

W A S H I N G T O N A N D L E E
SPECTATOR

April 1994

Volume 5, Issue 2



William F. Buckley, Jr.

ON THE SHOULDERS OF GIANTS

FROM THE EDITOR

After a very difficult winter, the *Spectator* is back in business, and our new staff is more dedicated than ever. The *Spectator* is an independent magazine dedicated to maintaining the tradition, quality, and uniqueness of Washington and Lee. We aim to inform the students, faculty, and alumni of important events at W&L that are often brushed under the rug by the administration.

Washington and Lee is approaching some very difficult issues. The decisions made concerning the next president and the future of coeducation will have a tremendous impact upon whether or not our school's unique character will survive in the twenty-first century. The *Spectator* urges you to take part in these decisions and to let your voice be heard. Write to the members of the Committee to Reevaluate Coeducation. State your opinions and suggestions to the members of the presidential search committee. Speak! Washington and Lee has a great history of student government and involvement, traditions that should continue.

In our brief absence, a number of important events have occurred. The Committee to Reevaluate Coeducation has been busy trying to legitimize changing the admissions

ratio to fifty-fifty, but the board of trustees wisely tabled the issue in Houston. The Hill has been busy trying to eliminate hazing, slapping both SAE and Pi Kappa Phi on the wrists while kicking FIJI off campus until fall of 1995. The IFC has proposed a new rush format for next fall, and several deans have tried to continue the fraternity reformation by advocating winter rush. Barry Sullivan, a Chicago attorney, was named the new dean of the law school, and John McCardell '71, president of Middlebury College, was invited to come back to speak at the Phi Beta Kappa convocation.

The *Spectator* welcomes Mr. William F. Buckley to W&L and hopes that he enjoys our recommendation. Stranger things have happened, but we hope that the board of trustees will take this and all of the W&L community's recommendations seriously.

Wright Marshall

Wright Marshall
Editor-in-Chief

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WILLIAM F. BUCKLEY, JR.
**THE SPECTATOR'S NOMINEE FOR
PRESIDENT OF W&L**

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After President Wilson's resignation, Washington and Lee will be at a critical point in her history. Mr. Buckley is the man to lead the University into the next century.

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The University is considering another major revision of fraternity rush. The Spectator attempts to answer the claims of two W&L administrators who advocate freezing rush until winter.

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GENERAL

Amazing But True

Wilson Turns Southern After All

After eleven years of being labeled a gauche Yankee, President Wilson showed that some of W&L's Southern culture has finally worn off on him. Wilson took the campus by surprise on January 19 by reinstating one of the school's greatest traditions, taking a holiday to honor Robert E. Lee's birthday. Although many students were stranded at their homes due to the snow and ice, many in Lexington took the extra time to contemplate our former president's proud legacy. Many students were seen banging on the door of Lee Chapel trying to get a glimpse of W&L's greatest leader, and numerous complimentary comments were heard on the hill Friday as students claimed Wilson was not so bad after all. It may have taken us eleven years to do it, but John D. Wilson finally whistled Dixie.

Phonathon and the New W&L

We'll Take Your Money but not Your Son

The student development committee works hard all year to sponsor four phonathons in which they solicit donations from alumni for the Annual Fund. Almost all the alumni are friendly to the student caller, but too many have less than friendly words about the University itself. One alumnus responded to a request for a donation that he "was not going to give another dime to the school until the admissions department stops slamming the students that he recommends." Such rejected candidates were honor roll students, star athletes, and wonderful people who have a lot to offer to the school. Their fatal flaw was a very respectable G.P.A. of say 3.7 or 3.8 instead of a 4.5 on a 4 point scale. The small discrepancy was more than likely due to countless hours spent on the athletic fields or participating in other extracurricular activities.

Unfortunately, this scenario occurs too frequently. Possibly, the admissions department will make a 4.0 G.P.A. a prerequisite to applying to W&L. It was jokingly suggested by Development Office staff that students working at the phonathon try to pacify alumni by telling them W&L probably accepted a "dork" in their recommended students' places. Too bad that this joke is dangerously close to becoming the truth.

The admissions department must realize that



If you haven't been able to find the *Spectator* recently, you've been looking in the wrong places...

OPINION

TOP TEN REASONS WHY "ROAD CHEESE" ARE BETTER THAN W&L CHICKS

10. They actually drink the whole beer.
9. You don't mind rolling over and looking at them in the morning.
8. They don't make you think when your drunk.
7. They're potential candidates for an MRS.
6. They're not afraid to...
5. They'll leave you alone four days a week.
4. They don't wear Birkenstocks or hug trees.
3. Stimulating conversation.
2. You can date more than one at a time.
1. Grades! Jobs! What? I'm getting married.

our school's strength lies in the character and personality of its students and not in its numbers and statistics. Too many alumni and even upperclassmen believe they would have no chance at gaining a spot in the class of 1996 or 1997. Welcome to the new W&L.

Taking a Light Load

Spring term courses are intellectually light.

Do you want to read Peter Pan for credit this Spring Term? Do you want to examine how African persons used music, prose, and dance to express their social protest and desire for liberation? How about a critically- and historically-informed investigation of such topics as rape, disease, sexuality, fashion, torture, and pleasure mixed with the distinction between naked and nude? What about a course that advertises for students with interests in clay, happiness, comfort, and pleasure? Sounds pretty kinky. Do you want to learn about the evolution of the Japanese tea ceremony?



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Professor Duke

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History 244 - White Trash in America: The Origins of the Mobile Home

History 352 - Robert E. Lee: The South's Favorite Son

History 362 - The History of Football, NASCAR, and Wrestling: The Great American Pastimes

Sociology 200 - Fraternities, Rotary Clubs, and other Racist, Sexist Groups in America

Sociology 202 - Contemporary Social Problems: White Flight Commute Getting You Down?

Sociology 280 - Male and Female Roles in Society: Keeping the Wife in the Kitchen in the 1990s

Sociology 305 - Power and Society: Forget Being Sensitive, Be a Man

Management 340 - Advanced Business Law: Avoiding Discrimination Suits

Management 399 - Spring Term: Nepotism, Primogeniture, and the Good Ole Boy System

Accounting 315 - Depreciating the Condo. BMW. and Club Membership

English 140 - Western Literature: *The Scarlet Letter*, *Huckleberry Finn*, other offensive classics

English 209 - John Grisham: *The Firm*, *The Pelican Brief*, and other Great Beach Books

Literature in Translation 100 - Understanding Rap Music

Literature in Translation 101 - The Preppy Handbook

Two courses from the following group:

Music 100 - Rhythm Development for White People: Clapping and Other Basics

Music 101 - Intermediate Rhythm Development: The Wood Blocks and the Tambourine

Music 102 - Advanced Rhythm Development: Play that Funky Music White Boy

Music 135 - Appreciation of Country Music: Hank Williams, Jr., Garth Brooks, David Allen Coe

Physical Education 151 - Golf

Physical Education 158 - Tennis

Physical Education 166 - Squash

Physical Education 301 - Philosophy and Techniques of Coaching

Psychology 220 - Psychoactive Drugs and Behavior: Justifying Recreational Drug Use

Psychology 305 - Dealing with the White Man's Burden

Three courses from the following group

Engineering 105 - Basic Construction: Adding on to the Double-Wide

Engineering 120 - Auto Repair: Getting the Camaro up on Blocks

Engineering 205 - Installation and Repair of the Satellite Dish

Chemistry 105 - The Art of Distilling: From Moonshine to Budweiser

HONORS: An Honors Program in White Anglo-Saxon Protestant Males Studies is not offered to qualified students: If you are pursuing this major you must be a dumb, drunk good ole boy anyway.

"...try to pacify alumni by telling them W&L probably accepted a "dork" in their recommended student's place."

Well, you can right here at W&L. Although political agendas and ridiculous topics have been creeping into the school's catalog for several years, it has never been more ridiculous than this year's spring class registration.

Professors are no longer teaching classes based on academic merit, but instead they are furthering their own political agendas. It is no surprise that most businesses require college graduates to have a masters degree. How is a student any better for taking a class about the changing status of women artists from the Renaissance through the modern period, their struggles for recognition and the problems they encountered? Classes should be based on their individual merit and on what students gain, rather than on what keeps today's academic elite entertained.

Can't we all just get along?

The Black Studies Major at W&L

In an effort to appease its liberal agenda, the W&L administration, rather than appropriating resources to pre-existing departments to further develop and strengthen them, is now prepared to create from scratch a major that will have, at best, only marginal student support. Unmerited academically, the black studies major advances a political and social agenda at the expense of intellectual integrity.

Washington & Lee cannot be everything to everyone. The administration should realize this and, therefore, should be more concerned with preserving the character of the school rather than trying to please the whims of every minority that walks through the door. If we allow the formation of a black studies major, where then do we stop? Before we know it, we will have a petition for a Native American studies major, then a Hispanic studies major, then a Gay & Lesbian studies major, and so on. Is the Washington & Lee administration really prepared to do this?

Historically a conservative, Southern school, Washington & Lee is a rare breed, set uniquely apart from nearly every other university in this country. Are we now ready to sacrifice over two hundred years of tradition simply because we are afraid of being labeled a politically incorrect university?

This is an important decision concerning the University's academic future. With the search for a new president, we must now decide whether we want W & L to maintain its strong tradition and its unique character, or whether we will allow the bureaucratic administration to lead W & L down the road toward homogeneity. If we cannot gather enough fortitude to stand up against the mainstream of political correctness, and if we do not open our eyes to reality, the school that General Lee once knew will be lost forever.



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Adding Insult to Injury

Once again the two papers show poor journalistic taste

During the recent weeks of March, the editors of the *Trident* and the *Ring-tum Phi* castigated four members of Beta Theta Phi who were recently charged with possession of marijuana. Although the criminal charges against the students are minor, the slander levied by the publications, intentional or not, is substantial. The publicity has unfairly subjected the four students, none of which have been proven guilty, to unnecessary character defamation.

The students involved are suspects, not criminals. Therefore, they are innocent until proven guilty. Just as the Student Conduct Committee does not release the names of students accused of identical violations, student

publications should likewise respect student privacy. The details of the incident could have just as easily been reported without printing the names of the accused. Although the newspapers acted completely within its journalistic rights, it has destroyed what little privacy Washington and Lee students enjoy.

Unfortunately, the question of the students' guilt or innocence is completely irrelevant because their integrity has already been tarnished. The student press does not publish the names of students convicted of DUI's or MIP's, nor should it besmirch the names of students who are accused of a crime. Innocent or guilty, these four young men will be perpetually known by students, staff, faculty, alumni, and parents as "stoners."

Even more unfairly, the *Ring-tum Phi* not only printed the names of the accused, but also published a picture of only one of the four students, front and center.

" QUOTABLE "

[E]ducation is, after all, a serious business. It's lifeblood is standards. If there are no standards, how do we call something higher education?

--William J. Bennett, University of Notre Dame, October, 1990

I should sooner live in a society governed by the first two thousand names in the Boston telephone directory than in a society governed by the two thousand faculty members of Harvard University.

--William F. Buckley, Jr., *Rumbles*

Somehow Liberals have been unable to acquire from birth what Conservatives seem to be endowed with at birth: namely, a healthy skepticism of the powers of government to do good.

--Daniel Patrick Moynihan, *New York Post*, May 14, 1969

A liberal is one who says that it's all right for an 18-year-old girl to perform in a pornographic movie as long as she gets paid the minimum wage.

--Irving Kristol, *Two Cheers for Capitalism*

You spend a billion here and a billion there. Sooner or later it adds up to real money.

--Everett M. Dirksen

Nothing is so permanent as a temporary government program.

--Milton Friedman

If you think health care is expensive now, wait until you see what it costs when it's free.

--P.J. O'Rourke, Speech to the Cato Institute, 1993

Government is the people's business and every man, woman, and child becomes a shareholder with the first penny of tax paid.

--Ronald Wilson Reagan, Address to the New York City Partnership Association, January 14, 1982



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ON THE SHOULDERS OF GIANTS



By Wright Marshall

WASHINGTON AND LEE UNIVERSITY'S rich and unique heritage has been shaped by the men who have led it since its founding as Augusta Academy in 1749. In the search for a new president, the Board of Trustees must keep in mind W&L's need for dynamic and resolute leadership in order to maintain the school's quality and individuality. W&L has for the greater part of her history taken the road less traveled in its approach to education, and consequently, it has avoided many of the pitfalls of its peers. Washington and Lee must continue to stay away from the politically correct ideology that has mesmerized the nation's universities and colleges and must stick to the heritage and mission upon which the institution has been built. In looking for the new president, the Search Committee should be mindful of the characteristics of our past presidents and what qualities made them successful. Furthermore, the Committee should structure the selection process in such a way that it will find a president whose character and background are both consistent and complimentary to the mission of Washington and Lee.

Robert Edward Lee (1865-1870)

At the end of the Civil War, Washington College was on the brink of disaster. When Lee surrendered at Appomattox, the student body of the college numbered only forty boys and the faculty had only four professors, but the trustees of the school were determined to rebuild the school and to overcome its impending bankruptcy. The former president had been a union sympathizer and had been run off at the outbreak of the war. The trustees decided that a new leader should be their first priority.

When word of General Lee's peculiar position and desire for employment reached the Board of Trustees, they unanimously elected him president of the struggling institution. The group drafted a letter to Lee, borrowed fifty dollars, and sent Judge John Brockenbrough to call on Lee. Although he had great respect for academics, Lee never sought education as an occupation. After much deliberation, Lee accepted the job out of a feeling of duty to his country.

At Washington College, Robert E. Lee took an active role as president, focusing his attention on a group nearly five hundred times smaller than his former army. Even without a sizable staff, Lee answered all of his correspondence, approved all of the school's admissions, signed every report, and attended every meeting. The former general approved of the school's general plan but let professors do the teaching. Lee quickly developed a new and practical vision for Washington College, and the trustees set out to raise the money to accomplish his goals.

Lee primarily believed in a practical liberal arts education that would prepare his students for the harsh realities of life

in the postwar South. He expanded the curriculum, proposing such new majors as practical chemistry, business, modern languages, and journalism. Along with his expansion of the curriculum, he proposed one of the first elective systems in the country. By expanding the faculty and resources, Washington College was on the forefront of education and was attracting national recognition.

Just as important as his academic contributions were the contributions that Lee made by his example. As a man of flawless character, Lee inspired his students to strive for the strength of character that he represented. A community of honor and gentlemanly conduct pervaded all aspects of the college. Lee emphasized a system of discipline that he believed to be wisely based on experience, a system based upon the honor and self-respect of the students themselves. A system whose remnants can be found even today.

Lee's contributions to Washington College saved the school from financial ruin, and his impact on the college can still be felt today. The former general's vision of a practical liberal arts education laid a strong foundation for the recovering school, and the college was again on strong academic ground. However, his example as a man of honor and integrity left the most lasting mark on the college (Lee: *The Last Years*).

Francis Pendleton Gaines (1930-1959)

Before the retirement of Dr. Henry Louis Smith on January 1, 1930, the Board of Trustees' committee on the presidency had carefully considered over eighty possible candidates. When no decision had been reached by January first, Dr. Robert H. Tucker, professor of Economics and Business Administration, was appointed acting president until a permanent replacement could be chosen. Dr. Tucker was a very popular choice, and many recommended that he be given the permanent position. However, when the Board met again on February 22nd in Richmond, it elected Dr. Francis Pendleton Gaines to take control. Frank Gaines had one of the most profound impacts upon the character of the school.

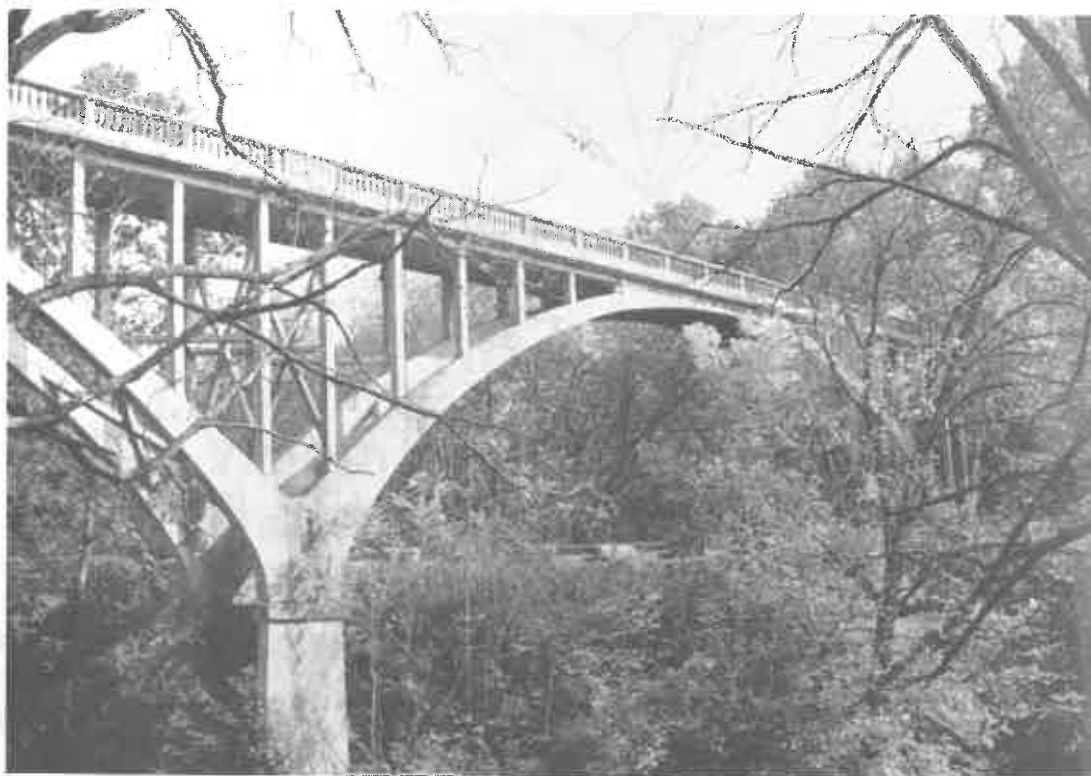
Born in Due West, South Carolina in 1892, Gaines had the second longest tenure of any the school's presidents. Gaines earned degrees from the Universities of Richmond and Chicago, and Columbia University. After earning his doctorate he taught at Mississippi A&M, Furman Univer-

sity, the University of Virginia, and Columbia University. Gaines was also president of Wake Forest University for two years before taking the position at Washington and Lee.

In addition to his Southern upbringing, President's Gaines' educational and teaching backgrounds provided an educational vision that was both consistent with and complementary to the community and heritage of W&L. When speaking of the privately endowed college of approximately one thousand men, Gaines stated, "In this type of school, the individual has more chances to emerge with a distinct personality and the university itself is less apt to be lost in the mass of modern education." President Gaines believed that the highest purpose of the University was to promote the individual student's personality and to provide each with a balanced philosophy on life. "Education affords the experiences out of which comes strength of person, such as the discipline of self and the acceptance of responsibility" (*Alumni Magazine*.)

One of Gaines' most controversial achievements was the elimination of scholarships in the university's intercollegiate sports program. Gaines sincerely believed that the university's duty was to its students, not the outside world: "...the outside world should grant us the privilege of organizing these [the school's] procedures solely for the benefit of the students themselves and not for the enjoyment of the crowd." The Washington and Lee of Gaines' time was designed to provide what was best for the student and was not pressured into succumbing to the whims of society.

In Gaines' vision of developing the student's character, he thoroughly understood the importance of the school's social life. He once claimed, "education...includes discipline in the art of living, the grace of social contact that may be transferred later to wider horizons. For of all the arts after all, the



art of living is the most significant; to miss competence in this respect is to handicap life, is dreadfully to impoverish life." This emphasis of social skills has had a profound impact on the amazing success of the W&L graduates.

When Dr. Frank Gaines was inaugurated in 1930, he declared that the power of the university was to "deposit in the life of the boy something a little finer than culture, a little rarer than competence, a little nobler than success." By almost every account, President Gaines achieved this goal. Gaines won the respect and admiration of his students, faculty, and alumni, and he was constantly offered head positions at other prestigious universities. When the Alumni Magazine bid him farewell, it praised him by commenting, "his students at Lexington are aware of their president, aware of him as a man, a force, a light, a vivid leader in moral and intellectual direction." No more could be asked of a university president, and to Francis P. Gaines we owe much of the wonderful, unique character of our university.

Robert Edward R. Huntley (1968-1983)

Following the unexpected retirement of President Cole in 1967, the Board of Trustees again had to begin searching for the man who would be the next leader of Washington and Lee. Fortunately, those trustees did not have to look very long or very far to find an individual they deemed worthy of serving as president of Washington and Lee. Robert Huntley had a long and distinguished W&L history even before he

became president. After receiving his graduate law degree from Harvard Law School and spending a year in private law practice, Robert Huntley returned to his alma mater. He "joined the University's law faculty in 1958,...[and] within six years he had been promoted to full professor." Additionally, he served as Dean of the Law School before being asked to serve as president of our university (Alumni).

When Huntley took over as president of Washington and Lee, the school's physical plant was in great need of repair and expansion. In a speech made on Feb. 22, 1972, President Huntley challenged the Washington and Lee community to pursue lofty fund-raising objectives. He pointed out that "financial integrity and soundness are essential, for without them we will inevitably disappoint our aspirations and leave behind us a legacy of failure" (Alumni). Under President Huntley's leadership the school's endowment increased to fifty million dollars, providing the financial base necessary for the construction of the Warner Center extension of the Doremus gymnasium, the University Library, and the School of Commerce, Politics, and Economics.

President Huntley felt part of his mission was to be active in alumni relations. He believed that the president needed to keep alumni abreast of the character of Washington and Lee in addition to seeking their financial help. As he himself stated,

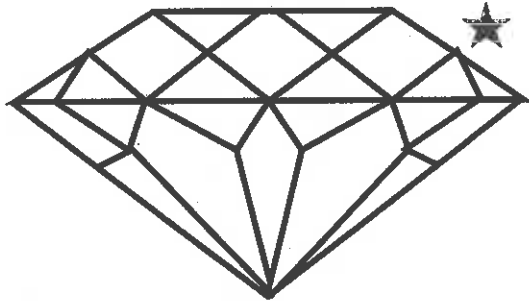
The decisions we make in response to these challenges [in higher education] will invariably have some aspects which we-the faculty and alumni-do not like. We on campus intend to do everything possible to assure that you are aware of what is occurring here and we intend to exchange views with you and to seek your advice. There is a risk in this, of course, because anything we do will be against the advice of some. We must assume, however, that the loyalty and support of our alumni does not hang by so slender a thread as to make this risk a serious one. (Alumni)

Huntley's presidency exemplifies the fact that a positive correlation exists between an alumnus president and financial giving. Huntley's ease with alumni also allowed him to spend more time on campus, and consequently, he developed a good rapport with the student body. In the end, the Board of Trustees would do well to remember the example of Robert Huntley when deciding on the next president of Washington and Lee.

John Delane Wilson (1983-1995)

When Wilson took over the presidency in 1983, he faced possibly the most controversial change in W&L's two hundred year

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history, coeducation. Most people agree that coeducation has brought with it a unique set of difficulties, and Wilson recently appointed a Committee to Reevaluate Coeducation. Despite his current efforts to address coeducational issues, several recent situations indicate that, when Wilson leaves with the class of 1995, many of the coeducational problems will remain unresolved. In addition to women's issues, Wilson's presidency will likely leave behind other issues surrounding the male students (i.e. fraternity renaissance and governance).

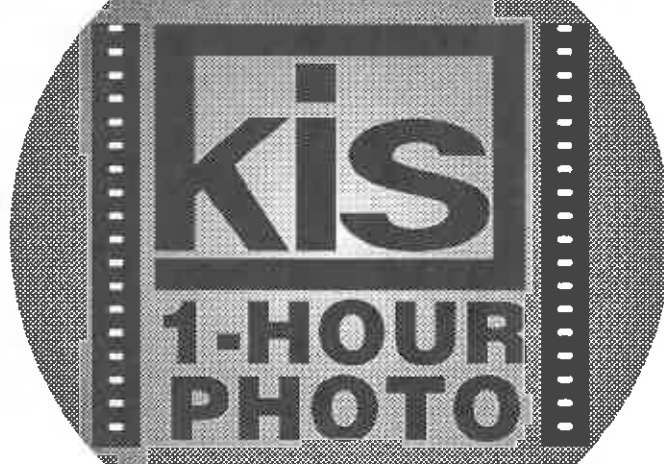
In the area of faculty relations, the current suits between Professor Peck and the English Department and between Professor Heatley and Professor Wheeler, point to a breakdown in interfaculty relations. Such legal disputes create mistrust among faculty members, distract from the educational atmosphere, and are an embarrassment to the Washington and Lee community. Furthermore, Wilson's Committee to Reevaluate Coeducation has not actively solicited the opinions of W&L's male students, pointing to the committee's inherent bias. Maybe such reviews should be postponed until a new president free of the coeducation controversy can preside over the review process.

On the Shoulder of Giants (1995-)

The physical campus, the student body, the faculty, and the character of W&L have changed dramatically over the years, and soon it will be time for us to again choose the individual who will lead us through future changes. In order to select an individual with the qualities and character necessary to address and solve W&L's unique problems, we must correctly predict what the coming issues will be and learn from our past leaders. The next President of Washington and Lee University should fully understand the traditions of Lee, should reach out to students as did Gaines, and should challenge the alumni as did Huntley. Leading W&L into the twenty-first century will be an arduous task, but we must find a great leader so that we may maintain our special place among America's finest universities and colleges.

THOMAS C. BRADSHAW II

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Nomination for President of Washington and Lee University

Submitted March 30, 1994



Candidate Name: William F. Buckley, Jr.

Background: Born November 24, 1925, in New York, son of William Frank and Aloise Buckley; married Patricia Austin Taylor, July 6, 1950; children Christopher.

Education: Attended University of Mexico, 1943-44; Yale University, B.A.(with honors) 1950

Military Service: US, Army 1944-1946 second lieutenant

Career Background:

Yale University, Connecticut, instructor of Spanish, 1947-51

Central Intelligence Agency, Mexico, 1951-52

American Mercury(Magazine), New York, New York, Associate Editor , 1952

Free-lance writer and editor, 1952-55

National Review Magazine, New York, New York, Founder, President & Editor -in-Chief, 1955—

"Firing Line", Television Host, 1966—

National Advisory Commission on Information, US information Agency, 1969=1972

US Delegation to the United Nations, Member, 1973

New School of Social Research, Lecturer , 1967-68

Russell Sage College, Froman Distinguished Professor, 1973

Starr Broadcasting Group, Inc., Chairman of the Board, 1969-78

Author of over 20 Novels, (*God and Man at Yale/ Blackford Oakes Spy Novel Series*)

Memberships:

Council on Foreign Relations, Century Relations, Century Association, Mount Pelerin Society, New York Yacht Club, Bohemian Club, Philadelphia Society

Awards:

Freedom Award, Order of Lafayette, 1966/ George Sokolsky Award, American Jewish League Against Communism, 1966/ Best Columnist of the Year Award, 1967/ University of Southern California Distinguished Achievement Award in Journalism, 1968/ Liberty Bell Award, New Haven Country Bar Association, 1969/ Emmy Award, National Academy of Television Arts and Science, 1969, for "Firing Line"/ Man of the Decade Award, Young Americans for Freedom, 1970/ Cleveland Amory Award, TV Guide, 1974, for best Interviewer on Television/ Fellow, Sigma Delta Chi, 1976/ Belarmine Medal, 1977/ Americanism Award, Young Republican National Federation, 1979/ Carmel Award, American Friends of Haifa University, 1980/ American Book Award, 1980/ New York University Creative Leadership Award, 1981.

Honorary Degrees:

Seton Hall University, 1966/ Niagara University, 1967/ Mount Saint Mary's College, 1969/ University of South Carolina, 1985/ LL.D. St. Peter's College, 1969/ Syracuse University, 1969/ Ursinus College, 1969/ Lehigh University, 1970/ Lafayette College, 1972/ St. Anselm's College, 1973/ St. Bonaventure University, 1974/ University of Notre Dame, 1978/ New York Law School, 1981/ Colby College, 1985/ D. Sc.O. Curry College, 1970/ Saint Vincent College, 1971/ Fairleigh Dickinson University, 1973/ Alfred University, 1974/ College of William and Mary, 1981/ William Jewell College, 1982/ Albertus Magnus College, 1987/ College of St. Thomas, 1987/ Bowling Green State University, 1987.

Statement of Nomination: William F. Buckley

The *Spectator* has chosen to nominate William F. Buckley Jr. to be the next president of Washington and Lee University. We feel that there is no candidate who can match the diversity of background, academic philosophy, and leadership ability of Mr. Buckley. We feel that Mr. Buckley has the ability to balance tradition and improve the academic environment at the University.

William F. Buckley has stood up for individual liberty, the free market, and traditional moral values of Western Culture for over the past quarter century. His eloquence, wit, and appealing personal style have made him palpable even to many of his political opponents.

Buckley first came to national attention in 1951 when he published *God and Man at Yale: The Superstitions of "Academic Freedom,"* an attack against his alma mater, Yale University. The book accuses Yale of fostering values—such as atheism and collectivism—which are anathema to the school's supporters. He further claims that Yale stifled political freedom of its more conservative students. Those students who spoke out against the liberal views of their professors were often ostracized. The book's changes stemmed from Buckley's own experiences while attending Yale, where his views on individualism, the free market, and communism found little support among the liberal academics.

Buckley has built up the circulation of the *National Review* to over one hundred thousand. The *National Review* boasts a list of influential readers who include W&L alum Tom Wolfe, former president Ronald Reagan, Jack Kemp, and Charlton Heston. The success of the *National Review* is a clear indicator of his organizational and fundraising ability.

As a columnist, television host, magazine editor, and academic, Buckley is known as "one of the most articulate, provocative, and entertaining

spokesmen in America. John Haase of the *Los Angeles Times* referred to Buckley as witty, erudite, multifaceted, and perhaps one of the few great exponents of the English language.

Washington and Lee University has the opportunity to choose a candidate who is nationally respected and who can preserve the traditions of a liberal arts education. Mr. Buckley is an apt fund-raiser, an academic visionary, and a skilled organizer. The *Spectator* makes this nomination based on our belief that Mr. Buckley can provide the University with a sense of direction, tradition, and growth to lead the school into the next century.

When the Board of Trustees of Washington College nominated General Robert E. Lee in August of 1865, Lee was unaware of the decision and unlikely to accept it. Today, we challenge the board of trustees to once again be courageous and do the unlikely, elect William F. Buckley, Jr.

to be the next president of our university. Buckley can move the university beyond the building of bricks and can reunite W&L's traditional community. A new style of leadership can be introduced to Washington and Lee that can demonstrate a rebirth of spirit, a revival of leadership, and an end to administrative strangulation of academia.

Washington and Lee is at an important juncture in her history, we challenge all members of the community to find a nominee who can bring more to Washington and Lee than Mr. Buckley. This is Washington and Lee's opportunity to maintain its liberal arts tradition and insure that the University maintains its uniqueness.

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When Hell Freezes Over

IN DEANS DENNIS MANNING AND Ken Ruscio's recent article in the *Ring -tum Phi* they list several of the problems they believe are inherent in the present rush system. They state that fall rush is costly to the university and the freshmen because it destroys class unity, thereby hurting campus and alumni relations. In addition, they argue that it "interrupts the transition of freshmen to the academic demands of Washington and Lee." I, however, believe that these accusations are unfounded, and therefore, I encourage the Student Affairs Committee to continue to support the IFC and the current rush system for the following reasons.

1) Argument: Fall rush and fraternity pledging, is the source of academic woes. Answer: Academic troubles for freshmen, as well as for upperclassmen, spring from one of two primary sources 1) lack of self-discipline and/or 2) lack of ability on the part of the individual. The argument against fall rush then follows that fraternity rush exacerbates the first of these two problems by adding yet another distraction from freshmen's studies. Though this point has some validity, it fails to recognize that even if you eliminate fall rush the primary source of freshman academic troubles (lack of discipline) still remains. The fraternity system, if encouraged and allowed to operate correctly, can in fact aid the university in its educational mission.

Fall rush, depending on the rush calendar, ranges from two to four weeks in duration. This leaves eight weeks during which the fraternities aid freshmen in their academic

endeavors during their first college term. This is a point which is frequently forgotten in the midst of the fall/winter rush debate. Thus, if rush were to be moved to the winter term freshmen might actually be robbed of a valuable academic resource. Fraternities can help freshmen in several ways. First, fraternities have at their disposal large cold test files to which freshmen immediately have access to, but not before, pledging. In addition, freshmen upon pledging have access to a large number of upperclassmen majoring in various subjects who are willing to help them in their studies. Without fall rush, the freshmen would not even know many of these individuals, would be scared to ask for help, and would lose yet another valuable academic tool.

I am reminded of an incident from

personal experience which illustrates the above points. Upon receiving a "D" on my first college test, my professor called me into his office and asked me which fraternity I had pledged. When I responded, my professor promptly picked up the phone and called a brother in the house who had taken several of his classes. My professor then arranged a situation where I would meet with the brother before any test to insure that I develop proper study habits. In addition, after receiving back any test or paper I was to meet with the brother and then rewrite my answer for resubmission (not for a new grade but for practice). Thus, fall rush and a professor knowledgeable of the Greek system networked me with upperclassmen who could help teach me during my first academic term. In sum, we must remember that an academic term is twelve weeks in duration and not just the three weeks of rush, and therefore the potential academic benefits of pledging a fraternity outweighs the initial academic costs of a three week rush.

Having argued that fraternity pledging and academic studying can coincide, I argue that the school's regulations of fraternities actually



makes it harder for fraternities to support academics. Formerly, fraternities were allowed to have freshmen study halls, but the school ended this practice because it thought that

fraternities were simply using this time as another chance to harass pledges. Though this may have been true in some instances, ending study halls was a disservice to freshman. Instead of doing away with

study halls, the school could have made some rules concerning the conducting of study halls. For example, require that all study halls be conducted in an academic building as opposed to the house and setting a limit of the number of pledges in any single study hall (make fraternities conduct several study hall to limit horse play).

2) Argument: Fall rush is an obstacle to academic and social adjustment. Answer: Fall rush actually removes one of Dennis Manning and Ken Ruscio's "significant obstacles" from a freshman's "new academic and social world" because during rush freshmen males are actually desired by fraternities. As a result, freshmen need not feel uncomfortable in a new social world. Granted, the manner in which fraternities has made freshmen feel accepted (excessive drinking) has been a problem in the past, but this is an issue which can be addressed from within the current rush format. Furthermore, the joining of a fraternity by freshmen gives them a place which they can call their own in an otherwise unfamiliar social environment. Freshman males want to be a part of some organization.

3) Argument: Abuse of Pledge Duties. Answer: Manning and Ruscio state that fall rush results in "abuses of pledge duties during the fall term." This problem, however, has its origin within the current rules regarding pledgeship. For example,

one of the rules states that there shall be no "pledge meetings" only "house" meetings. House meetings, however, are supposedly ritual meetings to which no one other than active

with some fraternities' common practices. For example, some fraternities even when pledges become actives make their member clean-up before 10 a.m. on certain days (i.e. rush,

alumni weekend, etc.). Actives can also be fined for missing clean-ups, and thus they have an interest in cleaning up where as clean-ups for freshmen males are nothing more than a simple "chaffe".

"...if a group of pledges run a mile, it is consider hazing. But if it were the soccer, basketball, or lacrosse team, it would be perfectly acceptable."

members and alumni of the fraternity can attend. Thus, fraternities are forced into breaking one of the simplest pledgeship rules which in turn makes the others look ridiculous.

Another rule addresses social duties of fall pledges in regards to clean-up responsibilities. Pledges are not to be made to clean up before 10 a.m. Again, this rule is inconsistent

If we are to make rules regarding pledges, we should attempt to protect pledges from true harms and not waste our time passing regulations which do not apply when pledges become actives.

The other abuses to which I am sure Manning and Ruscio are referring also arise out of the general disdain which stupid rules create. If

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fraternities are already running the risks of being caught on two stupid violations what is to prevent them from violating other rules. Furthermore, many of the "abuses" may not seem so abusive if they were practiced at a different time in a different setting. For example, if a group of pledges run a mile, it is consider hazing. But if it were the soccer, basketball, or lacrosse team, it would be perfectly acceptable. It is funny how something we view as acceptable in one setting becomes abusive in another. Group activities, such as sports, help to create group unity and help to develop healthy minds in healthy bodies. Thus, I believe that if fraternities were allowed to and encouraged to conduct themselves more openly without fear of receiving "hazing" violations (and house destroying expulsions) this form of pledgeship might indeed change for the better.

4) Argument: Fraternity rush fractures classes. Answer: Classes are fractured because people are differ-

ent. People who are friends will continue to be friends regardless of the timing of rush. If this were not the case fraternities would not mix, throw joint parties, or allow different fraternities to enter their parties because rush forever splintered the class. Furthermore, the practice of pledge classes staking out their own "private" tables in the dining halls is one that probably would occur infor-

allowed to operate more openly. In addition, fraternities often help to ease the desire to transfer because the fraternity (pledge class in particularly) becomes a close group of friends that one must think twice about leaving behind if one transfers.

6) Argument: Freshwomen (sic) form tighter bonds among hallmates. Answer: Granted, but you would be hard pressed to find a sorority where

every other sister knows every other sister as well as fraternity brothers know each other. Frequently, I am surprised when sorority women cannot name everyone in their "house, their major, hometown, or other basic personal information that simple friends can easily do. Further-

more, freshmen males still have ample time to form close bonds with hallmates if they have something in common. Again, I notice various fraternities represented in off campus houses.

7) Argument: Financial cost upon the fraternity is not sufficient.

"...rush is competitive by its nature and therefore fraternities are going to spend all the money they are able to afford on rush without destroying themselves financially."

mally by late October anyway (just watch the typical high school lunch room for several days).

5) Argument: The dread of the "second half" of pledgeship. Much of the dread of pledgeship comes from the above mentioned situations which could be alleviated if fraternities were

Answer: Winter rush, if one examines similar schools with winter rush, imposes other costs than just parties. For example, freshmen in a winter rush program are often treated to dinner by fraternities. This represents a cost in a different form than the ones normally addressed in this argument. Moreover, rush is competitive by its nature and therefore fraternities are going to spend all the money they are able to afford on rush without destroying themselves financially. This point leaves the larger houses with a permanent advantage because they can sustain dinners, parties, and other activities much longer. If one denies that costs will be transformed in nature if we move to winter rush one fails to understand rush. Rush inherently is competitive, and rush is the life blood of every house because without pledges a house "dies." Thus, fraternities will seek to find ways to attract freshmen, and unfortunately many of these attractions depend on a fraternity's financial status. As a result, winter rush will naturally favor large houses, and thus fall rush should be favored unless we truly want some houses to die.

In Conclusion. I support fall rush because many of the problems that are commonly associated with rush do not originate in the rush format. Having winter rush would be an academic disservice to both freshmen and upperclassmen, would financially destroy a couple of houses, and would discourage intrafraternity interaction. Furthermore, freshmen would miss out on many enjoyable experiences during their first term such as intramurals, homecoming, etc. because these are fraternity based activities. In addition, if freshman really do not want to pledge early in the fall term, they should be encouraged to pursue deferred rush.

TOP TEN DRY RUSH PARTY THEMES

10. Sigma Alpha Epsilon
Bow ties with Buddy
9. Kappa Sigma
Father-Son Brunch
8. Phi Kappa Sigma
Skit Night with the Skulls
7. Kappa Alpha
Reenactment Party with the Liberty Hall Volunteers
6. Pi Kappa Alpha
Clearly Canadian and other Imported Bottled Waters
5. Phi Delta Theta
Finger Painting with Chocolate Syrup
4. Beta Theta Pi
Weed, Women, and Song
3. Phi Kappa Psi
Air Raid Party: How to Decorate Your Own Box
2. Sigma Phi Epsilon
The Village People: Live at the Blue Oyster
1. Phi Gamma Delta
Screw that! We've got Kegs until September

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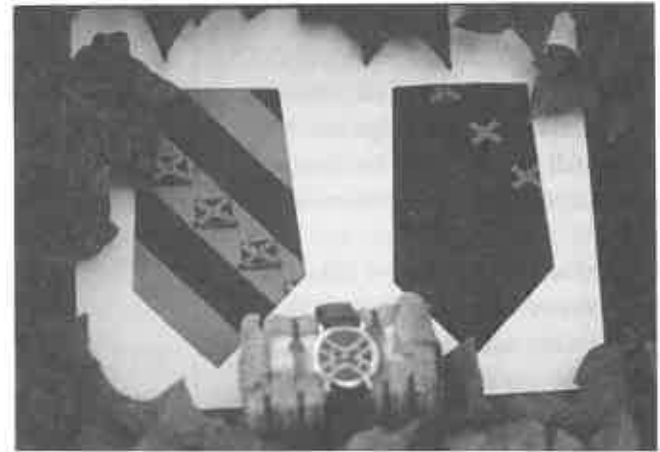
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