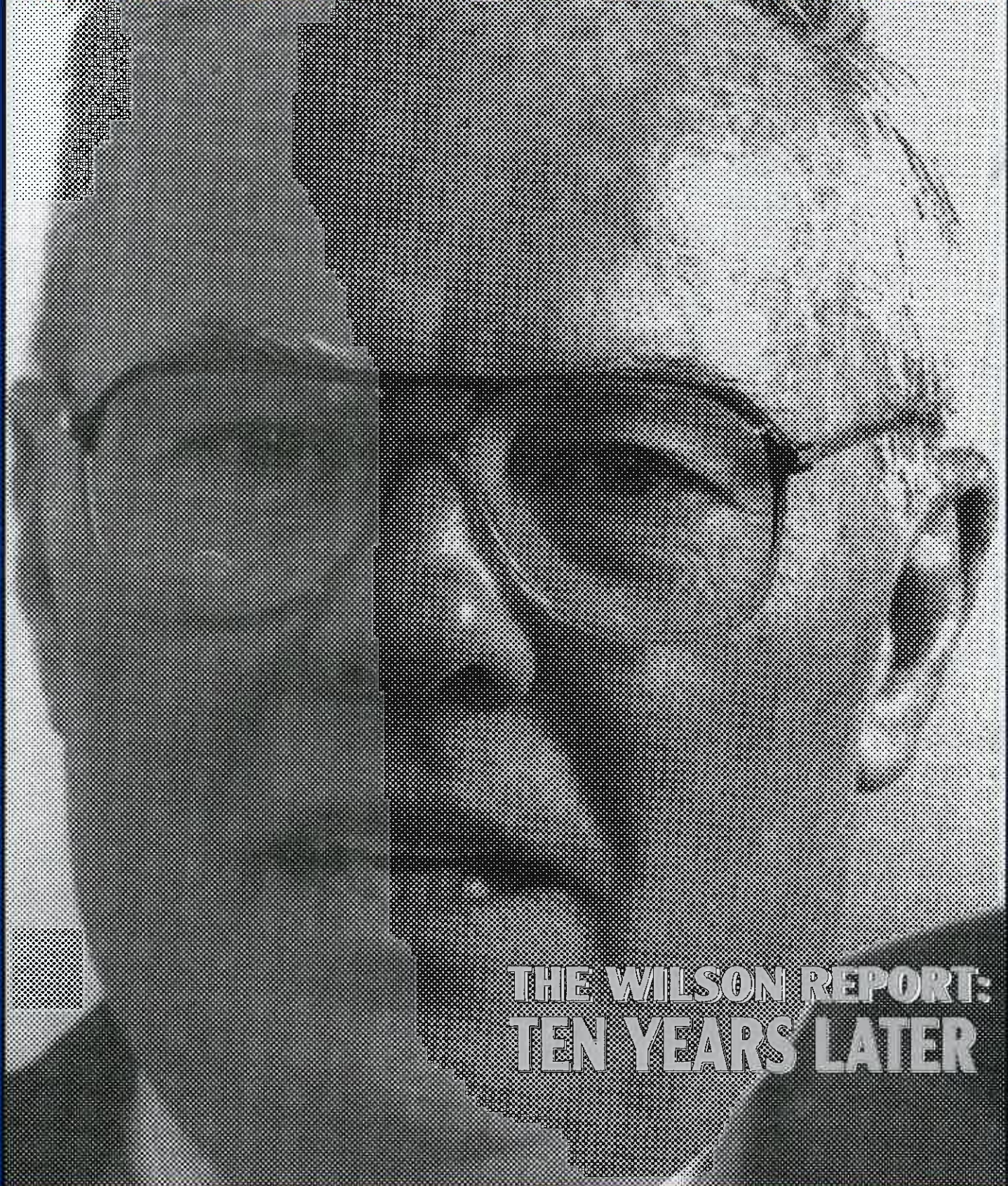


VOLUME 4, ISSUE 6 MAY 1993

WASHINGTON AND LEE

# SPECTATOR



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TEN YEARS LATER**



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# FROM THE EDITOR

AS MOST ALUMNI CERTAINLY NOTICED, THE SPRING issue of the *Alumni Magazine* boasted a new and fresh look. But unfortunately, no matter how its pages appear, the publication remains an instrument and puppet of the University administration. The University staff, of course, who produce the magazine, attempt to please alumni with features describing good news and fortune here at Washington and Lee. Since this voice reaches all alumni, the magazine remains a good instrument by which to notify alumni of University news, while also reminding them of their fond days here in Lexington.

Most alumni currently know nothing more about their alma mater's present condition than what they read in the *Alumni Magazine* or observe during a brief weekend visit. On the surface, W&L looks much the same—if not improved. The restored fraternities, the new arts center, and the national prestige among national liberal arts colleges all describe W&L's finest days. And no doubt the *Alumni Magazine* regularly informs its readers of these qualities.

Finally, however, this independent student journal is also able to share its pages with *all* of the W&L community. Following nearly two year's planning and over four years of determination by *Spectator* staff, this month's

distribution required printing 20,000 issues, instead of our typical 2,500 distribution. Why the extra numbers? Well there are 16,983 alumni who ought to be reading the *Spectator* in addition to the many student, faculty and readers who already do. Alumni have long heard the administration's side of the story. Now they're hearing the students'.

What the *Alumni Magazine* often doesn't report are the students' concern that Washington and Lee is losing its character—that elements are politicizing administrative policies, developing new courses in the curriculum, and weakening student respect of the Honor System and the speaking tradition. Critical analysis of current trendiness does not harm an institution but leads new development to a well planned and considered end.

But judging from the reaction of W&L's current administration, this attempt to extend and improve alumni discussion and involvement on campus is worrisome. Stated plainly, Director of Alumni Programs, James D. Farrar informed the *Spectator*, "While we want our alumni to engage in constructive dialogues with the University we believe that it is inappropriate for student publications to be used in this manner." We thought the alumni could decide for themselves.

Enjoy.



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# GENERAL

## Sexual Re-education

The Hill establishes a double standard in dealing with free speech.

LAST YEAR AT PHI DELTA THETA'S annual "Hell's Angels" party, the fraternity painted the walls of the Boiler Room Theater with graffiti and other decorations to add to the party's theme. Such painting is customary for Boiler Room events, and many University groups use the location for customized theme parties. Phi Delt did not repaint the walls (which is not the renter's responsibility), and the decorations remained for several weeks. Sometime after Phi Delt's party, a female student went to the Boiler Room and took great offense at the remaining decorations. The female complained to the University administration, and disciplinary action was

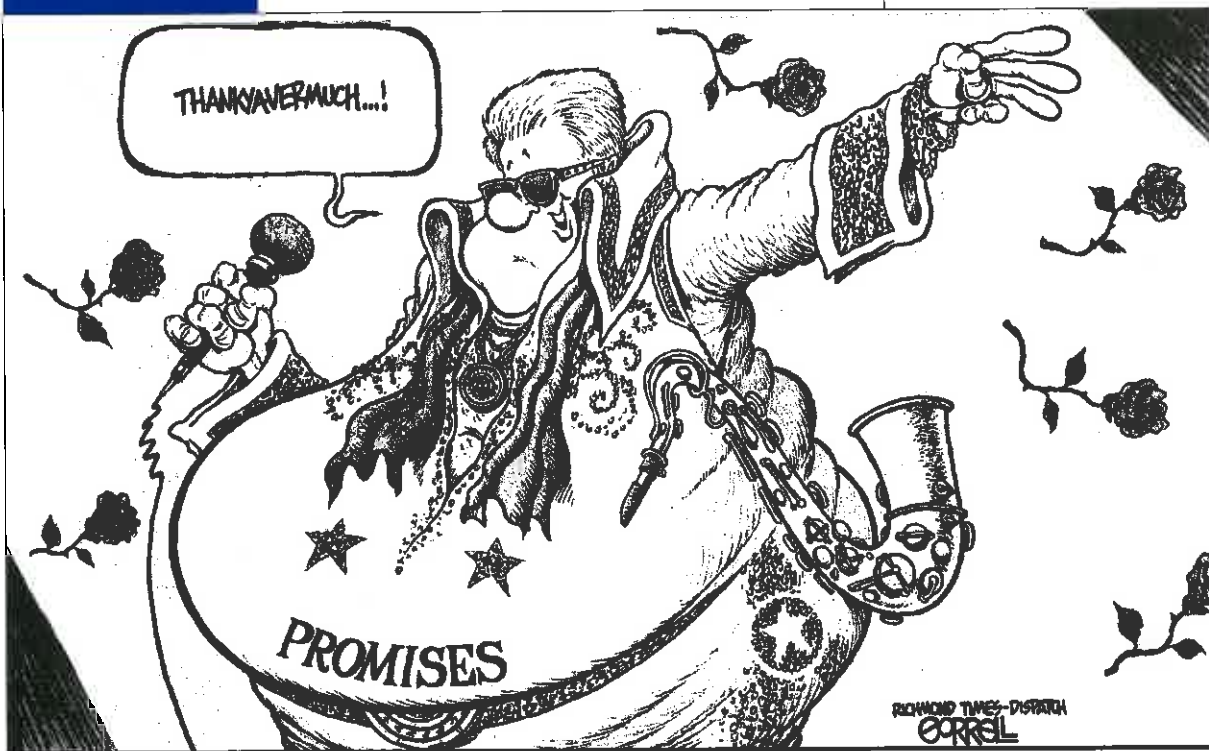
taken against Phi Delt. The fraternity was reprimanded by the Inter-Fraternity Council (IFC) who threatened that the "case" could be turned over to the Student Activities Committee (SAC).

In order to avoid further punishment by SAC, possibly including suspension, Phi Delt agreed to the IFC's recommendation that it write a letter of apology to the W&L community and pay to bring a sexual educator to the fraternity for a sensitivity training session.

This same standard is not required of all groups at W&L. This double standard is no more apparent than with the Ring-tum Phi's April Fools issue. The issue made references to explicit sexual acts, derogatory language, statutory rape, and sexual bondage. The newspaper was circulated all around campus, available to minors, parents, and perspective students. It successfully offended the entire University and local communities and additionally violated community standards of

decency as determined by the Supreme Court.

While the University reprimanded Phi Delt for its decorations at a private party, no action was taken against the enlightened staff of the Phi. Had the Phi been a fraternity that decorated a party with the pages of this offensive issue, the Hill would have required them to hire a sensitivity trainer for sexual re-education.



# OPINION

Moreover, Associate Dean of Students (read: "women") Anne Schroer-Lamont would have been glad, especially after her recent trip to Red China, to find a world renowned feminist/sexual specialist to enlighten the Phi with sensitivity training. Maybe some of the sensitivity experts left over from Tiannamen Square could have provided some insight into the situation.

By developing this double standard, the University is demonstrating its policy of punishing only fraternity males for their lack of sensitivity. This policy does not create a healthy environment at Washington and Lee as it only enforces the political programming of liberal administrators who wish to purge those who might potentially threaten their political agenda.

## There Goes the Neighborhood

As the Watson Gallery nears completion, many continue to question its location on the front campus.

AS THE WATSON GALLERY ADDITION to the Reeves Center enters its final stage of construction, many on the W&L campus, including those graduates returning for Alumni Weekend, may have their first opportunity to view the exterior of the controversial addition the front campus. Work on the Gallery is apparently proceeding close to the original schedule, with exterior

completion expected in early June. During the summer, the Reeves Center staff and interns will carefully catalogue and then assemble the collection of important early Chinese and other Oriental ceramics and furniture in the Gallery. Plans for an official opening in the fall of 1993 have yet to be finalized but may include the convening symposium on the decorative arts similar to that which followed the renovation of the Reeves Center in 1983, bringing a number of noted scholars to Lexington.

Concerning the building itself, the Gallery will consist of a main skylit atrium surrounded by three small wings which will display much of

### **Top Ten Reasons for Alumni to Sign a Check to W&L:**

10. So that we can have the Fabulous Thunderbirds at every F.D.
9. So the University can donate a matching firetruck to the City of Lexington.
8. To send more professors to China for new re-education ideas.
7. So the University can hire someone to paint the Boiler Room after every offensive Fraternity bash.
6. So that Wilson can build more art galleries on the front colonnade, housing the University's recently acquired Robert Mapplethorpe collection.
5. To get color pornography in next year's mock issue of the *Ring-Tum Phi*.
4. So that the University can hire a Dean of "Sexual Sensitivity" -Oops, we already have one!
3. To send all the Phi Deltas to Pat Schroeder's sensitivity camp.
2. So that Dean Schroer-Lamont can solve all of VMI's insensitivity too.
1. To buy grand pianos for every fraternity house.

the collection given by Mrs. Watson, the wife of W&L alumnus William Watson '29 of Lynchburg. Although the building has no office space as such, the basement of the facility will serve as a research workroom for the Reeves Center and Watson Gallery staff and students. Exterior plans for a Japanese rock garden and an Oriental-style wall have apparently been discarded for lack of space and perhaps after second thoughts as to their incongruity with the Greek Revival colonnade. It is unfortunate that more thought wasn't given to the building's design and placement on the front campus.

Now the Palladian facade of the Watson Gallery, the bête noire of many at W&L, has irrevocably become a part of the campus. It is up to the administration to show its opponents the value of this newest and most debated addition to our campus. After the building's completion, it is equally important that all the members of the W&L community take the time to explore this latest addition to the campus. Only then can the Watson Gallery become a truly important resource for W&L.

## Promises, Promises...

Dean of Students refuses to follow through once again.

STUDENT GROUPS HAVE MET REPEATEDLY THIS year with Dean of Students, David Howison, regarding concerns over their organizations' signs being ripped down by illiberal vandals. On numerous occasions Howison indicated to students that he thought the vandalism was wrong, and he promised one group that he would write a letter to the student body addressing the issue after a University employee was caught tearing down signs. When questioned by the Spectator about the status of his letter, the dean replied for the record that he had changed his mind and decided to forego any action.

Upon learning of Howison's back-track, the College Republicans promptly approached him asking what had become of the promised letter to the W&L community. Howison claimed that he had not written any letter because he thought the problem had corrected itself since his office had received no complaints for the previous "couple of weeks." The couple of weeks to which Howison referred included Winter Term examinations and Spring Break. One wonders whether the dean would apply this logic to summer vacation.

The Dean's words are often all too hollow. The College Republicans are only one group to witness that the administration likes to make promises that they hope students will soon forget.

Dean Howison did ultimately reverse his position again and sent a memo around the school announcing his concern over the sign pulling issue. However, Howison's has indicated his unwillingness to take any disciplinary action via the Student Conduct Committee, and consequently, this letter largely rings hollow.

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# Understanding Fraternity Renaissance

THE FEBRUARY 1993 SPECTATOR had as its cover story an article about the Washington and Lee Fraternity Renaissance Program. The authors take as their central theme the proposition that they, as most others, are unable to obtain a key understanding of the Program. The article was thoughtful, well researched, and provocative. Provocative, not in a pejorative sense, but rather in the sense that it called for some response to the issues it raised.

This essay attempts that response. Because of my long and intimate association with the Fraternity Renaissance Program (FRP), readers may expect this to be a rebuttal. It is not. In fact on my frequent visits to Lexington I find, as the authors point out, that there are many within the Washington and Lee community who do not understand the FRP. I hope the following discussion helps with that understanding.

The key to understanding fraternity renaissance is not in understanding renaissance. We all know what that means, and hopefully the "why" of a renaissance for fraternity will become somewhat more clear as this discussion progresses. The key is understanding fraternity.

For purposes of understanding fraternity as it is used in the FRP, I shall use the term fraternity chapter in its stead. It is that local unit of a national fraternal organization which generates our attitudes toward fraternity as a general concept.

The fraternity chapter no doubt means different things to different people. Some may view it as essentially a place. A place to live, i.e. sleep, eat and socialize. Others see it as a social unit wherein those who choose to do so, may associate with one

another, but with little implied responsibility to the group. Some will look upon membership in a chapter as primarily evidence of having achieved a certain social status, while others look upon their membership as something akin to a social contract, wherein they accept responsibility to learn and abide by a set of principles and values while enjoying a sense of true fraternal brotherhood. All of these are obviously purposes the chapter may serve, and just as obviously, some are not purposes that only a fraternity chapter could fulfill.

So, if there is this lack of consensus of what the fraternity chapter is, then it seems to follow rather easily that there would be a lack of understanding of what it is that the FRP hopes to sustain. What then is the fraternity chapter in the context of the FRP? A bit of background is perhaps helpful.

Most of us, sometime in our early teens I suppose, begin to become aware of various aspirations that in

many ways seem to be at cross purposes. On one hand is a desire to be one's own person, characterized by a sought-for recognition as an individual, a freedom from imposed conformity, an independence in thought, values, goals. On the other hand is a growing strong desire to be accepted by one's peers, to have friends with whom to share experiences, and the soon recognized reality that there is a society out there with its own rules of behavior, with which, like it or not, we must learn to cope. But satisfying these latter needs brings a certain curtailment of various aspects of the individualistic independence we otherwise seek. The requirement to deal with this conflict becomes all the more demanding as we grow older with family support giving way to living pretty much on one's own. For many of us, this time in life coincides with our college years, those years during which our maturation is most intense.

For over a century, American college students have grouped together to find support and encouragement as they grappled with these problems of growing up. Formalized into local and later national organizations, these groups became the college fraternity system. The fraternity chap-



ter provided a group of individuals, who found themselves mutually compatible, an opportunity to associate in a close brotherhood where doubts and fears could be shared in an atmosphere of trust and understanding; where, in a microcosm of society, individuals learned how to meld personal goals with group goals, found that responsibility is the ever present flip side of privilege, and learned the need to pull one's own weight as a member of a team. The chapter, as an organized entity requiring governing, provided many opportunities for practicing leadership skills where mistakes could be made among understanding peers, and successes cataloged for use in later life. And finally, as local units merged into national organizations, these organizations developed a central core of high moral values, expressed in their respective creeds and by which members were expected to pattern their lives and govern their conduct. (This latter characteristic became particularly significant to the contribution chapters on the Washington and Lee campus made to the Institution's community, since it tended to reinforce W&L's gentlemanly code of conduct which supported its cherished Honor System). The totality of these characteristics is the concept of fraternity that makes a fraternity chapter a contributing element to collegiate education. It provides experiences and meets certain needs not fulfilled in the classroom, resulting in a more comprehensive development of the whole person. One needs to understand this concept of fraternity to understand why the FRP sees useful purpose in providing a climate in which fraternity may prosper. Lacking such a contributing role to the Washington and Lee educational mission, fraternity would not merit a program consuming University and student resources to the extent of that in the FRP.

The authors of the Spectator article propose that the FRP is not

achieving what it set out to do. While I would not accept that as a final verdict, it certainly is worthwhile to make periodic assessments of the FRP's status. As of now it is apparent that the portion of the Program having to do with the restoration of the physical plant, i.e. the chapter homes has been, or soon will be, handsomely accomplished, much to the credit of the University which had primary responsibility for that element of the FRP. Perhaps unfortunately this particular element of the FRP has been the most evident, leading many to equate chapter house renovation to FRP. This is a serious error if one is to understand the key of the Program. Restoration of the chapter homes in only part, and not even the essential part of the FRP, a fact one would know if one read the documentation describing the Program. But, as Dean Atkins is quoted in the article, few do. So I quote that essential part here in order that its relation to the concept of fraternity described above is evident. It consists of two goals stated as follows: "A continuing re-examination of itself by the fraternity system as a whole and the student membership of each chapter thereof, as to its internal dedication to its true fraternal purposes and the academic objectives of the University, and its outward manifestation of such dedication. A commitment by the fraternity system as a whole and the student membership of each chapter thereof to the pursuit and attainment of their respective fraternal purposes and the academic objectives of Washington and Lee."

My sense is that success in meeting these FRP objectives is spotty at best, a conclusion also deduced by the article's authors. Admittedly, the two system constituents charged with helping chapters meet these objectives, the chapter alumni and national fraternities, are outside of the control of the chapter student membership, and, unfortunately, in some instances the involvement of the national

authorities has been marginal and participation of alumni envisioned by the Program has yet to be attained in some chapters. This does not, however, relieve the chapter student leadership from exercising its influence in moving the chapter towards these goals. But does the chapter understand that this is the heart or key of the FRP? So we come full circle to the thrust of the Spectator article which concludes that the majority do not.

The authors lay much of the blame for the obscuring, if not outright subverting of the Program's intent to the bureaucracy that has grown up to guide and implement the Program. Is this the case? And if so, why? Can it be, that because chapters do not understand what the essential goals are, the goals have not been attained, and overlapping administrative activities designed to help the process along are now perceived to hinder it? Some thoughts follow.

Please know that I am no apologist for bureaucracy. My military background leads me to admire straight lines of authority, simply stated regulations, and mission type objectives free from detailed dos and don'ts. But a life time of experience has also reinforced an axiom learned as a political science student at W&L: "Power abhors a vacuum." Translated into the context of this discussion it says that those who fail to govern themselves, will soon find themselves governed by others. Let me explain.

As a participant in the drafting of the Standards for Fraternities I can unequivocally state that these were put into place with the good faith intent that they would hasten, not hinder the accomplishment of the FRP's objectives. And there certainly was the consensus that what was desired was that implementation by all constituents would be from the bottom up. But as the chapter house restoration outran the forward movement by chapters in achieving their goals, the premise that the two should proceed pretty much in lock-step to





protect the investment in the property began to be jeopardized. So, various administrative organizations, in perhaps an overly eager effort to move that core FRP element along undertook to implement the Standards from the top down. Thus the situation where chapters having not been able to achieve the objectives set for them on their own, find some other entities setting more and more limiting parameters on their activities to get the job done for them.

This is lamentable but not uncorrectable. I would suggest that the fraternity system's local leadership: student; alumni, and University

Administration revisit the educational and informational effort of the Program to better explain the concept of fraternity the Program seeks to advance. If indeed, the absence of a key understanding such an effort would hope to achieve should lead chapters into a closer realization of the FRP's goals for them, thus lessening the need for an over-extended bureaucracy to push them along. The bottom line is that the fraternity system's constituents, including and in particular the student governed chapter have within their own hands the capacity to effect the ultimate solution: Adequately meet the goals

of the FRP on their own, and the need for a bureaucracy to do it for them disappears.

I conclude by offering the opinion that the Spectator article has done a service for the FRP by pointing all of us involved in the Program towards a failure in communication that is hindering the early achievement of the FRP's goals. I hope that this discussion has penetrated some of the fog alluded to by the article's authors, and that others will join in helping to achieve an understanding of the FRP so necessary to the attainment of the Program's purposes.



**THE WILSON REPORT:  
TEN YEARS LATER**

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By Cameron Humphries





TEN YEARS AGO THIS MAY, President Wilson was formally sworn in as the president of Washington and Lee University. The preceding summer, the Board of Trustees, acting on the recommendation of a faculty search committee, first approached the then Executive Vice-president and Provost of Virginia Tech regarding the position opening following Robert Huntley's retirement. Wilson recalls he did not know that he was under consideration for the position: "I wasn't a candidate, and I hadn't been asked to apply—a curious characteristic of that search. What [the search committee] did was not to approach the candidate. They made discreet telephone calls to people they knew, to get some sense of their performance, and then committee ranked the top ten candidates and gave the list to the Board of Trustees." John D. Wilson ranked number one on the list. Speaking to much of the W&L community today, Wilson still ranks number one—the president who has built on W&L's strengths, while addressing controversial questions concerning her weaknesses. Ten years later, Washington and Lee is a markedly different university. How has she changed? At what cost? And what responsibility does Wilson bear for her improvements and shortcomings?

### **"The Soggy Bottom"**

"Like any leader who is strong, has vision, and holds to high standards," Dean of Students, David Howison maintains, "there are times when there is controversy. And, of course, his presidency has had its times and its moments." Actually, Wilson's times and moments began even before he assumed the presidency. "I did have some student critics, I think, when I came here. I'm a little gouache for this place. I don't have any pretensions about being a sophisticated person. I think they criticized my dress. I had a colleague out at VPI. He came in my office, 'well you're going to take that job at Washington and Lee. What are you going to do about your wardrobe?'"

I told him that I had taken great pains with that; I set aside \$1000 for that. He said, 'it won't be enough.'"

Wilson accepted the Trustees' offer in August 1982. Though he did not assume the office until January 1983,



**"Like any leader who is strong, has vision, and holds to high standards," David Howison maintains, "there are times when there is controversy."**

Wilson began making weekly trips to W&L to visit with faculty and administration. "I wanted to find out who they were, what they were interested in, what impediments to their work there

were—what they thought about the intellectual life of the institution. I began to perceive that there was great concern about the so called 'soggy third.' And their argument was that the students at the top were still here in good numbers, but that the bottom third was far worse than it had ever been. At least ninety percent of the conversations included the recommendation that we reconsider coeducation.

"I came to the sober conclusion by the time I entered residency that the faculty were concerned about the quality of the entering students and the loss of academic reputation that would accompany that if it were continued. We were not in danger; no one was saying Washington and Lee was doomed only that it's weakened."

Wilson pursued coeducation on several fronts. First, he initiated a study among high school guidance counselors that concluded W&L's all-male status largely constituted a liability among prospective students. Students still applied to Washington and Lee, but increasingly did so in spite of single sex education. Second, he included W&L seniors in the dialogue, meeting with about twenty of them at a time for dinner. Though few students expressed their wish that W&L consider coeducation in the company of other seniors, Wilson recalls "there were some, at least, who would come in the next day and say, 'I do think going coed is something worth talking about.'" Third, he conducted a retreat at Skylark, that included alumni administrators. "We talked for a day and a half about pros and cons. Only one person thought it a bad idea, and that was the Director of Alumni Relations, Bill Washburn, who was accurately reflecting alumni opinion when he said 'I don't think this is a good idea.' Everyone else said that it must be done."

Wilson approached the Board of Trustees about coeducation during their October 1983 meeting, presented his reasons and recommended that the standing committees develop a report. The study continued until the follow-



# C.R.C: Gone, but forgotten?

In May 1992, following four years of student and alumni criticism, Washington and Lee faculty voted to terminate the Confidential Review Committee (CRC). From 1988-1992, the CRC served as the judicial board to address all questions regarding sexual and "verbal" misconduct. If that sounds like one of the college speech codes that have been so controversial over the past several years, that's because it is.

The CRC evolved from a "harassment" statement adopted in May 1985. It included: "As an educational institution we aspire to create a special community in which mutual respect for rights and autonomy of the individual balances our concern for the welfare of the community as a whole and the welfare of other individuals."

When Dean Howison requested that the faculty review the policy in Fall 1991, some sought to extend, not reduce, the jurisdiction of the committee. The CRC self-study,

released in March 1992, proposed establishing a "Principle of Civility and Decency" for the revised CRC to oversee. On the basis, "this nation and this institution cannot lightly disregard our history. Washington and Lee was racially segregated until the late 1960s;... it seems clear that the effects of historical exclusionary patterns have not been erased." Further revealing the politicized nature of this proposal, "We cannot simply declare that women and minority students have been effectively and fully integrated into the student population, and on the basis of that fiction, adopt a policy that ignores the very real differences in the Washington and Lee experience based on gender, race, ethnicity, and religion of our students."

The appendices that followed the report were more ominous. The SCC outlined appropriate and inappropriate "sexual touching," the W&L chapter of the National Lawyers Guild

denounced "a faculty member defining virtue as 'Christian conduct,'" and Women's Forum called for the CRC "to become an integral part of Freshman Orientation."

Though the faculty rejected many of the report's proposals in killing the CRC, they also accepted some of them. The Student-Faculty Hearing Board, the judicial forum that succeeded the CRC, is guided by a revised Principle of Civility and Decency." And unlike the CRC whose membership was announced to the student body, no one knows who serves on the

committee or whether or not it has heard any cases.

The thrust of the both the CRC and the Student-Faculty Hearing Board is that a cynicism toward the white, male majority of students at W&L leads faculty to establish two judicial boards, one for white men and a second one for other students.

Sure, the alumni magazine accurately reports that the CRC has passed into well deserved oblivion, but the same self-righteous spirit that created it still haunts the Colonnade.

*-Cameron Humphries, '93*



ing July. "The students at that time said 'Ah! The Trustees, instead of deciding in May while we're still in session, they're going to sneak back into town in mid-summer and make this decision.' They really couldn't make that decision in May. The reports weren't finished."

The Board of Trustees convened in Lexington on July 13-14, 1984 to once again consider the coeducation matter. Many former and current administrators consider coeducation the one

action that President Huntley knew was inevitable, but did not want to make himself. Twice previously Washington and Lee had conducted studies regarding coeducation, once in 1968-9 when many colleges and universities went coed, and the second time during a capital campaign during the mid-seventies. Assistant to the President and Rector of the Reeves Center, Tom Litzenburg recalls, "[being all male] was too great a burden for General Lee." On July 14 the Board of Trustees

agreed.

"It was really a very moving experience," Wilson describes the weekend. "The Rector asked each Trustee to speak before they went back around and voted. And it was only at that time that I had any idea how this Trustee body would vote. I said to them two things before they decided to vote. One: 'I don't want you to consider my future here because that's irrelevant. The subject is too important. Take me out of it.' Two: 'I don't think that such

# NO GENERALS ALLOWED

**I**N EARLY FEBRUARY 1991, the Law Faculty at Washington and Lee voted to amend its placement policy to forbid employers who discriminate based upon sexual preference from using the W&L placement office or other W&L law facilities. Under the revised policy, the only groups which will be barred from campus are the Judge Advocate General Corps (JAG Corps) of the Armed Forces, the FBI, and the CIA. The Law Faculty's vote was a reaction to a policy endorsed by the Association of American Law Schools (AALS), an accrediting body of which W&L is a member. The revised placement policy (new wording in bold) reads as follows:

Washington and Lee University School of Law is committed to a policy which opposes discrimination in employment based on sex, age, race, religion, national origin, handicap or disability, **sexual orientation or any other legally impermissible or irrelevant grounds.** The facilities and services of the school are available only to those employers whose practices are consistent with this policy.

The faculty decision centered upon three major factors: 1) the risk of losing AALS accreditation 2) the relevance of sexual orientation to being a good lawyer and 3) a concern that not passing the policy would send a negative signal to homosexual students. The real motivating factor for the change was the opportunity for some of the faculty to further their own ideological agenda. In truth, the new policy should be understood as a political protest.

In addressing the major factors, it becomes clear that none of them alone nor all of them combined are compelling enough to warrant the revised policy. For example, the risk of losing its accreditation is not very great. Indeed, one law professor estimated the chances of W&L losing its accreditation at zero percent.

Dean of the Law School, Randall

Bezanson, estimates that approximately seventy-five percent of the member schools have adopted some policy, but a percentage of those schools have narrowed those policies to exclude only employers who illegally discriminate based upon sexual preference. Since the Armed Forces are specifically allowed by federal law to discriminate against homosexuals, those employers are not banned from campus under such policies. A similar compromise policy was proposed at W&L by Professor Tim Phillips, but it was rejected by a majority of the law

In truth, the new policy should be understood as a political protest.

faculty.

Indeed, in the state of Virginia alone, UVa and William & Mary Law Schools have failed to adopt the AALS policy. They apparently aren't afraid of losing their accreditation.

The second factor affecting the faculty decision was the irrelevance of sexual orientation to good lawyering. While one's sexual preference does not affect one's ability to be a good lawyer, I would point out that the United States Supreme Court has decided that sexual preference does affect one's ability to serve in the military. Until the U.S. Supreme Court or Congress decides otherwise, sexual orientation is relevant for a lawyer practicing in the armed services. The new policy reads "sexual orientation or any other legally impermissible or irrelevant grounds." The use of the word "irrelevant" focuses the policy on the Armed Forces which is the only employer who may legally discriminate against homosexuals. Any other employer who used sexual orientation, or any of the other

enumerated criteria, would fall under the "legally impermissible" language. So, saying that sexual orientation is irrelevant to good lawyering in support of the policy really begs the question because the policy asserts the exact same thing. By passing this policy, the law faculty imposes its morality upon groups acting within the law and unnecessarily burdens the students who want to interview with those groups.

The third factor in the faculty's decision was the desire to send a signal of support to homosexual students at W&L. The policy does not attempt to make up for past discrimination by law firms. Indeed, as Dean Bezanson noted, before the AALS forced the issue "there was a sense that there wasn't a problem, in fact, with discrimination by private law firms that warranted or required the faculty to broaden this policy."

The law faculty has pointed the finger at those government agencies and found them morally unfit to use the services and facilities at W&L. Dean Bezanson would like us to believe that the faculty has made no moral judgments but has merely set a policy.

It should come as no surprise that this policy focuses upon the military which has been the favorite target of liberal politics for many years. It is at the very least ironic that at a time when American troops were fighting and dying overseas, our law faculty was pronouncing the armed forces morally unfit to interview on campus. The faculty has imposed its morality beyond the structures of the law, and the ideas and personal ethics of students give way to the political agendas of the faculty.

The most disturbing aspect of the action is that the entire discussion about the policy revision was conducted behind closed doors and without student input. Dean Bezanson has regular contact with the Student

Bar Association president, Grant Burns, yet he never mentioned the policy change until after the faculty voted and *The Law News* ran an article the following Friday. Bezanson explained that the decision was within the province of the faculty and implied that no student input was needed. When pressed about the lack of student input he responded, "If you are proposing a rule that anything that affects students must be decided by students—I'm sorry, it's simply not acceptable." After one student explained that students only wanted to express their opinions, not to decide the matter autonomously, Bezanson tersely responded "Well, here we are, here we are," implying that a forum held weeks after the final decision would be adequate for students to air their grievances.

Over sixty percent of the law students signed a petition asking the faculty to reconsider the policy. And here we arrive at a basic problem. The faculty members who support this policy do not believe that students will make the "correct" decision regarding the armed forces and similarly politically incorrect employers. In other words since the morality of the students is defective, the faculty has imposed its own morality. In essence, they have taken the good name of Washington and Lee, which belongs to all the students and alumni, and have used it for their own cause without so much as asking for alumni or student input.

--by Jeff Kelsey, '89, '92L

This article is excerpted from the original that appeared in the April 1991, *W&L Spectator*.

Note: Since this article was published, the ban on recruitment by the military was suspended. However, the law school still requires private employers to meet the standards.

a significant issue should be decided by a majority vote.' Well, we agreed to suspend that by-law and it turned out we agreed on two-thirds. We had seventeen vote yes and seven vote no, just two-thirds, I think."

Wilson remembers the opposition to the Board's decision. "There was the 'Battle of the Bumper Stickers:' 'No Marthas Here'—which I thought fairly clever—and 'Better Dead Than Coed,' which I thought was a little bit trite." Polls taken among the student body also reflected resistance. "I think that it was 58%-59% against." But the most conspicuous form of disapproval surrounded a poll taken among the alumni. "We had a firm in Richmond draft the question to avoid the charge of bias, but we were accused of that anyway." President Wilson admits he was against conducting a poll, "I don't care how you explain this to alumni, they will believe they are being asked to vote. 'Why did you put us through all of that when you weren't going to pay attention to what we said.' Well we did pay attention."

Among the more compelling arguments the Board considered was alumni response to the question, "if remaining all-male would have a negative effect on the quality of W&L education, would you prefer to remain all-male?" The large majority of alumni answered that if coeducation would improve or sustain Washington and Lee's academic condition, then they would support it.

But an even larger majority answered that all things being equal, they would prefer to remain all-male. And herein lies Wilson's first great conflict with large numbers of alumni and the source of many criticisms leveled at him. The merits and consequences of coeducation aside, critics charge that Wilson entered the presidency with a narrow vision regarding W&L's all-male status: that it must be changed. He sought to implement this change, to his credit, by building alumni consensus for coeducation. But support of this magnitude is diffi-

cult to develop within an eighteen to twenty-four month period. The alienation that the decision caused in the hearts and minds of many alumni lingers. History may judge Wilson not simply on the decision to coeducate, but as well, as the manner by which he achieved it.

One additional legacy of coeducation somewhat prevalent on the campus today surrounds "The New W&L Student." In justifying coeducation, Wilson and others pointed to the then existing student body as a University shortcoming. This necessarily caused classes of the early and mid 1980s to view themselves as inferior, perhaps even as not worthy of the W&L sheepskin they received. Faculty references to pre-coeducational W&L as some barbaric, sexist and overall bigoted period in the University's history, extend the myth that women rescued Washington and Lee from impending oblivion. And though the hostility that these classes may have exhibited toward women first entering W&L continues to be attributed to these male chauvinism, it must also be acknowledged that women symbolized Wilson's and others' demeaning of these classes. Wilson successfully black marked and belittled a generation of W&L graduates through no fault of their own. Younger faculty, none of whom taught here prior to coeducation, nevertheless patronizingly refer whole classes of "dumb, good old boys" who allegedly dominated the W&L experience for over a decade. Though this attitude may not receive Wilson's and Washington Hall's endorsement, neither has it received any public condemnation from them. As a result a small clique of faculty and students self-righteously hail themselves as standard bearers of intellectual achievement previously unknown at Washington and Lee.

Coeducation necessarily defined a break with tradition and, as a consequence, a break in continuity between generations of alumni. While deans and other administrators



# DIVERSITY COMES FULL CIRCLE

On January 12, 1993, a black conservative wrote a letter to the campus newspaper, *The Ring-tum Phi*, on behalf of Washington and Lee College Republicans. Paul Wright addressed his concern about the continual destruction of the College Republicans posters by closed-minded individuals.

Paul, was more than justified in writing this letter after requests for the University to correct the problem changed nothing. The act of destroying the signs was cowardly, but the events that followed the letter extended the hostile environment that W&L College Republicans have endured during the past months.

Four days after the publication of the letter, Paul received a threatening letter from F.L.I.N.T.—A.L.B. Chapter #19, a liberal group or person at Washington and Lee. The threat itself was a surprise. But the manner in which it was received and the form in which it was written constitute a violation of common decency and Federal law. The letter was not handwritten or typed, but pasted together with letters from newspapers and magazines to elicit some sort of fearful response (as if produced by a Lexington branch of the Red Brigade?)

Paul reacted to the letter by stating, "I have learned that liberals view the conservative element as anti-progressive and narrow-minded. However, liberal activists choose to ban the ideas of other rather than construct their own ideas. I think these liberals have drained their thinking abilities in an attempt to figure out new ways to drain others wallets. In essence, we are witnessing a growth in the lack of intellectual diversity or at least an increase in the lack of tolerance of such diversity."

This problem can be attributed to the administration's decision that appearance differences are sufficient enough to define a diverse campus. Ideas and opinions are the essential elements of a diverse society, but these qualities are absent in the F.L.I.N.T. group. Political correctness has become the new fetish for many citi-

zens of Washington and Lee's community.

Last year someone wrote a derogatory racial word on the desk of a black student in the Law School causing an explosion of anger on the campus. When a black conservative is attacked, however, this is an accepted consequence of right-wing thought and expression. The administration roared and howled at the horrific attack on the law student immediately after it occurred. Students (both law and undergraduate) professors, and officials wasted no time in writing letters of protest to the terrible insult.

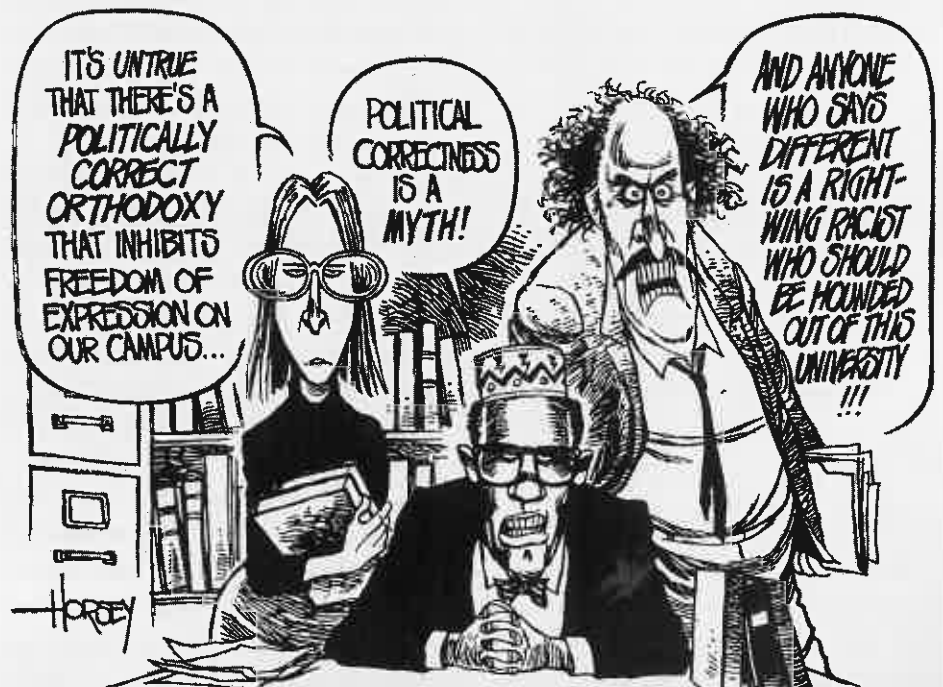
When Paul reported the F.L.I.N.T. hate-letter to *The Ring-tum Phi*, the paper judged that the situation was not newsworthy. There was no motion by the ACLU, the administration, or the student newspaper to voice concern. No reaction came from any member of the PC community when the liberal vandals sent the threatening letter. Apparently, a Federal offense is unimportant to Rick Peltz, editor of *The Ring-tum Phi*, and should be disregarded by the W&L community. If the victim of this threat were a member of the Women's Forum, Minority Students Association, or ACLU, this issue would be on

the front page of the *Phi*. Furthermore, the administration made a concerted effort to stay away from the entire episode. The majority of the student body was denied the story because the victim was a black conservative.

This type of behavior runs rampant throughout the country's best universities and colleges as the PC bandwagon on faster each month. Whether or not the letter was a literal threat is rather unimportant, the message remains, the views and opinions of black conservative do not warrant attention under the thought segregation of political correctness at Washington and Lee.

The environment at Washington and Lee has decayed to a state in which a student would be cowardly enough to send an anonymous threat through the U.S. postal service. Furthermore, the school paper and administration would not take action until forced. More importantly, this issue has illustrated that W&L has declined to a point where the rights of conservatives are ignored in a "politically correct" environment. In this environment, the free flow of ideas is threatened and, therefore, so is the University's future.

—Ted Elliott, '94



are quick to attribute the successes of coeducation to Wilson's leadership, few are willing to even acknowledge that it possesses any downsides, and none of them, Wilson included, have taken any vocal measures to address them. As long as certain groups are encouraged to view their presence at Washington and Lee as some form of favor to the University, and as long as faculty and administrators foster that outlook, the W&L community will remain divided—not simply among members of the student body, but among the alumni body. This legacy, should it continue unimpeded by Washington Hall, threatens to unravel the fabric of W&L alumni.

### **"A Defect in the Fabric"**

Asked if he were a "Fraternity Man" during his undergraduate years at Michigan State, Wilson quickly replies, "I don't know what that means if it's capitalized. I belonged to a fraternity." Fraternity involvement in his undergraduate years, however, has never inhibited Wilson from denouncing shortcomings he viewed in W&L's fraternity system.

"I was really horrified," Wilson recalls his first impression of W&L's houses. "I thought that it was the one deep defect in the fabric of Washington and Lee. I can't say any much stronger. I thought that it was the seat of hypocrisy, where the code of the gentleman, courtesy, magnanimity, gentlemanly conduct—I'm not going to talk about honor, I'm talking about these other virtues that the University has so long prided itself on—were nowhere in evidence. I thought that it was as far advanced in creating an unhealthy social environment as you could imagine."

But Wilson rejected taking the action that many other college presidents did in the 1980s, that of closing the fraternity system. "I thought that the fraternities had had a very strong honorable past. This tradition of decline had only been going for fifteen to twenty years. That the men who graduated as late as '68 and '69 were

members of a very different fraternity than the one that had emerged from out of the Vietnam anxieties of the late sixties and early seventies from this anti-authoritarian points of view. So you had twenty years of anti-establishment points of view in the houses.

"The houses had become freshman and sophomore play pens—juniors and seniors were only nominally members of fraternities. Officers didn't even live in the house."

"I thought that if we don't fix them and change that the value system of the University would actually be in jeopardy." And thus were borne the seeds of Fraternity Renaissance.

In May 1985, the Board of Trustees adopted the two statements on fraternity life at Washington and Lee, the "Policy Statement Relating to Campus Life" and the "Statement Relating to Fraternities." These policies were designed to improve behavior in the houses and define the proper avenues of communication between houses, house corporations, deans and national fraternities. They accom-

plished neither.

In the spring of 1987, the Alumni Fraternity Council met to initiate a plan for renovating the houses. The meeting spawned the Fraternity Renaissance Steering Committee, Later responsible for *The Washington and Lee University Standards for Fraternities*—the backbone of the current Fraternity Renaissance program. Capital Planning Assistant and former Assistant to the President, Frank Parsons, '54, recalls that by late Spring 1988, President Wilson requested that Parsons and other senior administrators draft a report exploring all the possibilities they anticipated for the Renaissance program. The Board of Trustees previously had approved initiating the Renaissance program the previous winter.

"There was a strong sentiment on the City Council that this was the time to close down the fraternities," Wilson recalls. "I said, 'I'm not going to close them down. They will be fixed, or they will remain as they are.' I couldn't believe that people would say, 'Well,

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# Refusing to Grow Old Grace

The slide presentation for the University's capital campaign "On the Shoulders of Giants" is filled with "lasting images of the simple strength and proud tradition of General Lee's college that alumni know and love" (*Alumni Magazine*, Spring 1992) The ordered and stately beauty of the original colonnade testifies to the University fathers' respect for traditional values and classical education, and most feel that Washington and Lee's architectural tradition is worth preserving and continuing in the future. The administration would have alumni think that it too believes in traditional values and classical education, however, it is evident that this is not so. Washington and Lee's classical, elegant beauty may be another tradition to fall by the wayside.

In Wilson's defense, we should note that this is not the first period of architectural controversy on Washington and Lee's

1986) It was not until 1922 when the chapel was threatened with destruction that the romantic associations with General Lee were transferred to the building. It is the chapel's association with Lee, not its architectural style, that people have grown to love over the years.

The "On the Shoulders of Giants" campaign has been surprisingly successful, and a great deal of this success can be attributed to Wilson. However, the President has not been able to transfer his success as a fundraiser to his building projects. During his tenure there have been seven major buildings and renovations on the campus, and only one, the Lewis Hall expansion, has been without controversy. Three of Wilson's most egregious errors include the Watson Pavillion, the Lenfest Center for the Arts, and Gaines Residence Hall.

The Watson Pavillion was donated by

ing with a central rotunda surrounded by four separate wings clashes with the dignified architecture of the front colonnade. Moreover, in a school that prides itself on student government, the administration did not pay much attention to the student petition to change the location of the building. If architectural integrity and student opinion does not matter in campus construction, what does?

Architecturally, the Lenfest Center did not even come close to conforming to W&L's architectural tradition. Roy Lowey-Ball, one of the principal architects in the project, said in a recent letter to *The Alumni Magazine* that "the design is deliberately not a slavish example of Georgian architecture, however. The 'volkswagen windows' facing the walkway, for example, were deliberately mannerist in appearance. Georgian architecture tends to be rigorously symmetrical about a central axis, while the theatre is anything but symmetrical in layout" (*Alumni Magazine*, Spring 1992) Mr. Lowey-Ball's statement that Georgian architecture is strict and hard to work with shows his lack of understanding of the elements of the Georgian style. The Georgian style is derived from the principles of Andrea Palladio and the work of the great British architect Inigo Jones who believed that architecture should be "solid, proportionable according to the rules, masculine, and unaffected." If Mr. Lowey-Ball cannot follow the stylistic rules of Georgian architecture, he should not attempt to reproduce it.

The architecture of the Lenfest Center was lamentably influenced by its neighbor the Gaines Residence Hall which also fails architecturally. Gaines was designed in the post modern school, an architectural movement which prides itself on an amalgamation of many disparate styles all incorporated into one building. For all of their grand designs, post modernists have created nothing more than design by committee, producing an incoherent mess. The building's greatest flaw is the inconsistency in using both cheap and expensive



campus. There have been numerous buildings that have not conformed to the original campus architecture, most notably Lee Chapel. Lee Chapel, which is now considered to be the "Shrine of the South," was not always deemed an architectural treasure. In 1908 "visiting dignitary Charles Francis Adams had remarked to a companion upon leaving the chapel, 'The only reproach to General Lee's memory is this chapel which he allowed to deface the campus.'" (*Alumni Magazine*, January

Mrs. William Watson of Lynchburg who is the wife of William Watson, '29. The building is designed to be an addition to the Reeves Center which would house both Mrs. Watson's and the University's collection of Chinese export porcelain. No one is trying to claim that the Watson Pavillion will not add to W&L, however, the location of the building west of the Reeves Center and north of Tucker Hall on the front campus disrupts the beauty of the front colonnade. Also the style to the build-



# efully

materials. The modern staircases that are enclosed in towers of glass show the cheaply made stairs with rubberized steps and hot-pink railing that sharply contrasts with the ornate masonry of the elaborate brick courses and quoins. The K-Mart window treatments and lattice panels ruin any sense of quality established by the elaborate brick work. The outrageous amount of money spent on the deliberately flashy external ornamentation and design make the building an even more disgraceful failure than it would have been if it were an ugly, modest building. In times when the University had less money to spend on construction, architects were able to remain within the boundaries of acceptable style.

There is no better way to preserve the ideals of the school than through its buildings and its campus. The venerable buildings of the colonnade are more than merely brick and plaster; they are symbols of the founders' commitment to order, reason, and beauty, and they should serve as a reminder to beware of fleeting trends and hollow values. The building and renovation of Washington and Lee's campus must be consistent with the wonderful treasures that the school's founders left us. Architectural romanticism and associations are important to constantly remind us of the values that represent the University and its founders. We should look at W&L and see the great ideals that have stood the test of time, not lingering on the ephemeral ideas of today. It is inevitable that as the University grows, the original plan for the its arrangement of buildings will vanish due to spatial limitations. Although physical coherence may disappear, it is not necessary for architectural integrity to go along with it. The University must develop a sensible architectural plan that is not unmindful of the future and is not unmindful of the past either.

—Wright Marshall, '95

Information from George Nomikos' article, *Architecturally Speaking in the February 1990, W&L Spectorator was used.*

we'd rather have them as they are now." But they did, on the City Council, among the faculty and administration, and in the fraternity system.

Each group has their own reasons. The city and faculty want the houses to collapse and the fraternity system to dissolve, no news there. But many fraternity members and alumni still remain skeptical of the program that cedes the property and autonomy of the houses to the University while also requiring them to pay for the privilege. The increased costs and bureaucratic burden on the houses is furthermore having an adverse affect on the social activities of the houses. One of the founders of Fraternity Renaissance, Col. Paul J.B. Murphy, Jr., '49, recently observed, "My sense is that success in meeting these Fraternity Renaissance Program objectives is spotty at best."

Regarding the faculty, "I think, frankly, when I talked with the faculty that shutting down the fraternity

system is something that they would have recommended to the Board, sooner or later. And I honestly believe that that would have happened within a year or two." Wilson interceded for any number of reasons, but the importance of the fraternity system in the hearts and minds of alumni was certainly among them. "[Shutting down the fraternities] might have been sufficient 'to cost me my job.'" But rejecting any notion that Fraternity Renaissance was a form of unemployment insurance, Wilson quickly adds, "I didn't go through my early years worrying [about my job]. I was young. I didn't think that I was unemployable or anything."

Like coeducation, Fraternity Renaissance constitutes a potent advance for Washington and Lee. But restoring the "fraternal ideal" so often referred to in the policy statements of the Fraternity Renaissance requires far more than \$13 million worth of fresh paint and nails, as Wilson is quick to

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# SENSITIVITY PROGRAMMING AT W&L

Over the mountain and in the pleasant Valley town of Lexington—home to Washington and Lee and Virginia Military Institute—feministas have been busy this spring turning thoughts not lightly to love, but heavily to sexual assault as they define it.

During a "Sexual Assault Awareness Week," W&L students were asked to wear blue ribbons to signify their sensitivity to assault, an itinerant Human Sexuality Educator gave workshops, and a Speak Out against sexual abuse was held in front of Lee Chapel—followed by a candlelight march on campus and downtown Lexington and a "healing service for survivors."

A main organizer of all this activity is Anne Schroer-Lamont, associate dean of students at W&L, who contends (according to *W&L Law News*) that "sexual assault is a major problem at W&L." She claims that one of every seven of W&L's 130 freshman women is raped or sexually assaulted during the first seven months of the freshman year.

One of seven! Now were that true, the jails of Lexington and Rockbridge County would be—or should be—overflowing with sex offenders. Rape is a terrible crime, not something to be trivialized as "date rape." However, Ms. Schroer-Lamont's statistic comes not from police blotters but from a little spring-time sex survey authorized by the Dean of Students'

office. The questions cover everything from "unwanted sexual intercourse" to "touching." Dean David Howison concedes that lumping all the data together can present a "misleading picture."

It turns out that no case of forced sexual intercourse involving W&L students has come recently to the local police or W&L's own quasi-judicial body on sexual misconduct. We are

sisters' venomous reaction to seven women's colleges' breaking ranks with the Women's College Coalition by siding with VMI in its bid to have the Supreme Court uphold its single-sex admissions policy.

An "extraordinarily cynical and self-serving approach" was how Ellen Vargyas of the National Women's Law Center slammed this alliance. VMI contends that if it loses, all

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The feminista juntas claim to support diversity. What they really seek is a uniformity as dreary as one of their codes of permitted behavior.

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talking mainly about some boorish behavior—much of it booze influenced—and almost all of which can be stopped with an unequivocal "No!" punctuated by a slap in the face if necessary. Have the juntas outlawed common sense?

W&L'S FEMINISTAS also are targeting next-door VMI. "Attitudes [at VMI] spill upon our campus and vice versa," Ms. Schroer-Lamont told *Law News*. "VMI doesn't do consistent programming."

Ah yes, what to do about VMI, which insists on preserving undiluted the masculinity of its training and education mission? The feministas' legal division is doing its best to tear down that tradition, too, so that in a few years though barracks training can be replaced with sensitivity workshops on "changing gender roles." Consider the

single-sex education ultimately will fall. Ms. Vargyas says women's colleges, though heavily subsidized, have nothing to fear.

Now, who is really the cynical party? In July 1991, after District Judge Jackson Kiser ruled for VMI, Isabelle Katz Pinzler of the ACLU's Women Rights Project told *Fortune* magazine: "I understand the arguments in favor of single-sex colleges for women, but they should be overruled by policy calling for sex equality in education."

The feminista juntas claim to support diversity. What they really seek is a uniformity as dreary as one of their codes of permitted behavior.

—Robert Holland, '63

This article is excerpted from a *Richmond-Times Dispatch* editorial.

acknowledge. The legacy of Fraternity Renaissance is more than restored houses, replete with Laura Ashley upholstery and Steinway baby grand pianos. It is a bureaucratic paper trail that leaves fraternities paying thousands of dollars every month to outside maintenance firms who routinely inflate their charges. It is an ill-defined alumni-student-administration relationship that forces House Corporations to suspend fraternities from their houses for fear of the University shutting down the fraternity entirely. And it is the elusive "fraternal ideal" lingering only in misunderstanding among all participants in the Renaissance program. President Wilson has demonstrated the leadership necessary to initiate and implement the program. Perhaps he could also muster that necessary to save it.

## "On the Shoulders of Giants"

"On the Shoulders of Giants" is the largest capital undertaking in the University's history. Though not as crucial as President Huntley's capital effort of the 1970s that increased W&L's endowment to \$50 million and provided funding for the construction Warner Center extension of the Doremus gymnasium, the University library, and renovation of the School of Commerce, Politics, and Economics. In addition to seeking \$5 million for the Fraternity Renaissance, "On the Shoulders of Giants" solicits \$7.5 million for a new student center, \$8 million for science hall renovations, \$10 million for the Lenfest Center (one part of the campaign that has reached its goal), and \$8.4 million for other improvements. The remainder of the \$127 million goal will be applied to various endowments for the University.

Dr. Thomas V. Litzenburg credits President Huntley for enabling Wilson to pursue his capital campaign. "But it wouldn't have been possible until now to presume that in the name of academic excellence—which is principally driving this campaign—that somebody

would dare presume, had Huntley not gone first, to stand up and say, "if it's all the same, I'd just assume have \$127 million in support of academic excellence."

Will this Capital Campaign succeed? Wilson and other administrators act somewhat apprehensive about its success. No one will offer on the record that they believe "On the Shoulders of Giants" is failing, but at this point of the campaign, its success is far from assured. Alumni contributions, aside from the University's big donors, are somewhat behind schedule. A recent issue of the newsletter documenting the campaign listed many segments of the campaign having raised 10% or less of their overall goals.

Presidents Huntley and Wilson are widely credited for updating and modernizing Washington and Lee's development offices. A professor described how capital campaigns were conducted not too long ago, "The development officer would go and visit forty families and pass the hat around. That's what fund raising meant forty years ago."

Another difficulty with any W&L capital campaign surrounds traditional low alumni involvement. One faculty member attributed the low percentages to W&L's elitist nature. "Because Washington and Lee was not an elite institution sometime ago, the students responded by instituting a cruel social hierarchy on campus life. What, 35% of alumni contribute to the Annual Fund? Well, only about a third of W&L students are traditionally included in the elite segment of the school. For four years, students were told that only this one-third was significant. So following graduation, only one-third contributes. You know, not all that long ago the University really only asked for money from former Sigma Society members. Gerry Lenfest's contribution changed things. An alumnus who wasn't a member of the elite while he was here gave the University \$3 million anyway. It signaled a changing of the guard."

Has the University sufficiently enlarged its donor base? "On the Shoulders of Giants" will demonstrate whether President Wilson has expanded Huntley's base.

## Compensation and Community

One of the first actions Wilson performed as president was to significantly raise faculty salaries—an action for which, ten years later, faculty remain acutely grateful. By category of institution, our average salary was low—so we knew where we stood. The problem was determining how we would catch up and strengthen our compensation."

In speaking with senior members of the faculty who taught under President Huntley, traces of resentment concerning the low salaries and the low inflationary adjustment faculty received during the 1970s lingers. Frank Parsons remembers, however, that the University faced a capital crisis during that decade. "President Huntley was reacting to his sense of

priorities [in building rather than raising salaries]. Had those priorities gone uncorrected, our accreditation would have been at risk."

Faculty salaries, unfortunately for Wilson, are one of the few changes under his administration for which professors are directly grateful. Just as soon as faculty thank Wilson for their pay raise, they often criticize him for the bureaucratic load he has placed upon them. And this increasingly bureaucratic nature of Washington and Lee is not limited to the faculty; it reaches as far as University Buildings and Grounds.

One Buildings and Grounds employee recalls, "Huntley required a brief proposal and a quick talk; Wilson will sit on our reports for three weeks." Wilson acknowledges that his tendency to micro manage is evident especially regarding Buildings and Grounds, "Mornings, I often will come in and call the supervisor of Buildings and Grounds and say, 'What is that dumpster doing on the back parking lot next to the baseball field?' I'm not

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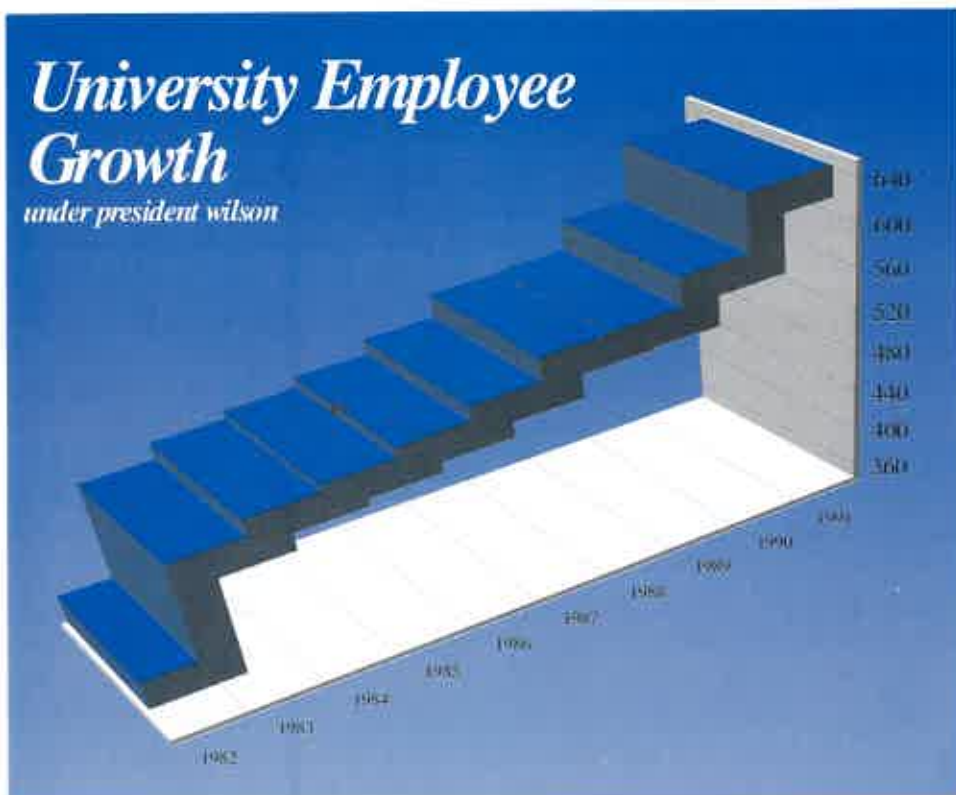
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# University Employee Growth

under president wilson



bothered to go through Mr. Broomall. I have a very keen interest in the physical plant of the University. So Larry [Broomall] tolerates that, I think.”

The faculty does not. A long time Washington and Lee professor laughed, “I was promoted in a three paragraph letter to President Huntley. Today that promotion would require fifty pages of documentation. Perhaps there is an improvement with this new system. I just don’t see it.” As a result of this new bureaucratic overload, the position of faculty department head is frequently tossed around within the department like a hot potato. Another professor remarked, “[being department head] never really was enjoyable, but it wasn’t the burden then that it is now.”

Wilson acknowledges that he has increased the amount of paperwork necessary for the faculty as pertains to evaluation. “We’ve required a little more paperwork for evaluation of faculty. For tenure and appointment decisions, the paperwork increased manifold. “It includes reprints of articles and books and things; it becomes

quite large, what with student evaluations and such. It is much more formal than the old way.” Faculty describe the tenure process as onerous, and Wilson himself is reluctant to describe the new process as an improvement.

Wilson notes that in the new tenure format, candidates are encouraged to challenge other faculty members’ evaluations. But rather than endowing the tenure process with a new sense of thorough evaluation, all the paperwork has burdened the professorial community with skepticism towards one another. One professor described the breakdown in community. “You look over your shoulder before you speak your mind now. It didn’t used to be that way.”

When asked about the negative effects his paperwork policy has on departments, President Wilson becomes concerned. “I am very unfamiliar, but uncomfortable with that. I think that’s destructive of the sense of community. I’m a little surprised to hear it, but I don’t know how my management style does that. I’m sorry about that. I really am.

“There is a good, solid, decent community here, which is very valuable. Anything that I am doing that would take away from that is probably not worth doing.”

To pay for his faculty pay raises, Wilson cut some expenditures and reduced other significantly. Wilson’s “penny-pinching” style causes many to accuse the president of being a tightwad. Wilson disagrees, “I think frankly that I’m a patsy when it comes to budgets. We play a little game—I bargain, scream, but finally give in.” And to his credit, Wilson’s willingness to pursue “the most bang for the buck” enables Washington and Lee to boast the lowest tuition of the top twenty-five liberal arts colleges, though its endowment ranks near the bottom. Acknowledging his fiscal accomplishment, Wilson adds, “I take great pride in that.”

Frank Parsons is also uncomfortable with the characterization. “I wouldn’t call him a tightwad,” Parsons explains. “I would call him a president who takes his fiscal responsibility seriously.”

The combination of Wilson’s “fiscal responsibility” and his tendency to micro manage the University are attributed, if not solely blamed for two University administrators relocation. Both Louis John and Frank Parsons are W&L alumni whose service to Washington and Lee predates Wilson’s and neither currently function in as senior a position as they did ten years ago. John, currently a professor in the Commerce School, preferred not to discuss why he left the Dean of Students office in 1990, after serving in the position for over two decades. Parsons did acknowledge that he and the president had experienced disagreements. “[Wilson] and I—please try to say this in a kind and gentle way, because I don’t mean it as a criticism—he and I disagreed sometimes about the planning process.”

“I would call him a president who takes his fiscal responsibility seriously.”

## “Perhaps our Southern legacy had to go,” a professor confesses. “But what have we gotten in its place?”

Wilson often acted as though he viewed the assistant he inherited as an interference. Parsons, who served as the assistant to three W&L presidents, Cole, Huntley and Wilson, said of his relationship with Huntley, “he seemed to find that relationship useful.... I never felt like anyone resented my presence.” Parsons now serves as the Capital Planning Assistant to the president, a position he has filled since summer of 1988.

Revealing the extent to which Wilson little values the assistant position, Wilson did not seek a replacement until the burdens of the Capital Campaign forced him to do so in summer of 1991. Wilson hired Litzenburg, both a W&L alumnus (Class of 1957) and Wilson colleague from Wells College. Litzenburg explains, “When [Wilson] hired me to come back, it was in the context of sorting out the ever increasing burden that was falling on the president’s office in light of the \$127 million Capital Campaign, and that was what gave him pause about trying to continue unassisted at that office.”

Unlike with many faculty and administrators that Wilson “inherited” and with whom he has demonstrated a willingness to micro manage, the Wilson appointments enjoy freedom in executing their responsibilities.

Dean of the College, John Elrod, arrived at Washington and Lee in summer 1984. “President Wilson and I established a practice almost the day I arrived here of meeting every morning at 8 a.m. Never thought of him as a micro manager, though. I’ve always felt free to do my work. I have often coveted his advice. I can’t remember one decision that I felt he made for me.”

Dean of Students, David Howison, takes a compromising position. “I would agree that part of the president’s administrative style is that of a micro manager. But it’s not been the

case in working with me. On the contrary, in our early days together, the president and I sat down and talked about the mission of the Dean of Students office. We both agreed that that is primarily my responsibility.” Unlike John, whom many feel was uncomfortable with Wilson’s intrusion into his responsibilities, Howison continues, “I couldn’t be happier with the extent of delegation of authority [Wilson] has given me; the micro management issue has not been a factor in our relationship.”

Another complaint leveled against the president involves the expansion of University administration that has occurred under his leadership. The number of University employees has more than doubled in ten years, though the size of the student body has increased by less than half. Wilson

is sensitive to this concern. “It’s not the business of any administration to run the University for the benefit of the administration. But every time you build a new building, you’ve got to add Buildings and Grounds staff. Every time you add a new community of computers, you’ve got to add people to the computer center. Security has required additional support. The Dean of Students office has grown. Career and Development has been an area we had to expand. Students were complaining about it.”

### “The Iowa Mafia”

Speaking with senior professors, their greatest concern with President Wilson’s tenure is that he has allowed W&L’s Southern legacy to fade. “Perhaps our Southern legacy had to go,” a professor confesses. “But what

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have we gotten in its place? Nothing. There's no clear vision of the type of university Wilson wants this place to embody. I guess that it's just a commentary on contemporary American life—homogeneity.

“General Lee’s legacy is only discovered by accident on campus. I mean sure, a great many students learn from his character while here. But they can avoid it, easily. Washington Hall does not embody the character of this University, so it just lingers.”

Faculty and students alike accuse President Wilson of hiding in Washington Hall. That students do not even know who their president is has become a joke on campus. Wilson and other administrators acknowledge that the president is not prevalent enough on campus. Tom Litzenburg observes, “President Wilson came to Washington and Lee at an hour when involvement in campus life would no longer be possible in a way in which people either imagined it once was or that it in fact once was.”

If Wilson cannot be viewed as a campus figure, what is his leadership role as president? Wilson responds, “The thing about Washington and Lee that is desperately important to keep strong is the idea of a Southern University of national standing. And ‘Southern’ meaning that the best of that tradition, gentility and refinement, courtesy broadly construed—I associate more conspicuously with Southern culture than I do with Northern culture. The accident of Washington and Lee being what it is in Virginia, in the South, but reaching out to take in misbegotten—in the true sense of the word, people from Michigan and New Jersey—in a community devoted to the aspirations and ideals of higher education. That’s Lee’s ideal.

“This is the one place in the world where I’ve been where people ask, ‘Aren’t we getting too good?’”

Others question what we have purchased. A professor acknowledges, “sure students are smarter than they



“This is the one place in the world where I’ve been where people ask, ‘Aren’t we getting too good?’”

were five years ago, but smart enough to compensate for the lack of character I sense. I’m not sure.” Another former dean likened the current administration to an “Iowa Mafia,” a reference to the Dean of the College and the Dean of the Law School both arriving at W&L from the University of Iowa. A professor elaborates, “they don’t care about the character of the place; they just want to make this place into the Ivy League.”

Dean of the School of Law, Randall

Bezanson’s response to the description of W&L as a Southern institution reflects the extent of administration apathy towards the University’s heritage. “Call it a Southern university with a national reputation, or a national university in the south, I’m not sure it makes much difference. The character of the Law School is southern not only in some good ways but in some inevitable ways—because of where we’re located and given that one-third of our students come from the South.” Bezanson offers no sense of the heritage and qualities of the South; it constitutes little more than a geographic and demographic statistic.

### **The Divided Presidency**

In 1996, “On the Shoulders of Giants” is targeted for completion and President Wilson’s tenure largely will largely be completed. (University policy mandates retirement for administration at age 65, and Wilson is nearing retirement age). How will his presidency be judged? Some are judging it now.

“It would not have made sense,” Tom Litzenburg observes, “to have had President Wilson and President Huntley in reverse order. The hour for the University to aggressively leap forward—to fulfill some of the great intellectual objectives that were laid down by Dean Leyburn under Gaines was the hour John Wilson arrived.”

Litzenburg, a student under Gaines, likens the two presidents. “I see a marked similarity between Gaines and Wilson in respect to a deep seated commitment to the fundamental tenants of an academic institution with respect to its purpose, a sense of what is morally right and fitting for an institution of distinction, and a courage borne of moral conviction with respect to values that they believed in both instances were non-negotiable.

Acknowledging “it’s true that President Wilson has not been as present to the students and to the faculty as he’d like,” Dean Elrod describes the occupation of college president, “It’s



the hardest job in the world, I think. I can't think of a job that's harder. You've got multiple constituencies. The challenge of a president is always to tell the same story to every constituency. And you better tell it slightly different to every constituency because you've got to emphasize what's important to them."

And the Wilson record, though largely positive, is also divided. Divided in many senses. Students as a whole have never trusted or accepted their president. Wilson accepts student attitudes toward him with a developing Southern stoicism, "You know really, I don't know how to assess my popularity. It's never been great here, I think that's fair to say." Then with a cruel irony, he concludes, "But I think the degree of hostility has varied.

"With this kind of stuff, you have to say 'This is a democracy. Listen to it; learn from it, and don't lose your temper.'"

The president has on occasion lost his temper with the student body, and students remember it. On February 1, 1991, Wilson suspended three students for throwing a bottle through the window of the newly renovated SAE house. Because the president lacked the authority to suspend the students (and subsequently faced legal action for the suspension), student frustration with their president reached a boiling point. When Wilson suspended two of the students, he told them, "they should enjoy the coming eight weeks experience of bagging groceries."

A professor remembers, "Sure, I was there. I'd never seen such flagrant animosity toward the president. It's clear the students were provoked. I'm not sure whether they were provoked enough, but they were provoked."

And stories of Wilson's temper in faculty meetings have become legend. Faculty members generally do not trust their president, or at least resent his bureaucratic intrusion into their affairs.

Finally, many alumni consider their

president an to be an outsider—that he is simply not one of them. All this combines to explain why many contingencies perceive that W&L's community has withered under Wilson's tenure. And to whatever extent this is actually true may not be as important ultimately as the perception that exists.

There is a sad irony that the president who has accomplished so much for his University, will never receive

Wilson is  
certainly a  
man of char-  
acter, but he  
is also charac-  
teristic of his  
times.



during his tenure the broad respect his achievements merit. In an age of victim hood, Wilson could confer some upon himself: victim of courage, character, vision. But also a victim and a prisoner of his background and his time.

The 1980s were the decade of increasing litigation, and consequently, paperwork at W&L increased. The 1980s were a decade that socially had changed so that coeducation was inevitability. The 1980s were the decade that addressed the "anti-establishment" reaction to Vietnam and social liberality of the 1960s, and so Wilson was faced with either restoring the fraternities or shutting them down. And the 1980s were a decade that witnessed explosive growth in college and university budgets, and so Wilson had to dip his hand into alumni pockets to finance an increase in W&L's endowment—a campaign that has removed him from campus life. Wilson is certainly a man of character, but he is also characteristic of his times.

And the sense among students, alumni, and faculty is that they would forgive these shortcomings and allow Wilson to enjoy the esteem he otherwise merits, were Wilson to have articulated and defined a character and community at Washington and Lee that justified his presidency in a manner that was wholly consistent with the tradition and heritage of the University.

Dean Howison confidently claims, "I have no doubt whatsoever John Wilson will be recognized as one of the finest presidents in our history." Wilson does not possess the same degree of confidence about how his presidency will be viewed. It is clear that he loves Washington and Lee; he has received and declined numerous offers from other elite colleges and universities. It is not clear how Washington and Lee will treat him and his presidency. Perhaps that is the one unattained accomplishment that Wilson will pursue in his remaining years of his presidency.



ESSAY

CAMERON HUMPHRIES

# The Rhetoric of Change and Tradition

**I**FIRST VISITED WASHINGTON AND Lee in late July 1984, coincidentally only a few weeks following the Board of Trustees' decision to allow coeducation. The trip wasn't planned. My family was vacationing in Virginia, and Mother wanted me to see the university she had frequented on weekends during her year at Randolph-Macon. "The place hasn't changed," she told my father, my sister, and me—at the time ignorant of the coeducation decision. No doubt many alumni returning this weekend who tour the campus for a few hours, drink a beer at their fraternity house,

or merely thumb the pages of the *Alumni Magazine*, will draw a similar conclusion.

The Washington and Lee of 1993 isn't the W&L of 1983 or any other year. To his credit, President Wilson's Washington and Lee is in many respects an improved edition. Academic standards are higher, though not as high as they were thirty years ago. (Revealing the extent of alumni skepticism towards overemphasizing numbers in the admission process, Wilson himself is quick to observe that freshmen median SAT scores have not yet surpassed 1960s

levels.) Likewise, Washington and Lee's academic reputation again enjoys the stature she deserves. And while colleges and universities nationwide are currently under federal investigation for not only price fixing, but improper use of federal grant money, W&L has retained U.S. News and World Report's "Best Buy" distinction and—aside from financial aid for students—receives no federal monies. As President Wilson's \$127 million Capital Campaign, "On the Shoulders of Giants," enters full-swing, Washington and Lee already enjoys one of the most secure financial foundations of any institution of higher learning in the nation. If it is true, as is often implied by many administrators and some faculty, that W&L faced something of a crisis in 1983, then President Wilson must be credited with endowing her with a certain stability.

But at what cost and with what consequences?

The Washington and Lee of 1993 largely will be unrecognizable to alumni on three different levels: academic, social, and cultural. Academic: the curriculum gradually is being "watered down" to accommodate studies shaped not for their intellectual merit but for their political content, while classroom structure is "loosened" to foster a graduate school atmosphere. Social: now under the ownership and control of the University, the fraternity system (and in a larger sense, the social life of W&L) currently endures increasingly onerous rules and restrictions that are inflating dues for members and profoundly affecting the activities of the individual houses. Cultural: once considered a "Southern college with a national reputation," W&L's heritage presently is being ignored and denied by admissions counselors who view the South as a hurdle to overcome, while professors dismiss W&L's namesakes as embarrassments and publicly denounce General Lee as "the man who fought to defend slavery." As the W&L Spectator

founders remarked a few years ago, "On the surface all appears in order: the Colonnade is freshly painted, the grass is trimmed, and the Confederate flag still hangs in Lee Chapel." Beneath the symbols and alumni weekend rhetoric, however, the University is changing—dramatically.

On one hand, when hasn't W&L changed? In remarks given to concerned alumni in 1973, Professor Coulling responded, "Change? Compared to when?" The Honor System, the Speaking Tradition, and change remain Washington and Lee's most enduring legacies, and of the three, change is the oldest.

Washington and Lee has evolved greatly since 1865 when the Civil War had reduced her, like much of the South, to utter poverty. W&L today shares little with the W&L of World War II when students were rushed off to the fronts. And neither does W&L much resemble that of the 1950s and 1960s when she produced much of our nation's leadership in business, law, and politics.

In his Founder's Day Address, 1992, University Historian, Professor Taylor Sanders, compared W&L of the 1990s with that of the 1910s: "Henry Louis Smith, who had recently taken the reins as W&L president, called [the class of 1918] the 'Cream of the South:' the pick of the best, and only the best, students from the top preparatory high schools." Academic standards increased, and many students bemoaned the loss of the "Good Old Days of the Gentleman's 'D.'" Seniors complained that the combination of Prohibition, egg-heads, and bookstores had rendered "Old Time College Life" dead. And, yes, administrators and professors were targeted for "destroying tradition." The 1915 Calyx declared, "we must stand by and acknowledge to ourselves that things will never be the same."

Is the Washington and Lee Spectator, with its lamenting the erosion of tradition and its complaints regarding the University president, his

administration and the faculty, nothing more than the spirit of Calyx 1915 revisited? I acknowledge that the parallels are somewhat compelling.

But the W&L Spectator 1993 is not the Calyx 1915, any more than W&L today is W&L then or John D. Wilson is Henry Louis Smith. Henry Louis Smith was both a professor and a published scholar. Wilson is neither. Smith sought to establish Washington and Lee nationally by first attracting "The Cream of the South." Henry Louis Smith embodied leadership and, at the very least, inspired the confidence and respect of the "Cream of the South." Among students, John D. Wilson remains a figure predominantly enveloped in mystery. Few students know who he is or why he wishes to be president of Washington and Lee.

The changes afflicting Washington and Lee are fundamentally different from those during any previous period. Whereas other pivotal W&L presidents—Lee, Smith, Gaines did not allow previous presidencies (and, to a degree, "tradition") to confine their vision of the University, they also successfully articulated and embodied the character of the new W&L they wished to create. Though President Wilson's accomplishments—coeducation, Fraternity Renaissance, and "On the Shoulders of Giants"—certainly position him among W&L's most important presidents, they alone are insufficient to enroll him among W&L's finest. In pursuit of accomplishment, the day to day sustenance of W&L's character has been ignored. The consequences of ten years of neglect, however, can no longer be passed over.

Senior faculty members lament that bureaucracy has supplanted community among many of them, especially younger faculty. The suspicion that Wilson's mandated paper trail has generated among the faculty has also furthered the traditional divide between faculty and administration. And though the faculty remains grateful to President Wilson

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for increasing their salaries, many resent that their "leader" has never functioned as a professor for any extended period of time. Wilson often describes the importance and satisfaction of teaching with moving eloquence, but his rhetoric is hollow. It is difficult to accept as genuine, however sincere it may be, the praise of a man who cannot objectively identify himself with the accomplishment. The net result of Wilson's W&L is separating the faculty and administration. The old W&L community between professors and administrators has been lost, and President Wilson has failed to articulate how it should be replaced.

Among students, President Wilson has failed to project the character he privately embodies. The result: General Lee's legacy lingers among the student body in the nostalgic reflection of Founder's Day, Freshman Orientation, and Alumni Weekend, but otherwise lacks daily manifestation from Washington Hall. Lee's legacy exists primarily in the rooted behavior of senior faculty and in the not-too-uncommon pursuit of students still attracted to him. Honor and the Speaking Tradition have gradually devolved into mere behavioral patterns—things one simply does as a student—rather than intrinsically valued aspects of one's character and conduct. That the Speaking Tradition is in decline does not bode well for the Honor System. If students cannot trust one another to respond to a greeting on the Colonnade, how can they trust one another not to lie, cheat or steal?

Do these changes mean that W&L is becoming a bad school? Hardly. From a purely intellectual-academic vantage point, W&L in 1993 arguably has never been stronger. Washington and Lee is now listed in the company of our nation's finest liberal-arts institutions. And there lies the problem. As her character ever so imperceptibly erodes, she becomes increasingly susceptible to the many crises sweeping through higher education.

The first of these crises surrounds the increasing prevalence of relativism in the classroom and in the curriculum. In the Fall 1988 issue of the Alumni Magazine, Professor Louis Hodges observes, "Most of the students I have taught in the last 20 years are relativists, and of an unsophisticated variety. There is no core value, no established moral order, by which to judge applied values and policies posited by our leaders." Some of these students of the last 20 years from across the nation are returning to the classroom, but now as new faculty. As Dr. Hodges continues, "One who is awash in the view that all values are culturally (maybe even individually) relative, can make no serious judgments at all." Nor can they be expected logically (no pun intended) to value, respect or acknowledge the values of this University, especially honor. Perhaps this is why the Board of Trustees recently reformulated its policy regarding hiring new faculty—basically the Board mandated that potential faculty must be informed of the expectation that they would respect the Honor System or teach somewhere else.

Relativism is also permeating the curriculum. If no standard of excellence exists against which to judge the value of ideas, then the ideas that are studied must be determined arbitrarily by the politics of power. Feminism and multiculturalism largely constitute the efforts of so-called "disenfranchised" groups to garner academic inclusion of otherwise second and third-tier material into the undergraduate curriculum. Can it happen at Washington and Lee? Classes such as Feminist Rhetoric, Black American Politics, Unconventional Writing by Women, The Theology of Martin Luther King, Jr., History of Women in America and Women and the Creative Arts indicate that it already has.

The second change in higher education that threatens the W&L experience is the desire of younger

faculty to model the undergraduate experience after the graduate school experience. Lectures frequently are abandoned in favor of seminars, even at the introductory levels. Class discussion lacks focus, and the responses of a collection of eighteen to twenty-two year old students is valued as highly as the consensus of decades and centuries of critical opinion. Students' ideas and opinions are important, but education cannot exist in a vacuum. The "So what do you think?" questions should be reserved for examinations and upper-level seminars, but they are increasingly comprising the "bread and butter" of many "lectures." This trend towards aping graduate school with little more than high school seniors reminds one of Mary Wollstonecraft Shelley's dismissal of a similar educational surrounding: "Teach him to think for himself? Oh, my God, teach him rather to think like other people!"

But most ominously for W&L, and higher education at large, is the politicization not simply of the classroom, but of the entire undergraduate experience. From Dean Anne C.P. Schoer-Lamont's inspired sex awareness seminars required for freshmen, to the University funded Women's Forum distributing rape posters declaring that men inspire women to fear for their lives, to University-sponsored ideological "theme" halls (one freshman hall was set aside for environmental activists), and finally to the Law School's attempting to socio-engineer its students and their employers regarding homosexuality, political activism is gradually permeating all too many aspects of the W&L experience. Two years ago Professors Demaree Peck and Valerie Hedquist attempted to attack the financial viability of the Spectator by approaching and intimidating advertisers into ceasing their patronage of the publication. Among the many convenient justifications that the two women offered was that the advertisers could not have possibly known what type of periodical they were

supporting. The advertisers did, however, and continue to patronize the publication. What W&L did not anticipate was the dogmatic instincts of its younger faculty. And much to the chagrin of the two professors, as well as others who privately supported their efforts, the Spectator survived—wealthier and more prominent for the attention. As for the professors, Hedquist recently tendered her resignation over the embarrassment, and Professor Peck currently is keeping her politics in the classroom. A small victory to be sure, but more importantly, a defining moment for the University—W&L yet retains more of her values than a similar school, Wake Forest, where that university's faculty and administration have somewhat successfully driven a similar publication into oblivion.

The Confidential Review Committee (C.R.C.), now little more than a embarrassing element of W&L's history, once also reflected the increasing desire of young faculty and administrators to inject their ideological dogmatism into undergraduate life. Like so many other collegiate speech codes nationwide, the C.R.C. demonstrated the hubris of the younger faculty. Values may be relative, but raw political power could yet mandate "desirable" thought. The C.R.C. may be defunct, but the moralizing, self-righteous attitude of the younger generation still manifests itself in "Frisky Business" seminars, where administrators instruct incredulous students on the finer points of safer sex. Faculty demonstrate the New Hubris in declaring that certain minority and women's groups cannot function without deans and other institutional protection. And deans reveal it in their relentless pursuit of the manufactured, statistical date rape. Ironically, the path to power and secure employment for some deans rests in anti-W&L careerism. Barring some new additional survey or institutional study, these deans and administrators lack purpose. How

many anti-male posters will W&L tolerate? Who knows, but this gradual balkanization of the students contributes to the corrosion of community W&L presently endures.

Washington and Lee students are the most fortunate in higher education. Most students attending elite colleges and universities probably maintain that theirs is the finest, but for W&L students it is true. Honor, gentility, tradition, heritage, and beauty pervade every aspect of the undergraduate and law experience. The striking beauty of the Colonnade set against the Shenandoah combined with the awesome example of her namesakes enables Washington and Lee to impart far more than knowledge; she embodies character and virtue. That the winds of popular culture have not adversely affected the character of W&L testifies to her skepticism about to trend and fashion. As does many students' thirst for the example of men they have never known: generals Washington and Lee, presidents Smith, Gaines and Huntley, and deans Gilliam and

Leyburn. Washington and Lee is unlike any other university in America. She cannot be replaced. If lost, she almost certainly cannot be restored. Her existence requires preservation.

President Huntley remarked on Founders' Day 1985, "The school is resilient, a survivor. Most schools founded in this country didn't make it. I can tell you that the vast majority aren't still here. Some that are here today won't survive. This won't be one of them. We all know that. It's resilient, it's independent, it's a survivor, and its idealism is intact." And it's all threatened. No one doubts that W&L will survive, in some form or another. The question is what form, what idealism, and who will define it? This is too great a burden for Lee's legacy alone. The continuance of General Lee's College demands that preserving its tradition be not too great a burden for present and future generations.

*Cameron Humphries is a Senior from Dallas, Texas.*

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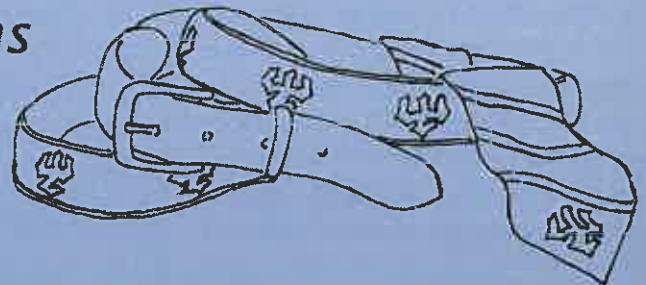


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