among his peers and superiors. The General loved children, quickly establishing a good rapport with any child with whom he made contact. In addition to these traits were his memory, his ability to comprehend and follow through with several different matters, his strong religious faith, his punctuality, willingness to take chances, and ability to anticipate the thoughts of others (as every general that Lee faced would readily attest). Lee also possessed a great temper in which his face turned a deep scarlet and his neck would twitch. Usually he suffered stages of depression and morbidity especially in his later years. All these factors affected his presidency, but the most important part of his personality was his devotion to duty and his religious beliefs.

Lee developed his strong sense of duty early in life when his famous father "Lighthorse Harry" Lee fled south to avoid his debts and try to improve his health. Young Robert assumed responsibility for family affairs at an early age. His mother suffered from bad health, and while other boys his age played after school, Robert attended to his mother with her medica-

John McNeer is a sophomore from Richmond, Virginia.

tion and daily rides. Furthermore, the expected behavior of a young Virginian gentleman created an environment in which duty and honor were second to none. In addition, Lee revered George Washington, making every effort to emulate his character. Lee's military education strongly reinforced the dedication to duty fostered by his upbringing. Throughout all his letters and correspondence, Lee spoke of fulfilling one's duty as the vital task of everyone. Lee wrote, "Do your duty in all things. You cannot do more. You should never wish to do less."

More than his military prowess, his concept of duty had the greatest impact upon the war, the South, and the nation. Before, throughout, and after the war, Lee maintained his duty to Virginia. After the war, he encouraged every Southerner to abide by the laws and work to rebuild the South. All of his correspondence and advice is filled with words of this nature: "I believe it to be the duty of everyone to reunite in the restoration of the country". He advised men to get involved in politics and support the government. Lee felt that the best means to this end rested in the education of young Southerners. When a small school in southwest Virginia, Washington College, offered Lee the office of its presidency, rather than retire as he wished to do, Lee manfully accepted the monumental task. Lee's manner in the presidency mirrored how he ran his army. The trustees expected Lee to act almost solely as a figurehead, and they were quite surprised when the General involved himself in the management of the school.

Lee established many traditions designed to develop honorable and dutiful behavior in his students. Our revered Honor Code is the most important and far reaching result. Secondly and almost as important, Lee emphasized student autonomy. He forbade unannounced faculty inspection of dorms and allowed the students to handle their own discipline, although the president could intervene when he felt necessary. Lee also believed that religion was an individual matter, and although he attended church every Sunday, he made

# Washington College Goes to War

When the Commonwealth of Virginia seceded from the Union in April 1861 student feelings were all in favor of the Confederacy at Washington College in Lexington. That was the home of Virginia Beta, third oldest chapter of Phi Kappa Psi, established at Washington College in 1855. At the news of the secession, students raised the Stars and Bars above George Washington's statue atop the main building. College President George Junkin ordered it removed. Students defied his order and raised the colors again. After meetings of the faculty and trustees, Dr. Junkin resigned to leave Lexington in haste for his old home in Philadelphia.

The college boys requested permission from the faculty to raise a company to fight in the Confederate Army. This was approved with the proviso that military drill only occur after class hours and that the semester's work be completed. Rev. William N. Pendleton, a West Point graduate and Rector of Grace Episcopal Church, was the company's military instructor. He left shortly to command the newly formed Rockbridge Artillery. The new drill instructor was Cadet W. H. Morgan from the adjacent Virginia Military Institute.

The Washington College student body consisted of about seventy undergraduates. Following the example of their predecessors during the American Revolution when the school was known as Liberty Hall, the company chose the name of The

Liberty Hall Volunteers.

The original force of sixty-five undergraduates was augmented by thirty recruits from Rockbridge County. Professor of Latin, J. J. White was elected Captain.

The ladies of Lexington organized a sewing society to create uniforms for the new warriors. White linen gaiters and havelocks were quickly produced. Woolen uniforms of grey cloth woven at a small mill on Whistlet Creek were tailored by the lady volunteers. White cross belts with brass buckles and caps initialed "L.H.V.", along with the muskets that were supplied by VMI.

On June 8, 1861, the Liberty Hall Volunteers were ordered to depart from Lexington. The company mustered on the campus and marched to the courthouse. Regimental colors with the motto "*Pro Aris et Focis*" embroidered by ladies of the Falling Spring (Presbyterian) Church were presented by its pastor after an "eloquent" address. The boys were dismissed to board stage coaches with prayer by Rev. Dr. W. S. White, father of two of the company members, both Phi Psi's.

The stage coaches delivered the volunteers at Staunton to the Virginia Central Railroad for transportation to Manassas Junction and Winchester on June 13th. Here they were assigned to the First Brigade of the Army of the Shenandoah. This unit was commanded by Brigadier General Thomas J. Jackson. Many of the boys knew Jackson personally as his wife was the daughter of Dr. Junkin

and he had lived in his house on the campus. The Volunteers were assigned to be Jackson's headquarters company. They remained as such until he was killed at Chancellorsville.

The Virginia Beta boys fought at First Manassas (Bull Run) directly behind Jackson when he earned the sobriquet of "Stonewall." They were with him in his brilliant Shenandoah Valley Campaign. Subsequently the Liberty Hall Volunteers participated in the important battles of Antietam, Second Manassas, Fredericksburg and Chancellorsville. After Jackson's death the company remained with the Stonewall Brigade for several minor engagements. In the Wilderness Campaign at Spotsylvania, the remaining members of the company except two were captured in the vicious fighting at the Bloody Angle, ending the unit's service to the Confederacy.

Of the original Virginia Beta contingent, five were killed, three wounded. Among the latter, Sergeant William A. Anderson was shot in the knee deforming and crippling him for life. After the war he had a distinguished legal career, serving as Attorney General of Virginia. When the writer graduated from Washington and Lee University in June 1926, Brother Anderson, an old man with his game leg, pawed his way at the head of the academic procession as Rector of the University.

Emmett W. MacCorkle Jr.  
Phi Kappa Psi '23

student attendance optional—quite a radical move at the time. Lee required most students to live in town with families, to strengthen the students' sense of family. Then living in the dorms was considered an honor. Finally, Lee encouraged enrollment from the North and other regions of the country to facilitate mending the nation by bringing the young of both regions together. Today W&L is only twenty percent Virginian and sixty percent Southern.

When Lee arrived on campus, the buildings and grounds were greatly run down and in shambles. He hired Edward Gordon as superintendent of buildings and grounds. Within three years, the buildings had been painted along with the recovery of grass and other improvements. Lee built a chapel which he insisted would be completed before anything else, such as the president's

house. The president also re-established the library with 5000 volumes.

In 1865, the school was bankrupt and in fact, had to borrow \$50 from a resident before they went to Lee to offer him the position. Yet all of Lee's changes required money, and he immediately began fund raising. Between donations and tuition, Lee raised over \$100,000 dollars in the first year. This number grew every year as his name and reputation caused men like Warren Newcomb, Cyrus McCormick, W.W. Corcoran and George Peabody to leave money to the school.

In implementing his programs, Lee respectfully listened to everyone's opinion in order to know his teachers' feelings and to insure he had considered all possibilities. Lee respected them and did not interfere with their teach-



ing. One faculty member commented: "In all the schools of the South, there is not one in which the word 'professor' is met with more reverence."

During his time at Washington College, Lee met with every new student at the beginning of the year. He was able to then remember every student's name. He closely observed the progress of each student, often sending letters home to parents detailing their accomplishment. Yet, other than in these situations, Lee seldom spoke to the students. One student commented that Lee spoke more to his horse Traveller than to anyone on campus. He would often call students into his office when they were not doing well or missed class. A student recalls: "an invitation to visit General Lee in his office was the most dreaded event in a student's life." For all his distance, the president cared about his students. For example, when a student broke his leg, Lee visited him often, making sure he was able to maintain his studies.

Lee felt a great deal of remorse and sorrow after the war and a student commented on his countenance:

It looked as if the sorrow of a whole nation had been collected in his countenance and as if he were bearing the grief of his whole people. It never left his face.

After time, Lee realized just how much he had missed by not receiving a regular education. He admonished a military education as "completely unfit for civilian life." As a result, at military processions, Lee intentionally walked out of step with the V.M.I. commandant.

Throughout his tenure, Lee received lucrative offers for positions requiring much less work. The noble president dismissed them all with the words: "I have led the young

men of the South in battle... I shall devote my remaining energies to training young men to do their duty in life."

By 1869, Lee's health had declined significantly. He continued his rigorous schedule but he became fatigued even if he had to walk short distances and he complained of a pain in his chest that never left. Lee took a brief vacation in 1870 and shortly after returning, he suffered a severe stroke. On October 12 1870, Lee died. When he came to Washington College, the school enrolled 90 students; the University of Alabama enrolled one and had shut down for the year. By 1870, over 400 students attended the college. Lee did more to reconcile and rebuild his nation than almost any other American, as John T. Morgan of Alabama said:

*Millions of people turn their eyes to Lexington... They read in the example of their General... His history, his present labors, and his calm confidence in the future all kindle the flames of hope in the hearts of millions.*

The North found his example equally inspiring and the New York Herald printed this tribute in his obituary:

*And for such a man we are all tears and sorrow today. Standing beside his grave men of the South and men of the North can mourn with 'all the bitterness of four years of warfare erased by his common bereavement.'*

Lee's greatest accomplishment took place in a classroom, not a battlefield. And while he did not defeat the North in battle, his impeccable character and example in defeat conquered the hearts of Northerners after the war.



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# THE WRONG WAY TO REDUCE CAMPUS TENSIONS

## A Statement by the National Association of Scholars

*The academic community is alarmed by reports of intergroup tension at many colleges, including those long committed to equal opportunity. Unfortunately, educators have failed to reassess some recent policies and practices that, far from promoting tolerance and fairness, are undermining them. Worse yet, many have seized upon incidents of conflict to call for the extension of these policies and practices. They include:*

- ◆ a willingness to admit students widely disparate in their level of preparation in order to make the campus demographically representative
- ◆ preferential hiring for faculty and staff positions determined by race, ethnicity, and gender
- ◆ racially or ethnically exclusive financial aid and academic counseling programs, as well as special administrators, ombudsmen, and resource centers assigned to serve as the putative representatives of selected student groups
- ◆ punitive codes restricting "insensitive" speech
- ◆ mandatory "sensitivity training" for incoming freshmen and sometimes for all students, faculty, and staff
- ◆ requirements that students take tendentious courses dealing with groups regarded as victimized
- ◆ a failure to enforce campus rules when violated by those promoting these policies or other "politically correct" causes

*The National Association of Scholars believes that these policies and practices involve either the application of a double standard or the repudiation of appropriate intellectual criteria. Consequently, they undercut the academy's special sense of common purpose and prompt divisive calculations of group interest. Specifically, we believe that:*

The admission of seriously underprepared students creates unrealistic expectations and frequently leads to frustration and resentment. Moreover, policies that target specific minority groups unfairly stigmatize all students in such groups, reinforcing negative stereotypes.

Two-track hiring threatens to produce a two-tiered faculty instead of a genuinely integrated one. While such hiring may well create "role models," they will be the wrong kind, encouraging the belief that it is the assertion of group power instead of the pursuit of individual achievement that reaps the most abundant rewards.

Disadvantaged students deserve ample assistance, yet disadvantage need not coincide with race or ethnicity. Those excluded are often frustrated by seeing individuals who may be no worse off than themselves receiving special treatment solely because of ancestry. Furthermore, bureaucracies created to serve or champion particular groups tend to have vested interests in emphasizing differences, fostering complaints, and maintaining the separation of those groups.

Safeguarding intellectual freedom is of critical importance to the academy. Thus, it is deeply disturbing to see the concept of "discriminatory harassment" stretched to cover the expression of unapproved thoughts about selected groups or criticism of policies assumed to benefit them. Higher education should prepare students to grapple with contrary or unpleasant ideas, not shield them from their content. What is more, if a highly permissive attitude toward the excoriation of the "privileged"

accompanies the censorship of critical views about other groups, a backlash is predictable.

Tolerance is a core value of academic life, as is civility. College authorities should ensure that these values prevail. But tolerance involves a willingness, not to suppress, but to allow divergent opinions. Thus, "sensitivity training" programs designed to cultivate "correct thought" about complicated normative, social, and political issues do not teach tolerance but impose orthodoxy. And when these programs favor manipulative psychological techniques over honest discussion, they also undermine the intellectual purposes of higher education and anger those subjected to them.

If entire programs of study or required courses relentlessly pursue issues of "race, gender, and class" in preference to all other approaches to assessing the human condition, one can expect the increasing division of the campus along similar lines.

The discriminatory enforcement of campus regulations can only sap the legitimacy of academic authority and create a pervasive sense of mistrust. Indeed, should students feel that repeated violations not only go unpunished, but are actually appeased, the reckless may be tempted to take matters into their own hands. The final stage of discredit will be reached when students and faculty see in such appeasement attempts by administrators to justify their own programs of campus "reform."

*The policies just described are generally well-intentioned. Nonetheless, if the goal were deliberately to aggravate campus tensions, the same policies might well be adopted. On the premise that the fair treatment of individuals can do as much to correct the current situation as the doctrine of collective guilt has done to create it, the National Association of Scholars urges the following:*

- ◆ admitting inadequately prepared students only when realistic provision can be made for remediation
- ◆ maintaining nondiscriminatory hiring policies
- ◆ eliminating all forms of institutional segregation and preferential treatment determined by race and ethnicity, together with administrative positions that foster ethnic dissension
- ◆ protecting the expression of diverse opinion
- ◆ avoiding programs that attempt to impose "politically correct" thinking
- ◆ adding or retaining ethnic or gender studies courses only when they have genuine scholarly content and are not vehicles for political harangue or recruitment
- ◆ enforcing campus rules, even with respect to those who feel they are violating them in a good cause

*The National Association of Scholars believes that the surest way to achieve educational opportunity for all and maintain a genuine sense of academic community is to evaluate each individual on the basis of personal achievement and promise. It is only as individuals united in the pursuit of knowledge that we can realize the ideal of a common intellectual life.*

For copies of this or other NAS statements, or for additional information about the National Association of Scholars and its activities, including its fellows program, research center, speakers bureau, search service, newsletter, state and regional affiliates, conferences, local events, and the quarterly *Academic Questions*, write to the National Association of Scholars, Suite 250 East, Twenty Nassau Street, Princeton, New Jersey 08542, or call 609-683-7878.

# THE SPORTS REPORT

## Lacrosse '91

The inception of the 1991 Spring sports season will signal the second year of the W&L Lacrosse Renaissance, as coach Jim Stagnitta and the Generals will try to improve upon last year's No. 11 national ranking and solidify W&L's position as a division III national contender. The high expectations will require the Generals to go undefeated in the Old Dominion Athletic Conference.

Their major task will be replacing All-Conference defenders Reid Campbell, Carlos Millon, and Mike Neunan. Also, last year's leading scorer, Chris Mastrogiavanni, will be sorely missed. Replacing them will not be easy, but the duties fortunately fall into some very capable hands, as four of the top seven scorers will return. This group includes 1989-1990 assist leader Mike Moseman, Jeff Roberts (19 goals), Todd Garliss (13 goals), and tri-captain Clark Wight.

Moseman and Roberts will head up the attack and junior Drew Anton will be asked to replace the scoring proficiency of Mastrogiavanni. With the overhaul at the attack position this year, the Generals' strongest suit will be its midfield, as seniors Mike Pardo and Andy Guida join Wight and Garliss in leading an experienced corps of middies. This quartet will be accompanied by sophomore John Hunter, freshman Scott Mackley, and face-off man Derek Hutton. The midfield will be the deepest position for the Generals this year. With its size and toughness it should be the source of a large percentage of the scoring.

The defense will undergo a great transformation as well, as three year starter and tri-captain Dave Farrace will lead a group that has a great burden in replacing last year's formidable squad. Sophomore Kirk Olsen and junior Rob Huke look to join Farrace in the back half of the field while juniors Jeff O'Brien and Marcus Miller will have the difficult chore of replacing Millan at longstick middle. The backbone of the defense will be three-year starter and tri-captain Tom Costello in goal. "Cos" is coming off his best season in the cage in which he stopped 62 percent of the shots on goal helping improve his career percentage to 57.

The season began with three exhibition games at traditional division I powers Johns Hopkins, North Carolina and Duke. The annual opener against Virginia, the divi-

sion I preseason #3, will be played February 27 on Wilson Field. After this stern test there will be no respite for the Generals, as the demanding 1991 schedule includes five of last year's top 20, including three of the top four in Washington College, Franklin & Marshall, and Ohio Wesleyan. The toughest contest in the ODAC will be Roanoke College on March 13th here at W&L. The stronger schedule and the fact that teams will be waiting for W&L could make it a challenge for the Generals, hopefully though, leadership and experience will lead W&L back into the NCAA tournament for the first time since the 1987 semifinalist campaign.

### Top Ten Reasons Faculty Members Failed to Attend the Support-the-Troops Rally

10. Knew Baner would arrest them if they tried to burn VMI's flag.
9. Rather hear Jane Fonda than Admiral Denton.
8. Rather burn candles in front of City Hall.
7. Law School professors too busy defending their decision to keep military recruiters off campus.
6. Enduring Flashbacks of Vietnam-era Peace Protests.
5. Really don't support our troops.
4. Don't know where Warner Center is.
3. En route to D.C. to protest the war.
2. Too old to wave a flag.
1. Don't own an American flag.



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# ESSAY

## The Lies About Date Rape

**R**APE IS AN OUTRAGE that cannot be tolerated in civilized society. Yet feminism, which has waged a crusade for rape to be taken more seriously, has put young women in danger by hiding the truth about sex for them.

In dramatizing the pervasiveness of rape, feminists have told young women that before they have sex with a man, they must give consent as explicit a legal contract's. In this way, young women have been convinced that they have been the victims of rape. On elite campuses in the Northeast and on the West Coast, they have held consciousness-raising sessions, petitioned administrations, demanded inquests. At Brown University, outraged, panicky "victims" have scrawled the names of alleged attackers on the walls of women's rest rooms. What marital rape was to the '70s, "date rape" is to the '90s.

The incidence and seriousness of rape do not require this kind of exaggeration. Real acquaintance rape is nothing new. It has been a horrible problem for women for all of recorded history. Once, fathers and brothers protected women from rape. Once, the penalty for rape was death. I come from a fierce Italian tradition where, not so long ago in the motherland, a rapist would end up knifed, castrated and hung out to dry.

But the old clans and small rural communities have broken down. In our cities, on our campuses far from home, young women are vulnerable and defenseless. Feminism has not prepared them for this. Feminism keeps saying the sexes are the same. It keeps telling women they can do anything, go anywhere, say anything, wear anything. No, they can't. Women will always be in sexual danger.

One of my male students recently slept overnight with a friend in a passageway of the Great Pyramid in Egypt. He described the moon and sand, the ancient silence and the eerie echoes. I am a woman. I will never experience that. I am not stupid enough to believe I could ever be safe there. There is a world of

by Camile Paglia

solitary adventure I will never have. Women have always known these somber truths. But feminism, with its pie-in-the-sky fantasies about the perfect world,

keeps young women from seeing life as it is.

We must remedy social injustice whenever we can. But there are some things we cannot change. There are sexual differences that are based in biology. Academic feminism is lost in a fog of social constructionism. It believes we are totally the product of our environment. This idea was invented by Rousseau. He was wrong. Emboldened by dumb French language theory, academic feminists repeat the same hollow slogans over and over to each other. Their view of sex is naive and prudish. Leaving sex to the feminists is like letting your dog vacation at the taxidermist's.

The sexes are at a war. Men must struggle for identity against the overwhelming power of their mothers. Women have menstruation to tell them they are women. Men must do or risk something to be men. Men become masculine only when other men say they are. Having sex with a woman is one way a boy becomes a man.

College men are at their hormonal peak. They have just left their mothers and are questing for their male identity. In groups, they are dangerous. A woman going to a fraternity party is walking into Testosterone Flats, full of prickly cacti and blazing guns. If she goes, she should be armed with resolute alertness. She should arrive with girlfriends and leave with them. A girl who lets herself get dead drunk at a fraternity party is a fool. A girl who goes upstairs alone with a brother at a fraternity party is an idiot. Feminists call this "blaming the victim." I call it common sense.

For a decade, feminists have drilled their disciples to say, "Rape is a crime of violence but not of sex." This sugar-coated Shirley Temple nonsense has exposed young women to disaster. Misled by feminism, they do not expect rape from the nice boys from good homes who sit next to them in class.

*Camile Paglia* teaches humanities at the University of the Arts in Philadelphia. This article originally appeared in the *Corpus Christi Caller Times*.

## ESSAY

Aggression and eroticism, in fact, are deeply intertwined. Hunt, pursuit and capture are biologically programmed into male sexuality. Generation after generation, men must be educated, refined and ethically persuaded away from their tendency toward anarchy and brutishness. Society is not the enemy, as feminism ignorantly claims. Society is woman's protection against rape.

Feminism, with its solemn Carrie Nation repressiveness, does not see what is for men the eroticism or fun element in rape, especially the wild, infectious delirium of gang rape. Women who do not understand rape cannot defend themselves against it.

The date-rape controversy shows feminism hitting the wall of its own broken promises. The women of my '60s generation were the first respectable girls in history to swear like sailors, get drunk, stay out all night—in short to act like men. We sought total sexual freedom and equality. But as time passed, we woke up to cold reality. The old double standard protected women. When anything goes, it's women who lose.

The date-rape debate is already smothered in propaganda churned out by the expensive Northeastern colleges and universities, with their over-concentration of boring, uptight academic feminists and spoiled affluent students.

Beware of the deep manipulativeness of rich students who were neglected by their parents. They love to turn the campus into hysterical

psychodramas of sexual transgression, followed by assertions of parental authority and concern. And don't look for sexual enlightenment from academe, which spews out mountains of books but never looks at life directly.

As a fan of football and rock music, I see in the swaggering masculinity of the jock and in the noisy posturing of the heavy-metal guitarist certain fundamental, unchanging truths about sex. Masculinity is aggressive, unstable, combustible. It is also the most creative cultural force in history. Women must reorient themselves toward the elemental powers of sex, which can strengthen or destroy.

The only solution to date rape is female self-awareness and self-control. A woman's No. 1 line of defense against rape is herself. When a real rape occurs, she should report it to the police. Complaining to college committees because the courts "take too long" is ridiculous. College administrations are not a branch of the judiciary. They are not equipped or trained for legal inquiry. Colleges must alert incoming students to the problems and dangers of adulthood. Then colleges must stand back and get out of the sex game.

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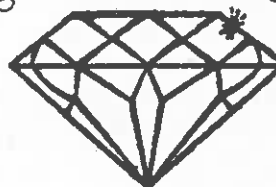
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