





the alumni magazine of washington and lee  
Volume 48, Number 4, May 1973

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*Published in January, March, April, May, July, September, November and December by Washington and Lee University Alumni, Inc., Lexington, Virginia 24450. All communications and POD Forms 3579 should be sent to Washington and Lee Alumni, Inc., Lexington, Virginia 24450. Second class postage paid at Lexington, Virginia 24450, with additional mailing privileges at Roanoke, Virginia 24001.*

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*On the cover:* Few places are more inviting than the Washington and Lee campus when winter lifts its frost from the heart, when the trees adorn themselves in green, when the dogwoods flower, when the goodness of life permeates the air—when spring comes. Our cover shows one of the beauty spots at W&L—the dogwood-bowered lane between the two faculty houses on the south campus. In the foreground is Cassandra Joseph, an exchange student from Hollins College, whose family lives in Ontario, Canada.

by Kenneth P. Lane

# Community involvement is in the swing at W&L

About three years ago the University Federation (the student clearinghouse for community involvement) showed signs of waning in effectiveness and enthusiasm. Since then it has become one of the most active and prominent groups on the W&L campus.

This has been no mean accomplishment, since the Federation has been bucking outright a recent trend of student withdrawal from extra-curricular affairs.

"The most popular program by far," says UF advisor, Ken Lane, "is the tutoring program with a total of 85 volunteers."

The other major Federation activity which has shown demonstrable success is the "Big Brother/Big Sister" program.

When you add to this 36 volunteers traveling weekly to Western State Mental Hospital, visits to the Stonewall Jackson Nursing Home and the Migrant Labor Camp, the raising of \$1,200 in a Winter Clothing Drive, a Thanksgiving food collection, a Christmas party for needy kids, a Christmas Candlelight Service . . . well, the list is readily impressive.

We find it reassuring to know that there are those at W&L who make the time to be not just hard-studying, hard-playing boarders—but real people.

The above editorial appeared in the Feb. 14, 1973 issue of the *Ring-tum Phi*. As it indicates community service is rapidly becoming the "in" thing for a large number of Washington and Lee students. This year alone, well over 200 undergraduates (or over one out of every seven students) have been involved in various on-going volunteer service projects.

The new fever for community involvement is not limited to Washington and Lee. Within the last three years, the University of Virginia has gone from an almost non-existent volunteer program to their situation now where over 1,200 students (one out of ten) are involved in community service, ranging from housing rehabilitation to programs for the handicapped. Another institution not previously known for its community involvement, Mary Baldwin College in nearby Staunton, now has about 150 students (one out of six) who are volunteers in different community projects.

This rise in voluntarism reflects a national trend among college students away from the militant activism of the Viet-

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DRAWINGS BY SCOTT GLASS

nam War era towards a more constructive involvement with people and institutions beyond the life of the campus. According to a publication put out by the federal agency Action, the student volunteer movement has grown from a small group of 5,000 students in 1963 to an estimated 400,000 students working in over 2,000 programs in more than 80% of the colleges in the country. In the past year since that estimate was made, the figures have continued to skyrocket.

The turning point for Washington and Lee occurred during the fall of 1971, when a group of students initiated several community service projects of their own. The students were



members of the University Federation, an organizational descendant of the former University Christian Association. The student president of the University Federation at that time was Bob Foley, '72.

One of these new projects was the Big Brother/Big Sister program. The purpose of the program was to help meet the needs of local children who lacked adequate adult companionship and attention. It was set up with the Rockbridge Departments of Social Services, Probation, and Mental Health. The students worked out with these agencies a procedure for referring needy children and for matching them with student volunteers. A board was created, consisting of several agency representatives and Washington and Lee faculty members, to help with the screening of volunteer applicants and offer supervision to the program during the year.

Also, students from Southern Seminary agreed to join the program to provide a source for Big Sisters.

During the pilot stage of the project in 1971-72, some 12 students were selected and matched with children in the community. The requirement was that the student spend a minimum of three hours a week with his assigned child as a friend and older companion. The child was usually someone whose father and/or mother was not in the home, either because of divorce or death or both parents have employment.

How these three hours a week were spent varied according to the needs and interests of the child. The volunteer might engage the child in recreational activities like basketball, touch football, fishing and outings, either alone or with other volunteers and children in the program. He might also help the child with his school studies or introduce him to a new hobby. Spectating at W&L sports events and using the W&L swimming pool are other popular pastimes. The volunteers also plan once or twice during the year group activities to bring together everyone in the program.

During this academic year, the project has caught on in many ways. There are now 32 Big Brothers and Big Sisters. A waiting list of Little Brother and Sister candidates has been started, reflecting the degree of acceptance and support which the project has from the area agencies and residents.



Another main project is tutoring in the local elementary schools. While the present program was established in the fall of 1971, its history actually dates back to the mid-1960's, when members of a fraternity began helping a teacher at nearby Central Elementary School with her special education class. During subsequent years, the number of student helpers grew and some were assigned to other classes. Within the last three years, the two other local elementary schools, Waddell and Lylburn Downing, also began receiving student tutors.

By 1971, students in the University Federation decided to work out a formal tutoring program, involving procedures for recruiting and placing student volunteers. During the 1971-72 year, some 50 students participated in the program. The purpose of the project was to assist elementary school teachers either by having volunteers work with children individually on their learning difficulties or by having them assigned to teach a group of children as a section of a class.

This year, over 100 students have been tutors through this project. While many join on a one-term basis, the majority stay with the project during the entire academic year. (At any one time, the average number of tutors in the program is around 80-85.) The time commitment for the volunteer is a minimum of one hour a week.

The schools' responses to the project have been over-

whelmingly enthusiastic, and as with the Big Brother/Big Sister program, the demand for volunteers now exceeds our supply, despite the large number of students involved.

A third major new project developed two years ago was the Children's Winter Clothing Drive. Set up by Frank Porter, '73, who is this year's president of the University Federation, the project consists of a series of fund-raising ventures, such as raffles, running concession stands, approaching student groups for money, in order to purchase new clothing for needy children of the Lexington-Rockbridge area. The Rockbridge Department of Social Services produces the list of children's clothing needs and the students drive to an outlet store in Lynchburg to purchase the clothing. The project takes place in the fall, and the clothes are purchased and turned over to the Department of Social Services just before the Christmas vacation.

The fourth project was a revival of a previous volunteer program with Western State Mental Hospital in Staunton. This program was started during the early 1960's when a dozen students began making regular visits to the hospital to help provide companionship and recreation for the patients. During the 1971-72 year, some 15 or 20 students became involved, spending two hours a week on the wards of the hospital, and working on a one-to-one basis with the patients. This year,

## Community Involvement

altogether some 50 students have participated in the program, some on a one-term basis only.

*Where to from here?* What the last two years have proved is that student volunteers can offer a meaningful service to the local community and that the community has a great many needs which students can help to meet. Present programs like Big Brother/Big Sister, tutoring, and Western State need additional volunteers because of the increasing community demand for them. Also, new struggling projects are being developed: a Migrant Labor Camp program near Harrisonburg, a companionship program with the Virginia School for the Deaf and Blind in Staunton, and an "Adopt a Grandparent" program with the local Stonewall Jackson Nursing Home.

It could be that the student program as it proves itself, could stimulate an interest among civic groups and full-time residents of the area to strengthen and expand their own volunteer service efforts. The volunteer office at Mary Baldwin College, for example, recruits volunteers from the Staunton community as well as its own students. As a result, one-half of



its 300 volunteers are Staunton residents. Besides the expanded pool of volunteers this provides, this kind of coordination between campus and community provides a way that students and community persons can get to know each other by working together.

The new movement is having a number of healthy effects on the student volunteer. He is being exposed to a new career environment, whether it's an elementary school, a social service agency, or a mental health hospital. He is coming in contact with real problems of people outside the student subculture, and this exposure helps the student put his own problems into some kind of balance and perspective. He is cultivating a sense of social conscience that might stay with him beyond his graduation.

Recognizing this, many universities, like the University of Virginia, are beginning to offer community service courses for academic credit, in which part of the course is a volunteer experience (actually called field service) in a community service project. The courses are academic in the sense that there are regular class meetings and written projects which supplement the field service, and a professor is assigned to each course.

At any rate, unlike many other "in" things about campus life, it looks as though student volunteer services is here to stay.



Kenneth P.  
Lane

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# Mrs. Smith cites benefits of press-government conflict



*Mrs. Smith answers questions after her speech.*

Margaret Chase Smith, former U. S. Senator from Maine, told a Washington and Lee audience on April 23 that the confrontation between the news media and the government is beneficial to society. She struck a balance between the two sides in the conflict.

Mrs. Smith delivered the fifth annual Alumni Lecture on Public Affairs on the topic "Government and the Press." The lecture series is sponsored by an endowment fund established in 1967 by graduates of the School of Commerce, Economics, and Politics.

Mrs. Smith, a Republican who was defeated for a fifth term last November, first pointed an accusing finger at the news media which she said is no less insensitive and no more objective than

public officials. She said the television networks over-reacted to Vice President Agnew's criticism of them, adding that the Vice President really gave them some of their own medicine. But she said she was skeptical of a proposed policy to make local stations answerable for the content of network programs and she deplored such incidents as the FBI investigation of CBS correspondent Daniel Schorr.

At the same time, she condemned the use of composite photographs that create unfair and distorted images. She cited such practices as the late Sen. Joe McCarthy's attack on Sen. Millard Tydings in 1950 and the false impressions created by some of the scenes in the CBS documentary "The Selling of the Pentagon."

Her major concluding remarks were that a confrontation between the President and the press is healthy; that the First Amendment protection of news sources should not be absolute; and that the press should establish the proposed National News Council.

In answering questions after her speech, she said the Watergate scandal is a tragedy for the American public and not particularly for any one individual. She said the scandal was unfortunate for the Republican party, and asserted that the investigation was delayed too long and that the hearings should be open and even televised.

"When the public loses confidence in its government, we're in serious trouble," she said.

Mrs. Smith was unable to read her speech because of lighting difficulties in Lee Chapel. After about 20 minutes of attempts to correct the lighting, she spoke for about five minutes and was unable to continue. She then directed William C. Lewis, Jr., her administrative assistant, to read her speech for her. At the end, she was given tremendous applause.

Mrs. Smith is the only woman ever to have served in both houses of Congress, as a Representative from 1940 to 1949 and as a Senator from 1949 to 1973. She holds honorary degrees from 72 colleges and universities.

Mrs. Smith said that of her many contributions as a public servant she hoped that she would be remembered longest for her stand against McCarthyism.

Previous lecturers in the alumni public affairs series have been economist Walter Heller, former Treasury Secretary Henry Fowler, Riots Commission chairman and now Illinois Gov. Daniel Walker, and General Motors president James Roche.

# Why a college education: to learn to do or to think?

"A College Education: What For?" asked Dr. Edgar F. Shannon, Jr., in delivering the annual Phi Beta Kappa address at Washington and Lee on March 22. His answer: Not financial reward, but "the development of the whole man to participate responsibly in a democratic society."

Dr. Shannon, president of the University of Virginia and a 1939 graduate of W&L, called for a reordering of values in American higher education.

"We must disabuse ourselves of the notion of immediate economic benefits of a college degree either to an individual or to society," he said. "As students, teachers, and educators, we must stop asking the question, 'What kind of job can I get?' and instead start asking the question, 'What kind of a human being do I want to be?' Instead of the emphasis on learning to *do* something, the emphasis must be on learning to think."

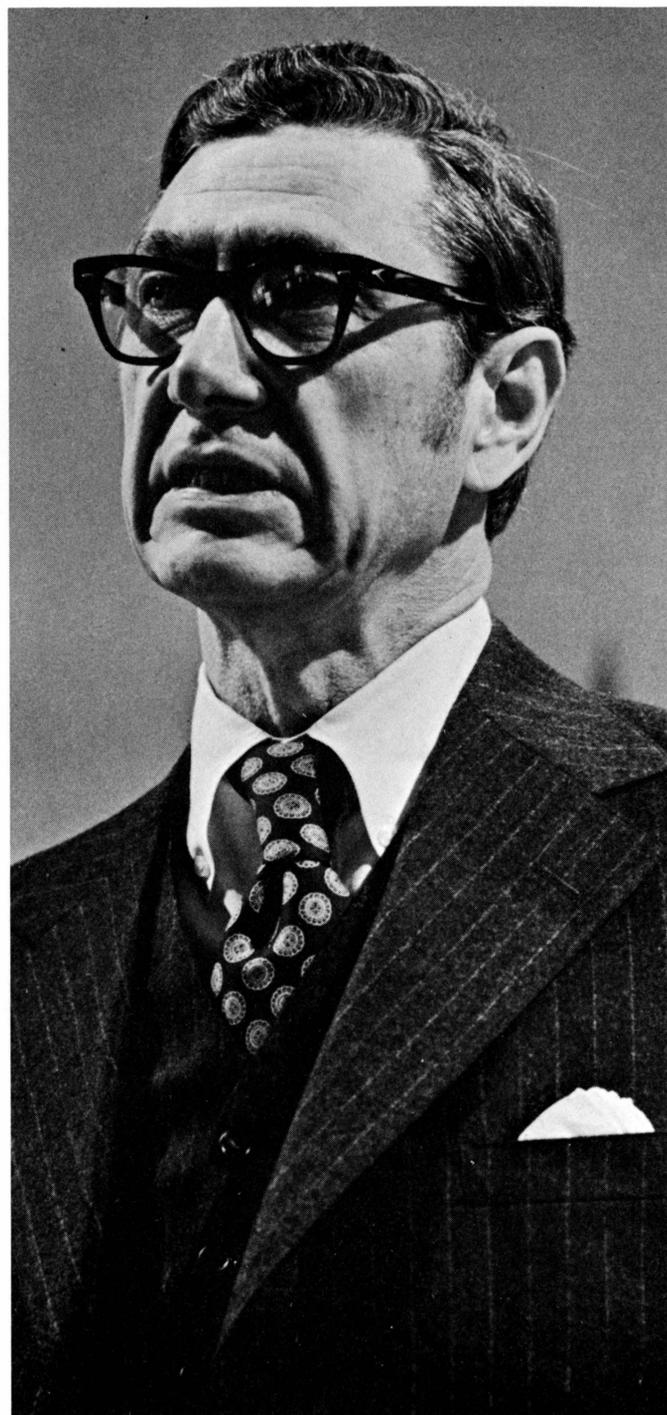
Thirty-eight Washington and Lee students were inducted into Gamma of Virginia Chapter of Phi Beta Kappa at the convocation in Lee Chapel. (The names of the initiates are listed at the end of this report.)

For Dr. Shannon it was another homecoming to the W&L campus. He was born in Lexington, a son of a long-time English professor at Washington and Lee. Dr. Shannon was elected to Phi Beta Kappa at W&L and was named a Rhodes Scholar in his senior year. He was an associate professor of English at Virginia when he was named president in 1959. This past winter, he announced his intention to retire from the presidency at the end of the 1973-74 academic year and return to full-time teaching.

Excerpts from his address follow:

. . . Lack of a coherent philosophy underlying American higher education appears to me to be one of the current failings of our time. This deficiency affects not only those of us who are members of colleges and universities as students, teachers, and administrative officers, but all of society. Some 9,000,000 persons are enrolled in various forms of higher education in the United States this year. Yet their understanding of the values of higher education and of what it is they seek is quite varied; and their expectations from higher education are frequently misinformed and often unfulfilled. This lack of a basic philosophy of higher education reveals itself both from the point of view of the individual student and of society at large. . . .

The primary justification or philosophy for a college or university education in the United States, either implicit or



President Shannon.

explicit, has been its economic reward. For the individual its benefits are presented as a job and social prestige. The pervading notion is that a college education will get you a better job, so you will earn more money and have all the good things of life that money can buy, plus the prominence and influence that accompany it. Concurrently, the argument goes that society benefits from the increased earning power and productivity of college graduates. Their income generates increased business volume, higher taxes make possible increased public services, and the material standard of living consistently will go up. I submit that the dangers of seeing a liberal education in these terms can be fatal to the nation. We are losing a sense of the crucial relationship of education as the cornerstone of democratic government. . . .

The whole emphasis concerning colleges and universities has been shifted of late from the fundamental question of how to develop to the fullest extent the mind and spirit of man to the bookkeeping considerations of efficiency and economy of operation in what is considered to be the educational enterprise. Within the past few years, in the name of economy and managerial expertise, state after state has moved to "co-ordinated" systems of public higher education and now to single governing boards or "superboards," who operate a conglomerate of campuses, colleges, and universities under a consolidated administrative staff. Policies and decisions are further and further removed from those directly involved in teaching and learning.

Private institutions are not exempt from this trend, for they are turning widely to the states for support, and the businessmen to whom they appeal for private capital and for augmented operating funds are expecting them to run in a more "efficient" or "businesslike" manner as a condition of gifts and grants. But in the long run this may mean throwing the baby out with the bath. As Sol M. Linowitz, former chairman of the board of Xerox, has written: "To a great extent, the very thing which is often referred to as the 'inefficient' or 'unbusinesslike' phase of a liberal arts college's operation is really but an accurate reflection of its true essential nature."

Certainly, those responsible for the operation of colleges and universities must be prudent and make resources stretch as far as they possibly can, while maintaining educational quality. A high percentage of student stations occupied per week, however, tells us little or nothing about what a student has learned. We may have all kinds of measurements that are useful in cost-benefit analysis, but they are silent as to what

is happening to the mind and spirit of the men and women in that college or university.

Yet, if higher education has been subjected to faulty measurements and false values by government, by business, and by society, higher education itself has been guilty of accepting, and sometimes eagerly, the same materialistic and quantified standards. Presidents and deans—and I do not exempt myself—have fallen into the habit of justifying education in financial terms. It may be easier to appeal to a legislator for additional appropriations if he can see that more doctors, nurses, teachers, or certified public accountants will be produced by increased funds to a certain institution than to convince him of the benefits of a knowledge of Shakespeare to the leaders whose philosophy will guide our national future. It may be easier to obtain a donation from a private business if the president of the company is satisfied that the institution is being run in an economical way, and will produce future employees for his company than it is to get him to give money for the art department because it is important to humanistic understanding.

Faculties have followed the industrial methods of specialization and division of labor which have made possible spectacular advances in knowledge, but too often this has been accomplished at the expense of transmitting knowledge and inspiration to the young. In many major universities, through grants, contracts, and consulting, teachers and administrators have become essentially entrepreneurs in what is spoken of as the "knowledge industry. . . ."

In plain terms, American higher education requires a re-ordering of its values if it is to achieve a valid and coherent philosophy by which colleges and universities can live. We must disabuse ourselves of the notion of immediate economic benefits from a college degree either to an individual or to society. As students, teachers, and educators, we must stop asking the question, "What kind of a job can I get?" and instead start asking the question, "What kind of a human being do I want to be?" Instead of the emphasis on learning to *do* something, the emphasis must be on learning to think. Professor Herbert J. Muller remarked in a recent essay in the *American Scholar*, entitled "Education for the Future," that he would like to see young people ". . . widen their range of choices and possible futures, for both themselves and their society, and develop their powers of judgment, by making them think hard about the perennial questions how to live and what to live for—the right questions even though, or

again just because, they cannot be given conclusive answers by scientific or any other method. . . .”

As the people of a free society, we must continuously be asking, “What kind of society do we wish to live in, and what kind of society do we wish the United States to be?” We do have a choice. To a remarkable extent, we can determine our destiny. We do not have to be pawns in a Toffleresque world of “future shock. . . .”

In 1776 our forefathers conceived a new kind of government dedicated to political and religious freedom, justice and equality, human dignity, and opportunity, irrespective of the circumstances of birth. Julian Boyd has called the American Revolution “the most radical and irreversible revolution in history. . . because its moral proposition included the transfer of sovereignty from the hereditary ruler to the individual.” This is a continuing revolution, of which we shall celebrate the 200th anniversary in just three more years. It has never been completely fulfilled, and one of our immediate tasks is to bring the ideals of our country to fruition. Yet the actions of individuals are still essential to the fulfillment of our national purpose, and freedom can only be guaranteed by personal conviction.

What I propose, then, as a philosophy of education is the development of the whole man to participate responsibly in a democratic society. As Harry D. Gideonese reminds us, in ancient Greek the word “idiot” stood for “a man who might have very keen analytical capacity, who might be a scholar, but who had no interest in the whole of things. The Greek idiot was an altogether private man. He had no public spirit, as we might express it. He had no awareness of being part of a larger whole.” In developing men and women with civic responsibility and comprehensive vision, education must inculcate and stimulate, in Tennyson’s words, “the mighty hopes that make us men.” And while this means inspiration and enthusiasm, it also means strength of will, and that confidence which, in Kenneth Clark’s opinion, has been integral to the building of civilization throughout the ages.

Generally, I believe, the liberal arts and sciences, taught and studied not in a narrow, specialized, or vocational manner, but in such a way as to bring out a broad perspective on human experience, are the best means of attaining these qualities. But I do not attempt to prescribe any particular one hundred books or specific curriculum. No doubt the late Sir Richard Livingstone, president of Corpus Christi College, Oxford, was right in his insistence that the subject matter of



*O, Spirit of '76*

President Shannon in an allusion to the founding of Phi Beta Kappa in 1776 and to the observance of the Bicentennial of the United States told the following story:

“When I think of the spirit of '76, I inevitably recall the indomitable Harry St. George Tucker, who lived at Col Alto and was for many years the Congressman from the Seventh District of Virginia, when I was growing up here in Lexington. I remember him as a spry old gentleman and a leading figure in the community. At the age of 76, having outlived two wives, he married for the third time an attractive lady considerably his junior. One of his close friends and contemporaries chided him, expressing the opinion that at 76 Mr. Tucker was too old to get married again. Whereupon he replied without a moment’s hesitation, ‘Quite the contrary; after all, it was the spirit of '76 that made this country!’ ”

study is not so important as it is for young men and women to encounter human greatness and attain intellectual discipline in their program of study in a college or university. This kind of discipline, of course, implies the exercise of self-control, a thirst for knowledge—not for self-aggrandizement but for the service of others—and a vision of the common good that is attainable by man.

Sir Eric Ashby, the Cambridge scholar, has advanced a further idea, which appears to me to be central to an adequate philosophy of education. This is for college and university teachers to adopt an ethical code which insists that the teacher's primary duty is to his student in the same way that the professional ethical code regulates a lawyer's duty to his client and a doctor's to his patient. American higher education will overcome many of its difficulties and restore much of the public confidence it has lost if we faculty members will undertake this code and adopt as the first goal of higher education not loyalty to research grant or to academic field, but to the total development of each student. And I believe that this commitment to students has been one of the strengths of Washington and Lee. . . .

A democracy, alone among systems of government, can afford the educational freedom which nourishes a free people. A democracy depends upon their devotion to common ideals and goals that call forth whatever personal sacrifices are necessary to sustain the national purpose. The United States requires a renewed realization that only in a society which the people support as embodying our conceptions of justice, equality, and virtue can individuals rise to their full potential and find their *own* sense of fulfillment in the fulfillment of their vision for America. Colleges and universities are the principal institutions that provide a spiritual repository and a source for the renewal of common values. As Philip Handler, president of the National Academy of Sciences, has said of the future of the United States, "If the universities fail, we fail. . . ."

If, in the admonition of Phi Beta Kappa, philosophy is to be the guide of life, let us cherish the meaning of philosophy as the love of wisdom. The two Greek words "loving" and "wise" that form the derivation of philosopher connote the highest human attributes—feeling and sacrifice, intellect and reason. In the sense of these attributes may we all seek to be philosophers, and may our chief philosophy for a college education be not merely economic man, but enlightened and responsible man.

May, 1973

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### *Four Sons of Alumni Are Among PBK Initiates*

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The following students, four of them sons of alumni, were initiated into Phi Beta Kappa at the University this year:

*Seniors:* Stephen Charles Apolito of Hunt, N.Y.; James Francis Barter of Washington, D. C.; William Christopher Beeler of Martinsville, Va.; John Otto Graham Billy of Frederick, Md.; Robert Joseph Brumback of Baltimore; Herbert William Christ, III, of Towson, Md.; Thomas Hal Clarke, Jr. of Alexandria, Va.; John David Czop of Ridgewood, N. J.; Garland Harold Daniel of Charleston, S. C.; Carl Christopher Giragosian of Glen Allen, Va.; Thornton Hardie, III, of Midland, Tex.; John Miller Holman, Jr., of Dallas; Craig Bond Jones of Roswell, Ga.;

David Alan Kantor of Dayton, Ohio; Kurt Malan Krumpferman of Philadelphia; John Vance Little of Richmond; Elmer Austin McCaskill, III, of Little Rock, Ark.; John Rogers Marquess, Jr., of Cincinnati; Wilson Caton Merchant, III, of Manassas, Va.; William Drake Miller of Lynchburg, Va.; Robert Lawrence Munt, Jr., of Winston-Salem, N. C.; Alan Jay Prater of Shreveport, La.; Brian Edward Richardson of Altamonte Springs, Fla.; David Dean Royer, Jr., of Little Rock, Ark.; Mark Edward Skellenger of Houston; Ben Curtis Smith of Frankfort, Ky.; Ralph Harrison Smith of Birmingham, Ala.; John Griffith Steel of Chapel Hill, N. C.; and Paul Carlson Weir of Birmingham, Ala.

*Juniors:* George William Austin, III, of Norfolk; Raymond Pearson Davidson of Joplin, Mo.; Peter Howard Jones of Houston, and Keith Judd Silverman of Danville, Va.

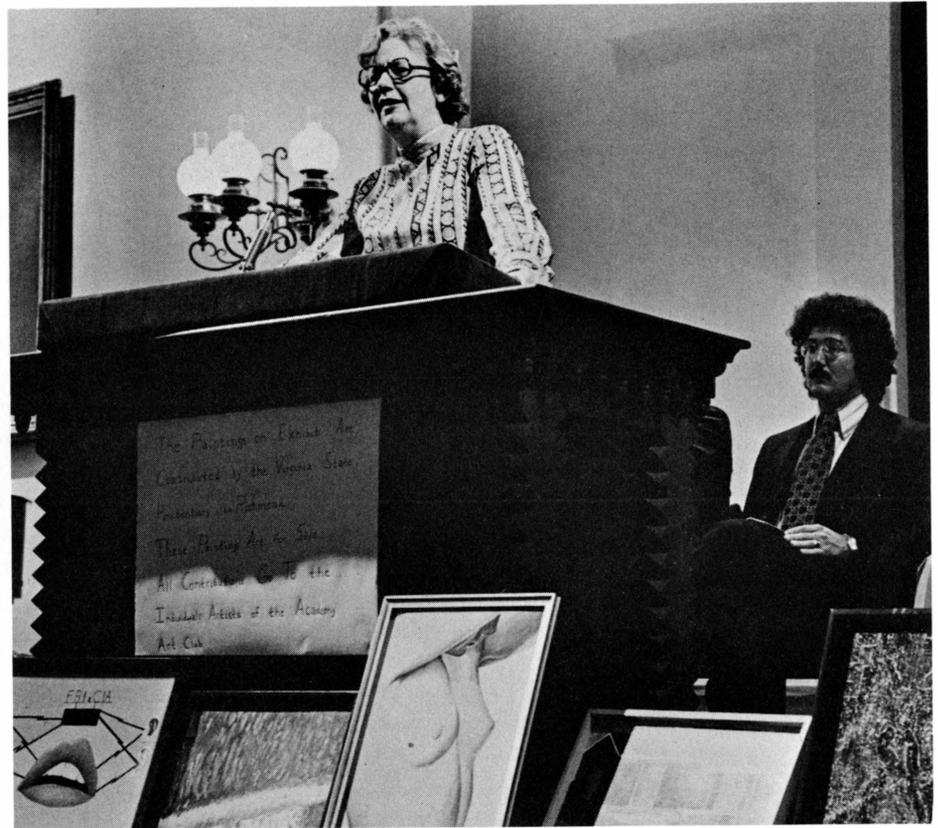
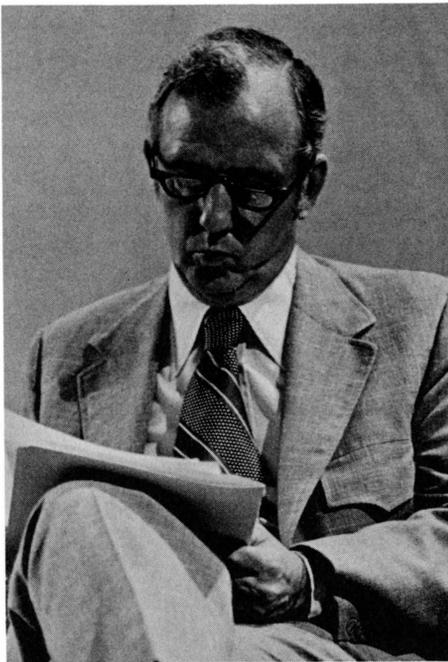
*1972 Graduates:* Glenn Minor Azuma of New Milford, N. J.; Bradley Gilbert Boone of Lexington, Va.; James Cummings DuSel, Jr., of Gladstone, N.J.; and Lewis Morris Fetterman, Jr., of Clinton, N. C.

In addition, Richard Carl Vierbuchen, Jr., of Bethesda, Md., was elected last year and initiated this year because he was on leave of absence last spring.

The four sons of alumni and their fathers are Clarke, son of T. Hal Clarke, '38; Daniel, son of Garland S. Daniel, '46; McCaskill, son of Austin McCaskill, Jr., '42; and Vierbuchen, son of Richard C. Vierbuchen, '48.

The Phi Beta Kappa sophomore award for 1973 went to co-recipients: Donald D. Hogle of West Palm Beach, Fla., and Robert H. Crawford of Dallas.

# Corrections conference explores new methods of rehabilitation

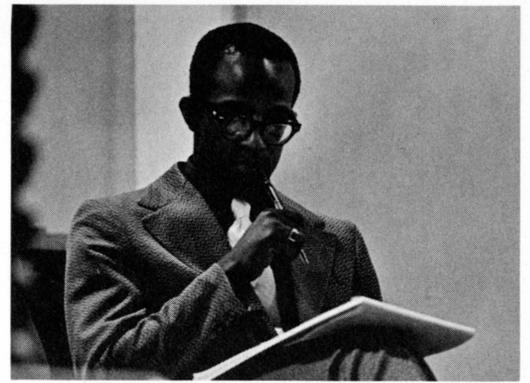


The Governor of Virginia, a former U.S. Senator from New York, prison administrators from several states, and an inmate at the Virginia State Penitentiary participated in portions of a state conference on corrections held at Washington and Lee April 26-28. The three-day meeting, sponsored by the W&L School of Law with the cooperation of four state agencies and a private rehabilitation group focused on existing prison systems and alternate patterns that might be adopted in the future.

Gov. Linwood Holton, a graduate of W&L, was the principal speaker at the conference banquet. He is a past vice president of the Virginia Bar Association.

Charles E. Goodell of New York, who was appointed to the U.S. Senate after the death of Robert F. Kennedy in 1968, spoke on "Corrections Today and Tomorrow" during the conference. Other speakers at the same panel were Martha Wheeler, president of the American Correctional Association and superintendent of the Ohio Reformatory for Women, John O. Boone, commissioner of the Massachusetts Department of Correction, and James Howard, newly named director of the Virginia Division of Corrections.

Commentators at the panel included a prison inmate who is serving a long-term sentence for armed robbery in the Virginia prison, the deputy director of



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the Institute of Criminal Law at Georgetown University, and three state law enforcement and prison officials.

The high point of the conference was the seminars, held the final two days, according to its organizers on the W&L law faculty. Three broad themes were discussed — incarceration, alternatives to imprisonment, and community involvement.

Each topic group was broken down into a number of discussion sections in fields such as prisoner rights and responsibilities, education in prisons, pre-trial release, "halfway houses," alcoholism and drug addiction among prisoners, "work-release" programs, citizen participation in the rehabilitation process, and use of community resources.

#### THE CONFERENCE IN PICTURES

1. Former U.S. Sen. Charles E. Goodell, chairman of the Committee for the Study of Incarceration, deplored in his inaugural address a trend toward "over-punishment" in the American corrections system.

2. W&L Law Professor Larry D. Gaughan (right), conference coordinator, confers with John O. Boone, commissioner of the Massachusetts Department of Correction, who said he believes the most effective kind of rehabilitation can occur outside prison walls.

3. Miss Martha E. Wheeler, superintendent of the Ohio Reformatory for Women, said many lawmakers are failing to keep up with changing standards and moral patterns in society. Prof. Charles H. Whitebread (right) of the UVa. Law School, was panel moderator. (The paintings were contributed for sale by inmates of the Virginia penitentiary.)

4. Gov. Holton talks at dinner with W&L Law Dean Roy Steinheimer. The Governor said Virginia has the know-how and dedication to develop a "correctional program second to none."

5. Conference participants take a rainy-day break outside Lee Chapel.

6. Waymond Nichols, a Virginia penitentiary inmate, prepares notes for his commentary on panel speeches.

# The Individuality of W&L



*The special report on the following pages was prepared for use in alumni magazines by the Editorial Projects for Education, Inc., a nonprofit organization informally associated with the American Alumni Council. The report—because it discusses some of the current forces in higher education that threaten the individual distinctiveness of colleges and universities—is particularly worthy of the attention of Washington and Lee men and women.*

*Anyone familiar with W&L knows of its very special ambiance and how it has contributed immeasurably to its effectiveness as an institution of higher education. Independence to pursue its own goals is a Washington and Lee hallmark. As we approach the Bicentennial of American Independence, we would assert that independence is as essential to institutions like Washington and Lee as it is to a nation of free people.*

*President Huntley, we think, in the conclusion of his inaugural address on Oct. 18, 1968, set forth cogently what Washington and Lee has been, is, and seeks to be. His remarks are a fitting preface to the following pages. We reprint them here and commend them to you:*



In times like these, what is the image of Washington and Lee?

I don't know what its image is for you, but I can, I think, suggest to you in a very few words what its image is for me. . . .

It is the image of an institution which unashamedly proclaims that there is no higher goal to which a scholar can aspire than to be a vital teacher of young men, an institution which confidently entrusts the largest possible measure of choice and freedom to its students and its faculty, requiring conformity of no one, prizing an environment in which tolerance, integrity, and respect for others tend to prevent misidentifying independence of thought with lack of self-discipline or humorless contempt.

It is the image of an institution which does not wish to cater to any particular ethnic or economic group, but which seeks a diverse student body and faculty whose members may share in common only the ability and the conviction to learn from each other.

It is the image of an institution which takes seriously the injunctions which are engraved in its official crest, adapted, as you know, from the family coats of arms of the two great men for whom the school is named—"Be not unmindful of the future" . . . "Question all things."

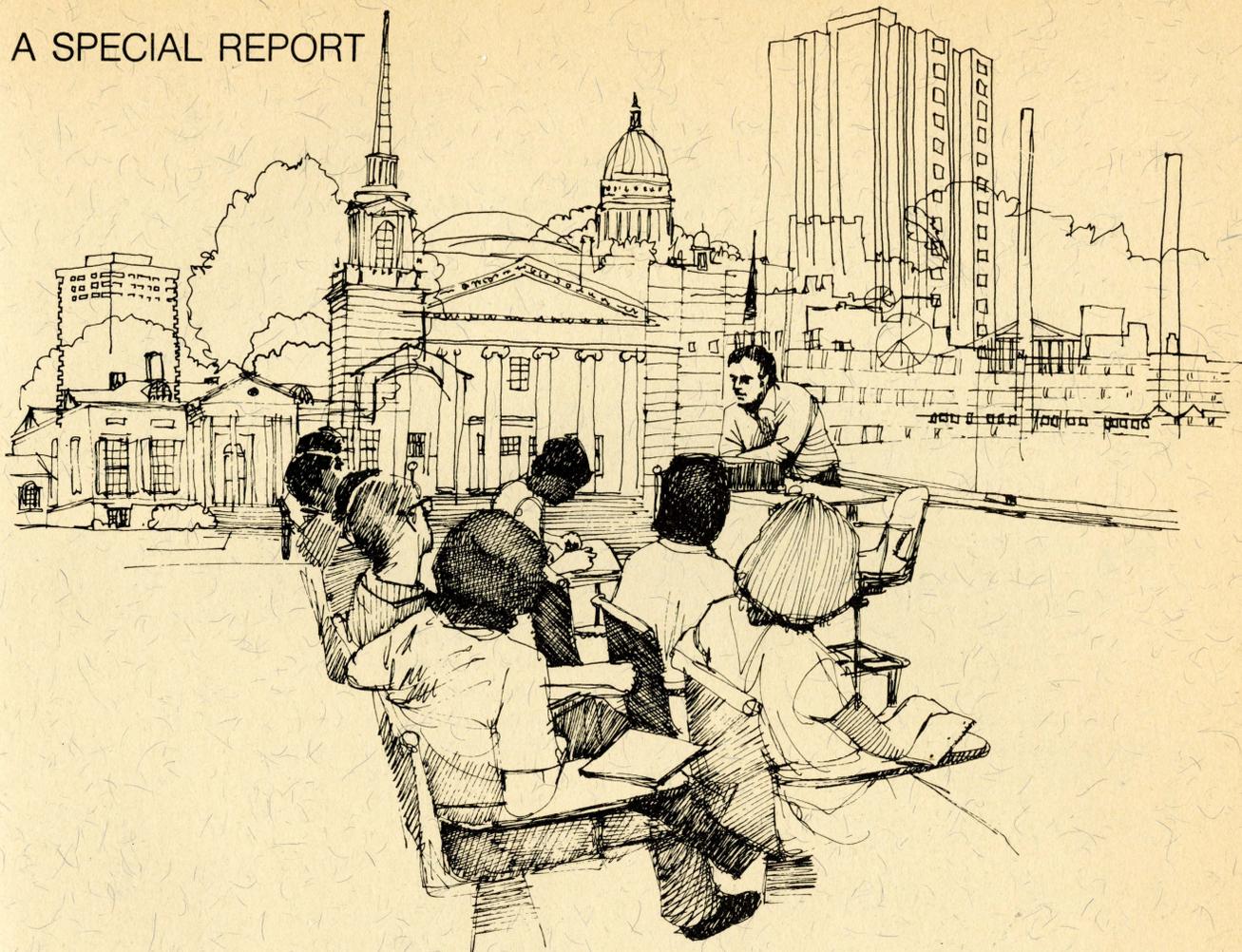
It is not the image perhaps of an institution which serves as a marshalling point or strategy center from which young men are sent forth daily to confront the sources of evil the campus strategists may have identified. Rather, it is the image of an institution which sees no priority as higher than the search for truth and understanding from which eventually may grow the kind of wisdom that brings fullness to life.

What of this image? Is this where the action is? Or, in the strangely contemptuous tone of the more recent idiom: Is it relevant?

The only answer I know is this: If it is relevant to lead forth the mind from the dark corners in which it feeds on its own prejudice and arrogance and self-righteousness . . . if, in short, it is relevant for there to be men who are truly educated, then this image is relevant.

Therefore, if at Washington and Lee today reality does not measure up to the image, then let us be about the business of closing the gap.

## A SPECIAL REPORT



# Can We Save the Individuality of Our Colleges?

**Or will powerful pressures,  
on and off the campuses,  
homogenize higher education?**

**A** MERICANS have long prided themselves on the individuality of their colleges and universities. The special ambiance of each campus. The combination of people and purpose. Spirit. The sounds and smells that make it different from all others.

And more:

... The autonomy of each institution that enables it to choose freely its own goals—and the programs to attain them.

... The peculiarly American genius for promoting the existence, side by side, of *public* and *private* colleges and universities.

... A “system” of higher education, in the best sense of the word: a group of interacting, interrelated, interdependent elements, existing in a more-or-less harmonious relationship. But intensely individual, nonetheless. Certainly not “systematized,” if the word implies a lockstep, or central control, or dull uniformity.

The result is one of society’s major miracles: more than 2,600 colleges and universities, each one different from all the rest. Different, yet committed to the com-

mon idea that through diversity and individuality the needs of the culture will be met.

**B**UT NOW we are encountering forces that threaten the survival of all that. For the first time in a century, serious questions must be raised about the ability of our colleges to maintain their individual distinctiveness—and of the system to maintain its diversity.

The historic immensity of what is happening is only beginning to be clear. After an era of unprecedented confidence and expansion throughout higher education, there is now a widespread questioning of higher education's place in our culture, and of its claim on our resources. And growth—which for decades has been the hallmark of our colleges and universities—is decelerating.

With these developments have come crises of size and money and quality affecting the great diversity of our system of higher education—and the individuality of each college and university within it.

## Individuality and the Changing Student Population

**F**OR the past 100 years, American higher education has been growing at an accelerating rate. Enrollments doubled every 15 years until World War II; since then, they have doubled every decade.

That is not likely ever to happen again.

The Carnegie Commission on Higher Education predicts that enrollments will increase only by one-half between 1970 and 1980, and not at all between 1980 and 1990. In the last decade of the century, they will go up by only a third.

Enrollments in private institutions actually will drop, the federal government estimates, between 1977 and 1980.

By the end of this decade, say statisticians in the U.S. Office of Education, private education's share of all college enrollments will fall from 22.3 per cent in 1972-73 to 17.5 per cent in 1980-81.

These reductions in growth hold profound implications for all colleges and universities. Notes Princeton's President William G. Bowen:

"This battle for survival [private vs. public colleges and universities] has very serious implications for American higher education in general, which draws

much of its strength from pluralism; that is, from the presence of many strong private and many strong public institutions working in different ways together.

"If this diversity were to be eroded, American higher education would suffer significantly."

**T**HERE is more at stake than survival: the serious question. Survival for *what*?

In the period of expansion, a college or university could set its goals and be reasonably assured that enough students would be attracted by them. It cannot be so confident in a period when enrollments are stable and resources scarcer. The tendency in those circumstances is to standardize, to avoid setting goals that are offbeat, to try to be all things to as many men and women as possible. Under such conditions, mere survival is not an attractive prospect.

Decelerating growth and "no-growth" have other ramifications. If enrollment levels are to be maintained, some colleges and universities will be forced to accept students who do not meet the traditional criteria for college admissions.

"Low academic ability [measured by traditional means] will be the distinctive characteristic" of many such students, writes K. Patricia Cross of the Center for Research and Development in Higher Education at the University of California at Berkeley.

"We have not yet faced the full meaning of this prediction," Ms. Cross says. Such students will require major changes in the curriculum, major new sources of financial support, and faculty members specially trained to recognize and reward the non-academic skills they bring to the campus.

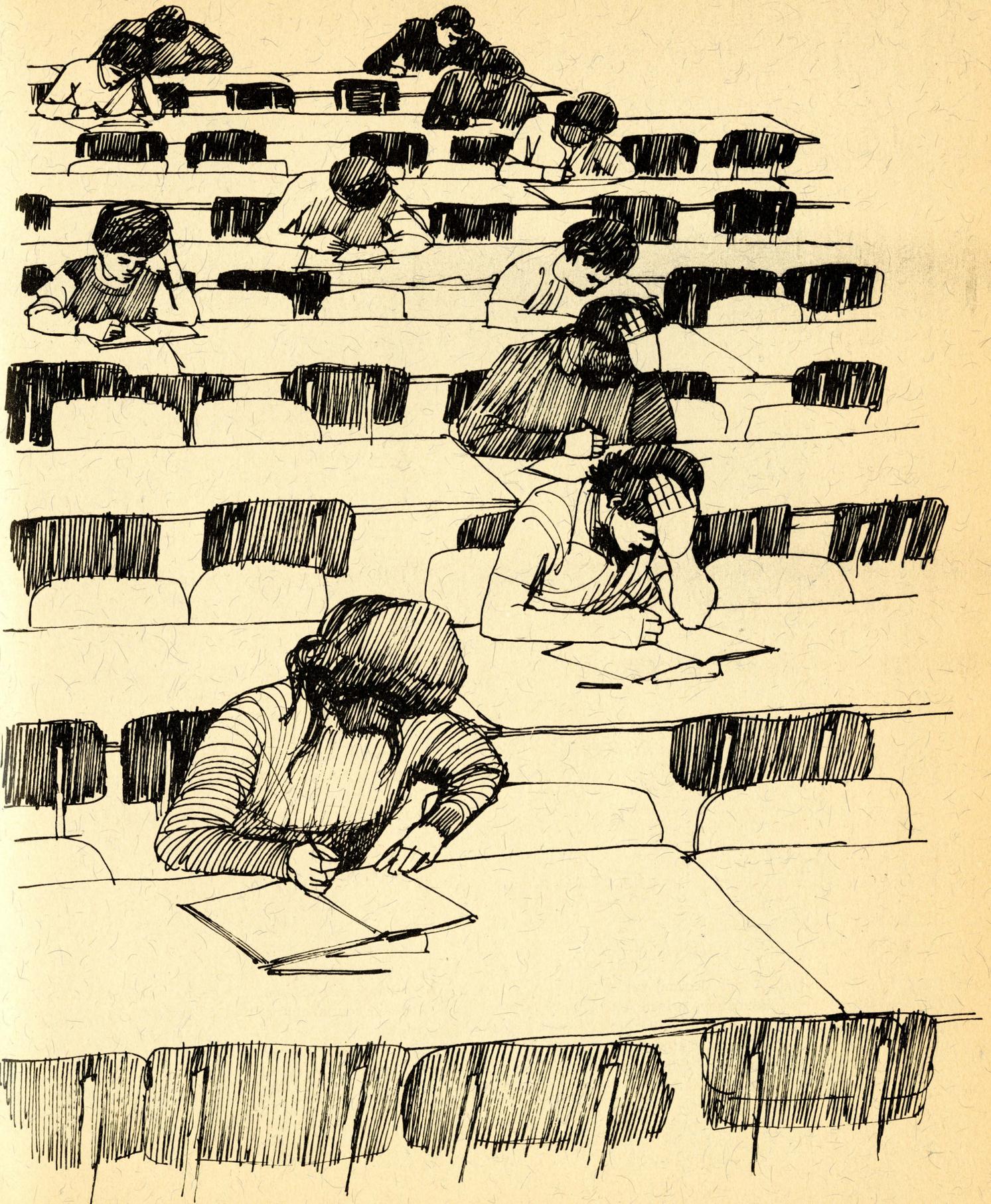
Another development—the growing pressure to educate a far greater percentage of adults than presently—will change the character of many a college and university. Already, a significant number of flexible arrangements are under way—"open universities," external-degree programs, "universities without walls"—to meet the needs of those who cannot leave full-time employment to earn their college degrees.

Alterations in the traditional picture of higher education will be extensive. Says Ernest L. Boyer, chancellor of the State University of New York:

"The old model of a scattered collection of isolated enclaves, each jealously guarding its resources and minutely regulating its students, who must remain in confinement for a four-year term, is giving way to a far more complex, dynamic image—a network of learning, resembling perhaps the human nervous system itself: intricate, continually pulsating, and totally interconnected."

The individual campus, as Mr. Boyer sees it, "is becoming less a fortress surrounded by its moat and more of a supermarket of ideas, a library with easy access, or a base of operations to coordinate learning, not control it."

Few would quarrel with the aims of such programs. They offer the possibility of lifelong learning for many





citizens who have not been able to afford a college education in the past. They permit vast numbers of persons to earn academic degrees in less time with more options.

Yet many observers are concerned.

Supermarkets, they say, are not very friendly places. While you may meet your material needs there, your spiritual needs may be unfulfilled.

Without precautions, says Stephen K. Bailey of Syracuse University, such programs "can lead to a parade of academic horrors: cram courses organized by fast-buck proprietary schools, a deadly standardization of subject-matter, tutoring to the test."

State legislatures, others warn, could use the development of the new programs as an excuse for reducing support for the traditional colleges and universities.

Perhaps most serious of all, however, are fears that such programs might change the whole definition of education in our society. An individual experience, leading to the development of "whole men and women" or "good citizens," might become a purely utilitarian process of providing the credentials a person needs to earn a living.

One writer describes the new trends this way:

"We don't offer extracurricular activities; we eliminate most of the theory courses; we give practical applications; and we get the students through in one-third the time. We get them through fast."

Another observer deplors the prospect:

"This is the attitude of a new breed of educators, the big-business organizers, who are moving into education and turning out graduates on an assembly-line basis. Apparently they are being paid by the head count."

**T**HERE are ways to broaden our commitment to educating as many people as possible, without sacrificing the best qualities of higher education that we have known in the past. They lie in *more* individuality for our colleges and universities, not less; *more* diversity in our system of higher education, not less. But, as we shall see, other forces—in addition to those accompanying the new era of no-growth—may be putting those qualities in serious jeopardy.



# Individuality and the Trend Toward Central Control

**H**IGHER EDUCATION'S long period of postwar growth coincided with a long period of national affluence. As the economy boomed, tax dollars were more numerous than ever before in history—and, nearly everywhere, public colleges and universities received a top-priority share of them.

Most states still place higher education well up on their priority lists. But urgent new needs have developed in other areas—*e.g.*, health care, aid for the disadvantaged—and the competition for tax dollars has grown.

The result: Public colleges and universities have been subjected to unprecedented demands for “efficiency”—some justified, others panicky and unwise. And to achieve that efficiency, many states are dramatically reorganizing their structures of public higher education.

Once-autonomous institutions, each seeking its own goals, are finding themselves incorporated in larger and larger “systems” of public colleges and universities, often statewide in scope. Decision-making is centralized. Duplicate functions are eliminated.

From an efficiency standpoint, the trend makes sense. “It seems to us,” argue Paul L. Dressel and William H. Faricy of Michigan State University, “that higher education must be regarded as a national resource, that the roles of institutions must be determined by social need, and that resources must be allocated according to a plan and their actual use accounted for.”

They add:

“In moving in this direction, we are permitting the public and politicians to make decisions about the character of institutions—and their decisions may not always accord with the views of those involved with higher education.”

In 1959, fewer than half the states had formal, legal mechanisms for statewide coordination of higher education. Now 47 states have such mechanisms. “Besides this dramatic increase in numbers,” writes one observer, “statewide coordinating boards have increased in power in their areas of influence and in coercive potential.”

The trend away from campus autonomy and toward central planning is likely to encompass many private institutions as well, when—as is happening in many states—they receive increasing support from public funds.

“Why,” asks one observer, “should the non-public institutions receive tax dollars and not be subjected to the same planning and operating constraints and criteria for accountability as the public institutions? While the initial small, indirect aids may call for a modicum of state control, once the amounts become substantial, the institution can be treated in no other way than as an integral cog in the coordinated state system.”

It may even be that some national system of higher education will emerge from the upheavals now occurring. Clark Kerr, chairman of the Carnegie Commission, says that education is becoming a “quasi-public utility”—especially since it, like electric power and other utilities, has become essential in the lives of people. Just as utilities require regulatory agencies to protect the public interest, say some observers, so the prospect of government regulation of higher education cannot be ruled out.

**W**HAT happens to the colleges' individuality and diversity, in the wake of such developments? The president of one public institution in Ohio, Miami University, says that as the state system has developed, “we have witnessed a lockstep progression, statewide, into a common calendar, into a





common subsidy formula, into a virtually common fee pattern." He warns:

"If diversity is coming out of the public system and is replaced with a pale, insipid sameness, and if there is a simultaneous withering of the private sector, one can question what the future holds for the very fiber of our system of higher education."

The movement toward more centralized authority, however, seems inexorable. It is clear that the public and its elected representatives are no longer willing to let the colleges and universities, alone, decide what is educationally best for the society. "Education," says an observer, "is too important, and too expensive, to be left entirely to the educators."

How, then, can colleges and universities learn to live in the larger systems, while preserving their diversity and individuality? They must be ingenious enough to develop mechanisms to preserve flexibility within a highly structured whole—and *that* poses one of the major challenges for higher education and its supporters in the years to come.

## Individuality and the Unionization of Faculties

**U**NTIL RECENTLY, the prospect of faculty members' joining unions and engaging in collective bargaining seemed foreign to both the spirit and the reality of life on most campuses. Colleges and universities were serene havens far removed from the materialism and economic competition of the industrial world, and faculty members were thought of (and regarded themselves) not as "employees" but as individual professionals.

Although thousands of faculty members and college

administrators still recoil from the notion of faculties organizing in collective-bargaining units, unionization—and all that goes with it—has made major gains on the campuses in the past five years. Most observers expect the trend to quicken rather than to slow down.

Already, the faculties at nearly 300 colleges and universities have won bargaining rights. More than half of the institutions are two-year colleges, but unionism is also gaining significant footholds in many four-year institutions, as well. Faculties at the State University of New York and the City University of New York are organized collectively, and the California legislature is considering a move to permit public employees to organize in that state.

The movement toward faculty unionization was speeded by a recent decision of the National Labor Relations Board that private institutions with annual budgets of \$1-million or more fall under its jurisdiction. In the past, the NLRB excluded such institutions, so that only the public colleges and universities in states that had laws permitting their employees to organize could develop unionized faculties.

**T**HESE occurrences have combined to make the debate over *whether* faculty members should join unions irrelevant. The issue now is, What impact will collective bargaining have on the character of our colleges and universities—and on the relationships between faculty members, administrators, students, and governing boards?

"Almost certainly," says one observer, "collective bargaining in higher education will move to statewide or system-wide levels and, in the process, destroy much of the autonomy of the separate campuses." He adds:

"Collective bargaining in a state system of higher education will ultimately promote centralization of decision-making. Collective bargaining will contravene the individual and departmental autonomy for which many faculty members have battled so long."

Collective bargaining's advocates disagree vigorously.

"In fact," says one union official, "bargaining is a response to that trend. The only way faculty members can play a role, when policies are established on a state-wide basis, is through bargaining and political action. Otherwise, it will just be done over their heads."



In addition, union leaders point out, they have vigorously opposed such steps as the setting of statewide work-load standards by some legislatures.

Nonetheless, warns William B. Boyd, president of Central Michigan University, the administration of a collective bargaining contract, "with its emphasis on legalism, its grievance-laden tendencies, and its use of adversary proceedings, will almost inevitably change the tone of university administration. The last remnants of collegiality are apt to disappear. Personal relationships are almost bound to change when personnel relations are altered so fundamentally."

Can the traditional character of a college or university survive such strains? Or will the changes wrought by the unionization of faculties be a further cause of declining individuality and diversity?

## Individuality and the Money Crunch

**T**HE FINANCIAL CRISIS in higher education has replaced student protest as the "big issue" in the eyes of the press and public. Where once the headlines told of 100 students arrested for their roles in demonstrations, they now tell of 100 colleges and universities confronting the prospect of financial disaster.

The money crisis is real and of major proportions. Some private institutions face the possibility of extinction.

The existence of other institutions—public and private—is threatened. The Carnegie Commission predicts that nearly two-thirds of the nation's colleges and universities are in financial trouble or headed for it.

One spectacular case is that of New York University—the nation's biggest private institution of higher education. After several years of backbreaking deficits, N.Y.U. announced last fall that it planned to eliminate more than 200 faculty positions, sell one of its campuses to the public system of higher education, and insist that, henceforth, every academic unit within the university be able to pay its own way plus its fair share of university overhead.

Higher education's financial crunch came on the heels of several years of student disruptions—and some observers have attributed the crisis to the loss of faith in colleges and universities that followed. But the roots lie deeper—in the end of the era of growth.

In its simplest terms, higher education's crisis has developed because costs kept rising while income did not.

(There is a limit to the amount of tuition a college or university can charge and still remain competitive.\*) At major universities, large research programs were initiated with federal funds. Those funds have grown scarcer as the government's priorities changed, leaving those universities with commitments they cannot afford.

The increasing costs hit both public and private institutions.

One observer says that the huge growth during the 1960's was itself one of the main causes of higher education's money troubles. Colleges and universities were all the more vulnerable, he says, because they were "undercapitalized, overextended, and moving into increased areas of responsibility without permanent financing."

Yet—while the financial crisis is real, and some institutions have been forced to close their doors—for the vast majority of colleges and universities, survival itself is not in question.

Even at New York University, with its appalling problems, President James M. Hester believes that the draconian steps he has taken will assure the university's survival.

"The disease has been diagnosed, the prescription has been made. We are taking the medicine," says Mr. Hester. "It is very painful, but it is possible."

Edward D. Eddy, president of Chatham College, puts it thus:

"Posting a death notice for all of private higher education is like shooting all the horses because some have the wheeze."

"The great majority of the institutions will survive," Mr. Eddy declares. "Despite the many predictions of their demise, surprisingly few have closed their doors. Institutions of higher learning do have a persistence and tenacity—but not necessarily a guaranteed quality. And there is the rub."

The nation's colleges, Mr. Eddy says, "by and large will survive. But the emerging question is clearly one of *spirit*, not just life."

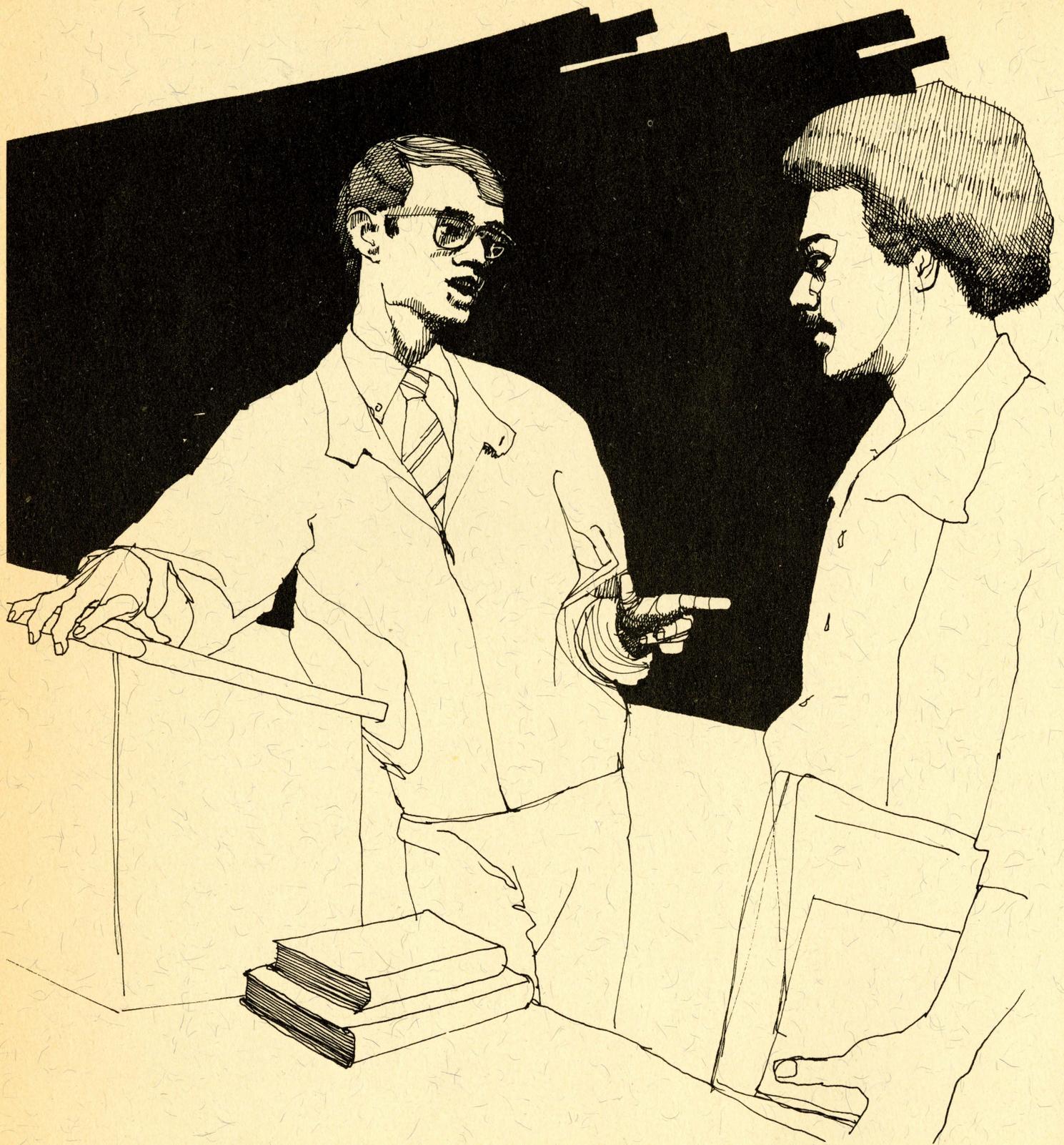
**T**HE economic crisis poses one especially nettling threat to the diversity of the system of higher education and the individuality of every institution: well-meaning but potentially damaging cries for heightened efficiency and productivity on the campuses. If taken too literally, such a movement could turn the nation's colleges and universities into faceless, spiritless factories.

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\* A recent study has shown, for instance, that in 1964-65 a group of representative private institutions was charging \$657 more per student than a group of representative public institutions. By 1971-72, the same private institutions were charging \$1,242 more per student than the public institutions.

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Most observers agree that many colleges and universities can and must improve their fiscal policies. But, warns Paul C. Reinert, president of Saint Louis University, they cannot be run like businesses. "There is," he says, "more at stake than Kleenex."

"Efficiency in higher education remains a complex matter," warns Howard K. Bowen, chancellor of the Claremont University Center. "Society may be in danger of trying to restrict the functions of higher education too narrowly, and to convert institutions into mere assembly lines generating credit hours, rather than allowing them to function as centers of learning and culture."

"It would be a mistake, harmful to both education and to social welfare, to turn colleges and universities into credit-and-degree manufacturers and to judge them solely by their productivity in these terms."

Father Reinert sums it up: "We must keep in mind that there are substantive differences between a college and a business. Drive a corporation to the wall and it may make adjustments in its operations that enable it to bounce back. Drive a college to the wall and you can kill it."

**E**VEN more controversial than the cries for efficiency are issues raised by the variety of solutions that have been proposed for higher education's money troubles.

Virtually everyone agrees that major new infusions of public funds for both private and public institutions will be needed. But *how* those funds should be channeled—whether they should come from the federal or state governments, whether they should be in the form of institutional aid or grants and loans to students—produce deep divisions within the academic community.

The Carnegie Commission has argued against "lump-sum, across-the-board grants" from the federal government. They could lead to reduced state support and to the development of a "nationalized system" with strict government controls, the commission says. Instead, it favors basing federal support to an institution on the number of federally supported, needy students enrolled, with the states providing the bulk of the support.

Spokesmen for some institutions of higher education disagree. Direct federal grants to the colleges and universities, they argue, can make the difference between the survival and collapse of many of them.

Spokesmen for many other institutions have argued that new government support should come in two forms: outright grants to the most needy students and "income-contingent loans" to middle-class students. (Under such loans, how much a student must pay back would be determined in part by how much he earned after graduation.)

With most support going to students, these educators argue, both public and private institutions could raise their tuitions to a point that would more nearly pay for the actual cost of providing an education.



Such a system would best preserve the diversity of our system of higher education, says an economist from the Brookings Institution. We need, he says, "a shift to public support of students rather than the excessive reliance on institutionalized support that characterizes current public support programs." He goes on:

"Such a program of portable aid would free institutions to develop their own conceptions of the curriculum required to produce better people and, more importantly, would give student-consumers a right to choose among alternative conceptions. The government could and should scrutinize the academic offerings for which it is indirectly paying, but the nature of such investigations would change."

Officials at most public institutions oppose any major shifts of aid from institutional support to support of students. The necessary increases in tuition, they say, would end the nation's long-standing commitment to low-cost higher education, and would shift the major burden of paying for education from the society at large to the individual student.

That shift, they say, would represent an end to the belief that society as a whole—not just the individual student—benefits from the higher education of its citizens.

Switching from institutional support to loans and grants "constitutes a definite shift away from public decisions and responsibility for the support and control of higher education and toward a philosophy of private responsibility and private enterprise, with major consequences," says Clifton R. Wharton, Jr., president of Michigan State University.

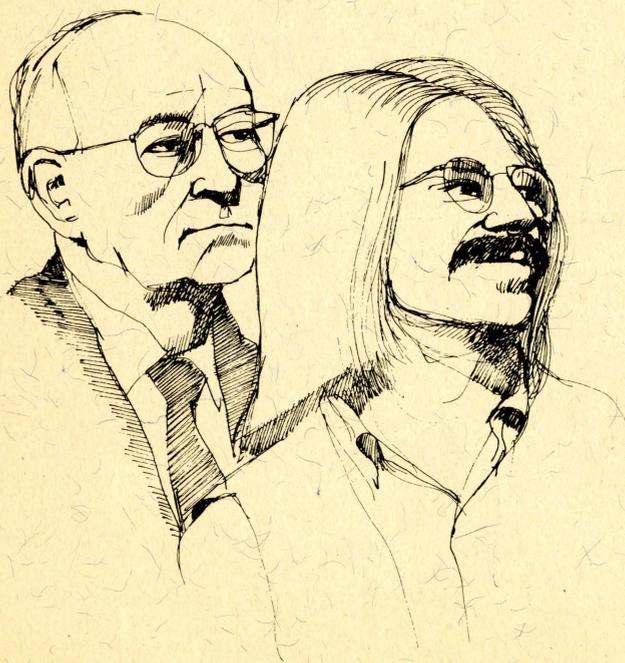
"The shift would transform the goals, values, and conduct of the entire higher educational system," he says.

Decisions to be made soon in Congress and the state legislatures probably will determine how much new governmental aid will be forthcoming and what form the aid will take. Alumnae and alumni concerned about preserving the qualities of higher education could do higher education no greater service than keeping informed about the alternatives, and advising their representatives of their preferences.

**T**HE economic crisis in higher education is, in a sense, the cause of all the other forces moving toward the homogenization and standardization of our colleges and universities.

Many observers suspect that neither the movement toward statewide systems of colleges and universities nor the trend toward collective bargaining among the faculty members would have gone so far if the era of great growth had not ended. Suddenly, in the economic depression that followed, higher education was no longer society's favorite place to spend money.

How, under such conditions, can colleges and universities provide diversity and individuality? Must they sacrifice their autonomy and individuality? Or can they find ways to live with the end of growth without giving way to drab uniformity?



## Individuality: All the Threats Combine

**T**HE end of an era of growth, the scarcity of new resources, the increased competition for them, and the public's changing definition of higher education's role in society have all combined to produce a major challenge for the nation's colleges and universities.

The task before them now is to meet the challenges while preserving the best of the past.

It is easy to be pessimistic about the prospects. Doom-sayers abound. Here is how some severe critics have described current conditions on the campuses:

▶ "Respect for universities [faculties and administrators] has been replaced by distrust and surveillance."

▶ "Informal procedures and policies based upon mutual respect and confidence within the university have been replaced by insistence upon due process and by formalized codes."

▶ "Collegiality based upon unity in goals has been replaced by identification and resolution of conflict."

Such concerns are not limited to severe critics.

Theodore M. Hesburgh, president of the University of Notre Dame, speculates that "perhaps during that period of rapid growth, the institutions—the academic community—grew beyond the potential to be personal and human."

William C. McInnes, president of the University of San Francisco, says: "People will spend their money, contribute their money, pay their money for services and things in which they believe. What has happened in many cases is that people don't believe in education the way they used to."

As a result, many institutions feel more threatened than ever by the challenges before them.

One consequence has been that the conflicts between public and private higher education have been exacerbated. Once the expansion of the entire higher educational system ceased, the happy state no longer prevailed in which everyone was prospering. Now, one institution's gain may well be another's loss. Public and private education now often view progress for one as a possible threat to the other.

Says a former official of a state system of higher education:

"The pleadings of the private segment for state financial aid are gaining ground—not nearly enough to save





(B+D)

them financially, but sufficient to reduce the direct level of funding for the public institutions.”

Warns the head of a major educational association: “I am firmly convinced that the gravest danger facing us is the possibility of a serious division between the public and the independent sectors of higher education. Relatively dormant for well over a decade, as might be expected during a period of economic expansion, signs of divisiveness are again appearing as we move further into the stringent '70's.”

The situation looks confused and troublesome. Higher education has reached a state where it enjoys less public confidence, has less confidence itself about what its purposes are, and faces unprecedented competition for a place on America's priority list.

Yet the need for new curricula, and for new educational commitments to new kinds of students, was never greater. How can colleges respond in innovative ways, when they must tighten their belts and curtail their functions?

Kingman Brewster, president of Yale University, sees this paradox: “Although all universities badly need funds in order to experiment with new techniques of learning and study that go beyond the library, the laboratory, and the classroom, most of the ideas for massive central government support threaten to impose a dead hand of bureaucracy, central planning, and red tape on local initiative.”

Colleges and universities thus face major dilemmas:

- ▶ How to continue to be effective in a time when they need major new sources of outside support; and
- ▶ How to keep their distinctiveness in an era that requires economy and ingenuity.

## Individuality: Can We Save It?

**D**o colleges and universities—as we have known them—have a future? Or are we headed for some massive, standardized, nationalized system of higher education? Need a new vision of higher education—as a public utility that everyone can use—produce an impersonal assembly line?

Put another way:

Can *private* colleges and universities survive in a form worth preserving? Can *public* institutions avoid the “pale, insipid sameness” that some see looming on the horizon?

No one can be blindly optimistic. But many thoughtful observers feel that the present critical stage poses not only problems for higher education, but unparalleled opportunities. The long period of expansion, they argue, put a premium on graduate education and research, and higher education made enormous gains quantitatively. Qualitatively, however, the improvement may have been insignificant. On the undergraduate level, indeed, what a student received from his institution may not have been much better than what was provided to his predecessors in earlier generations.

**N**ow that the pressures for growth have eased, colleges and universities have an opportunity to be *truly* individual; to set for themselves specific, achievable goals, and to pursue them effectively.

In an era of no-growth, it is the institutions that know what they want to be, and how they are going to be it, that will survive and prevail.

Both public and private institutions will be among them. Steven Muller, president of the (private) Johns Hopkins University, notes:

“Privacy means relative independence. We have at least the freedom to choose among alternatives, restricted as that choice may be, rather than to have our decisions dictated to us by public bodies.

“Our privacy as a university thus exists only as a narrow margin. . . . Our task is to preserve that narrow margin and to make the best possible use of it.”

Phillip R. Shriver of Ohio's Miami University (state-supported) speaks from the public-institution standpoint:

“Each university ought to be able to develop its own personality and uniqueness. Each ought to have its own strengths. Each ought to be encouraged to develop its own individual programs.”

The first task, then, for every institution of higher education—public and private—must be to develop a firm sense of what it ought to be and how best to achieve it.

Each institution must know, and believe in, its own personality and uniqueness.

A foundation official says:

“The time has come to take a total look at each of our institutions in some systematic way which relates energy and material input to learning output, and relates behavioral objectives to social needs. If we do not strenuously undertake this task and succeed, then our present troubles in a variety of areas will become far worse. Indeed, I see the specter of government or even industrial control of our colleges and universities.”

Sir Eric Ashby, a distinguished British educator who has served as a member of America's Carnegie Commission, says:

“The gravest single problem facing American higher education is the alarming disintegration of consensus about purpose. It is not just that the academic community cannot agree on technicalities of curricula, certification, and governance; it is a fundamental doubt about the legitimacy of universities as places insulated



from society to pursue knowledge disengaged from its social implications.”

Ending that fundamental doubt, says Sir Eric, will require “a reevaluation of the relation between universities and American society.”

**I**N SHORT, the American people must rebuild their faith in the colleges and universities—and the colleges and universities must rebuild faith in themselves. In doing so, both parties to the contract can assure the survival of both the vast system’s diversity and the individuality of its parts.

Many colleges and universities have already begun the necessary reassessments and redefinitions. Commissions on the future have been established on scores of campuses. Faculty members, students, administrators, trustees, alumni, and alumnae have been enlisted to help define their institutions’ goals for the years to come.

Those new definitions, now emerging, recognize the end of the era of expansion and come to terms with it. Some institutions have chosen to remain small, some large. Others have chosen to focus on specific missions, *e.g.*, ecology, health services, the arts. Still others are moving into the preparation of teachers for the two-year colleges that, in the years ahead, will attract many new students to higher education. For their part, many two-year colleges are resisting pressures to expand into four-year institutions, electing to concentrate on providing the best possible educational opportunities to their own non-traditional student constituencies.

Whatever the role they define for themselves, such colleges and universities are seeking ways to make education more individual and more rewarding.

**C**OLLEGES and universities still have a long way to go before they adjust to the financial stresses, the changing market conditions, the demands for reform that have beset them. Those that adjust most effectively will be the ones that survive as distinctive, individual institutions.

Chatham College’s President Eddy notes that our institutions, “swinging into the troublesome ’70’s from the unusually affluent ’60’s, resemble a middle-aged and slightly portly man who discovers that he is panting heavily after climbing a quick flight of stairs. He doesn’t have yesterday’s bounce.”

“He has a choice. He can become a first-class hypochondriac and, in all probability, bring on the attack by discouragement and tension. Or he can diet, cut out smoking, and start some consistent, sensible exercise. He must convince himself that life is worth living—and living to the hilt—despite an occasional long flight of stairs.”

The end of the era of growth has opened once more the great debate about the role of higher education (or any education, for that matter) in the lives of individuals and in the health of society. The future, in many ways, is up for grabs.

Those who care deeply about the diversity and individuality of our colleges and universities must assure that—regardless of what they become—they preserve their distinctive spirit in the changing future.

“There is little profit in licking our wounds or feeling sorry for ourselves,” says Father Hesburgh of Notre Dame. “We still represent the best hope for America’s future, provided we learn from our own mistakes and reestablish in the days ahead what has so often testified to the nobility of our endeavors in times past.

“All is not lost. We are simply beginning again, as many always must, in a world filled with ambiguities, the greatest of which is man himself.”

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This report is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the members of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The members, it should be noted, act in this capacity for themselves and not for their institutions, and not all of them necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Members: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for Education; CHARLES M. HELMKEN, American Alumni Council; JACK R. MAGUIRE, the University of Texas; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT M. RHODES, Brown University; VERNE A. STADTMAN, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; CHARLES E. WIDMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON (emeritus). Illustrations by GERARD A. VALERIO. Editors: JOHN A. CROWL, CORBIN GWALTNEY, WILLIAM A. MILLER, JR., MALCOLM G. SCULLY.

# Dr. Stevens' will sets up endowed scholarship fund

An endowed scholarship fund at Washington and Lee has been created by the will of Dr. Kenneth P. Stevens, professor emeritus of biology, who died on March 26. The fund, which honors the memory of his parents, E. Clayton and Elizabeth Stevens, will be used to provide scholarships to undergraduates with financial need. Preference will be given to students from Connecticut who demonstrate outstanding academic promise, according to terms of Dr. Stevens' will.

In addition to the major bequest to Washington and Lee, Stevens also left sums to Father Flanagan's Boys Home, the Rockbridge area Boy Scouts of America, and Wesleyan University.

Dr. Stevens was born in Danbury, Conn., and held his B.A. and M.A. degrees from Wesleyan. He taught at Washington and Lee from 1946 until his retirement in 1964. At that time he was elected professor emeritus, and he continued to help manage the University's biology laboratories until recently. His field of professional specialization was embryology, and he is generally credited with developing Washington and Lee's pre-medical program into one of unusual strength.

Announcing creation of the new fund, President Robert E. R. Huntley said, "Dr. Stevens' bequest has a special significance for Washington and Lee, for it represents not only an important addition to our student financial aid capabilities, but also indicates a confident endorsement by a man who was neither born nor educated here, but who came to love both Lexington and Washington and Lee deeply."

Only the earnings on the principal amount of an endowed scholarship fund are awarded to students. The Board of Trustees has set \$25,000 as the minimum



*Dr. Kenneth P. Stevens.*

required for endowed scholarships.

The University is seeking \$6 million in new endowment for student financial aid as one of the endowment objectives of its decade-long Development Program. The overall endowment objective is \$24 million.

Students awarded proceeds from endowed scholarship funds are identified by the name of the donor, and their names and the scholarships they receive are listed in the commencement program and in the University catalogue.

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## *Radio Reporting Award*

John Paul Woodley, a junior from Shreveport, La., and a journalism major, has been named winner of the principal award for radio journalism in regional competition sponsored by Sigma Delta Chi, professional journalism society. He won the SDX "Mark of Excellence" award for a 30-minute broadcast of highlights from the Republican National

Convention. The program was broadcast last fall over WLUR-FM, the University's radio station.

Woodley, who is also a political science major, attended the Miami convention, recording conversations with many delegates and observers, principally those from Virginia. He then edited the tapes into the 30-minute program. He won the SDX Region Two award for radio reporting, and his entry now goes into national competition.

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## *Applications Buck Trend*

Washington and Lee continues to buck the national trend in college applications. Applications for admission to W&L rose by 7 per cent this spring. It was the sixth year in which the University has experienced a rise of more than 5 per cent in numbers of applications. Nationally, applications are down at most public and private institutions. Especially hard hit are liberal arts colleges in general and single-sex colleges in particular.

James D. Farrar, admissions director, reported that W&L received 1,411 completed applications for admission in September. This figure was up by 91 over last year's 1,320. Admissions officials are aiming for a class of 350—one place for each four applicants.

Farrar said the rise in the numbers of applications at W&L appears to result largely from the University's reputation for broad academic strength and its emphasis on teaching undergraduates. A survey taken last year among entering freshmen at W&L showed that 89 per cent had chosen W&L for those reasons. Other reasons indicated this year by applicants as influential in their decision to apply to W&L are the natural beauty of

its location and its many extracurricular opportunities, especially in wrestling and lacrosse.

Nationwide, the number of men attending college dropped in 1972 to its lowest level in eight years, according to a new population survey by the Census Bureau. This fall, the number of males who will begin college is expected to drop even further. Washington and Lee is the nation's sixth oldest university and is the oldest to retain an all-male undergraduate student body.

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### *Doyon at Conference*

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Gerard M. Doyon, professor of art at W&L, presented a slide lecture entitled "The Murals of Theodore Chasseriau" at the Southeastern College Art Conference in Atlanta March 28-31. He also participated on a panel which dealt with the teaching of art history in colleges.

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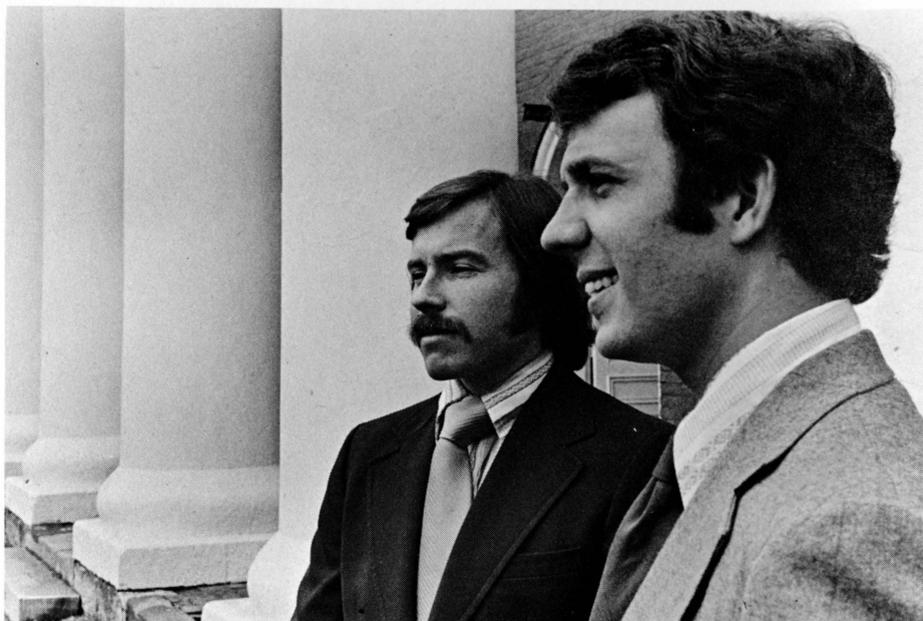
### *Pate Is Aid Director*

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Van H. Pate, assistant admissions director at the University since 1971, has been named director of financial aid and placement effective July 1.

Danny N. Murphy, a Washington and Lee senior from Little Rock, Ark., will succeed Pate as assistant admissions director. The post is customarily filled by a new graduate for one or two years. Pate was named to the post upon his graduation two years ago.

In the financial aid post, Pate will administer a \$700,000 budget for student financial assistance. He will also retain an active involvement in admissions work. As aid and placement director, he succeeds William C. Mules, who has been named academic dean at McDonogh School, Baltimore.



*Van Pate (right) is new financial aid director; Danny N. Murphy succeeds him as assistant admissions director.*

The appointments were announced by Lewis G. John, dean of students, under whose office the admissions, financial aid, and placement divisions operate.

Murphy will receive the B.A. degree next month with majors in English and sociology. He has worked as a student assistant in the admissions office two years. In his new position he will travel extensively to secondary schools, conduct on-campus interviews with prospective W&L students, and serve on the faculty admissions committee.

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### *Creative Work Rewarded*

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Two Washington and Lee professors have received professional grants for creative work. Robert Stewart, professor of music and head of the Department of Music and Drama, was awarded a \$500 commission prize for a composition for brass, and Philip M. Keith, assistant pro-

fessor of English, was awarded a \$2,000 grant by the National Endowment for the Humanities.

Stewart's composition *Duos for Brass Choirs* was judged the best of 27 compositions performed at the Symposium for Contemporary Music for Brass held in March at Georgia State College in Atlanta. He will use the commission to write another work for next year's symposium.

Stewart has been on the W&L faculty since 1954; he holds three master's degrees in music. Widely known as a composer, he has received many commissions and awards, and several of his works have been recorded by prominent string and brass ensembles.

Keith was one of 13 scholars in Virginia to receive a National Endowment for the Humanities grant. His stipend will permit him two months of uninterrupted summer study. Keith holds the

B.A. from Amherst, the master's from Bryn Mawr, and the Ph.D. from the University of Pennsylvania. His fields of teaching specialty are American fiction and literary criticism.

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### *ROTC Fellowship Winners*

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Two Washington and Lee Army ROTC cadets have received two-year fellowships for graduate study. They are seniors Nicholas P. Grant of Lexington, Mass., and Dale M. Rhodes of Johnstons, R. I. Both have distinguished records in the University's ROTC program.

The fellowships are awarded annually to the top five per cent of Army ROTC scholarship cadets nationwide. Their graduate school attendance will be at the Army's expense as regular Army officers on active duty with full pay and allowances.

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### *New ROTC Instructor*

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M.Sgt. Ernest G. Mines, holder of the Distinguished Service Cross, four Bronze Stars, two Purple Hearts, two Army Commendation medals for valor, and a Vietnamese Cross of Gallantry, has joined the department of military science at Washington and Lee.

Coming to W&L from Ft. Dix, N.J., M.Sgt. Mines has seen duty from coast to coast and throughout the world. Drafted in 1955, he reenlisted for paratrooper training in the 11th Airborne Division. He has served in Korea, Lebanon, Vietnam and Europe as well as in this country.

"Just how seriously the Army takes its Reserve Officers Training Corps program is well demonstrated by the care and selectivity it exercised in assigning M.Sgt. Mines," said Maj. William Dragozetich,

professor of military science and acting head of W&L's ROTC detachment.

The father of three children, M.Sgt. Mines says he looks forward to aiding in instructing W&L men and living again in the Valley. "His 'can-do' attitude," Maj. Dragozetich observed, "reinforces a distinguished record. Our cadets can only benefit."

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### *Phillips Addresses Seminars*

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Dr. Charles F. Phillips, Jr., professor of economics at Washington and Lee,

delivered addresses to seminars for executives in New York and Wisconsin recently.

He spoke on "The Cost of Money Approach" to the Irving Trust Co.'s week-long seminar in public utility finances in New York, and on "The Economics of Regulation—An Overview" to a symposium on utilities sponsored by the Wisconsin Telephone Co.

Phillips is the author of several texts in the field of government regulation, including *The Economics of Regulation*, as well as 38 major articles for profes-

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## *What They're Reading at Washington and Lee* *April, 1973*

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1. Teachings of Don Juan—*Castaneda*

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2. Jonathan Livingston Seagull—*Bach*

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3. Camper's and Hiker's Guide to the Blue Ridge Parkway—*Robinson*

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4. Mrs. McCulloch's Stories of Ole Lexington—*Turner*

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5. Gravity's Rainbow—*Pynchon*

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6. The Joy of Sex—*Comfort*

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7. Walden Two Experiment—*Kindade*

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*This list of best-selling books on the W&L campus was compiled from information supplied by the Washington and Lee Bookstore (non-textbooks).*

NOTE: Alumni may order these and any other books in print from the W&L Bookstore at a 10% discount. Address orders to: Washington and Lee University Bookstore, Lexington, Virginia 24450.

sional journals. He is also consultant to many leading corporations which are subject to regulation, and was recently appointed by President Nixon as one of eight public members of the White House Commission to study America's gambling laws.

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### *Gooch Aids Library*

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Richard E. Gooch, a 1930 graduate of W&L, has given the University Library System an expensive Panasonic cassette player and headphones that has added an innovative aspect to the library program: the opportunity to provide "tape" referral information resources to the W&L community.

Maurice Leach, librarian, said Gooch's generous gift will enable the University Library System to initiate tapes into its program before the construction of the proposed new undergraduate library. Planning for the new building includes a full range of audio-

visual facilities.

Leach said funds derived by the sale of surplus library books to the W&L community in 1972 and 1973 will be used exclusively to purchase cassette materials. These sales have raised approximately \$1,500.

Leach said Gooch is particularly interested that the facilities be available to all departments when the new library is occupied—an interest shared by the library staff.

Gooch, formerly of Lynchburg and now a resident of Lexington, is a retired radio programmer and a generous supporter of W&L radio station WLUR and the Department of Journalism.

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### *Much to Hear and See*

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Washington and Lee students, members of the faculty and staff, and residents of the Lexington area have had ample opportunities this academic year to hear visiting speakers and lecturers, listen to

instrumental and vocal musicians, and to see numerous art and photographic exhibits, sponsored by organizations of the University.

*The speakers have included:*

—Dr. Igor H. Ansoff, dean of Vanderbilt University's Graduate School of Management, Sept. 28, speaking on "The Past, Present, and Future of Corporate Planning." His visit was co-sponsored by W&L's commerce department and the University Center in Virginia.

—Dr. Laurence H. Lattman, head of the geology department at the University of Cincinnati, Oct. 4, speaking on "Remote Sensing and Geologic Applications," sponsored by the geology department of W&L and the University Center in Virginia.

—Seymour Martin Lipset of Harvard University's government and sociology departments, Oct. 30, speaking on "Religion and Politics in America," sponsored by W&L's politics department and the University Center in Virginia.

—Anna Saw Benjamin, professor of classics at Douglass College, the coordinate division of Rutgers University, Nov. 6, speaking on "Apuleius and the Tradition of Satire," sponsored by W&L's department of classics and the University Center in Virginia.

—George S. Welsh, professor of clinical psychology at the University of North Carolina, Nov. 17, speaking on "Assessments of Creativity and Intelligence," sponsored by W&L's department of psychology and the University Center in Virginia.

—Istvan Gaal, a young Hungarian film director, whose most recent film, *Dead Landscape*, was selected for the Karlovy Vary Film Festival, Nov. 27.

—William J. Smith, award-winning poet and professor of English at Hollins



*Richard E. Gooch demonstrates cassette player for head reference librarian Barbara Brown.*

College, reading from his works in the University Bookstore, Dec. 5.

—Marvin Edwards, editor of *Private Practice*, a physicians' journal, speaking on "Socialized Medicine," Feb. 5, jointly sponsored by Alpha Epsilon Delta, pre-medical fraternity, the W&L Republican Club, Young Americans for Freedom, and the University Debate Club.

—Dr. William R. Walton, geological and geochemical research director for American Oil Co. of Tulsa, March 8, speaking on "Modern and Ancient Hurricane Deposits: Their Geological Significance," sponsored by the American Association of Petroleum Geologists.

—John Wadlington, professor of Law at the University of Virginia, March 8, speaking on "The Changing Shape of Family Law."

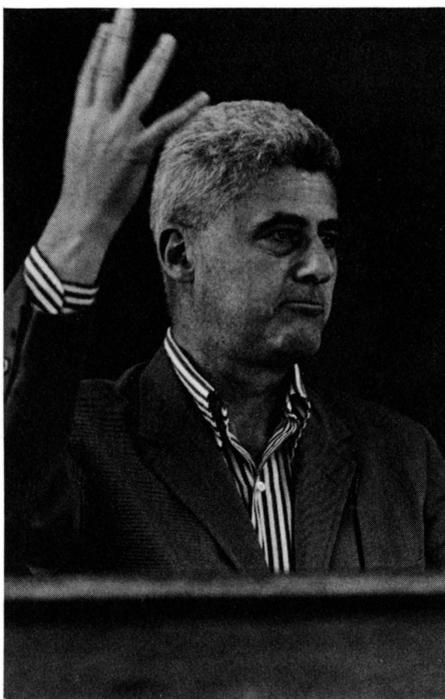
—Dr. Robert G. Gunderson, director of the graduate program in American studies at Indiana University and professor of speech there, March 19, speaking on "American Demagoguery—Pre-Civil War Style," sponsored by the University Center in Virginia.

—Dr. F. Burton Jones, mathematics professor at the University of California at Riverside, March 20, speaking on "Topology, As I Encountered It from Birth to Age 21," sponsored by the University Center in Virginia.

—Howard Nemerov, poet, novelist, and critic, on March 28, speaking on "Speaking Silence," sponsored by the English department and the University Center in Virginia.

—Bryce Rea, Jr., of the Washington law firm of Rea, Cross, and Knekel, speaking on "The So-Called Energy Crisis," on April 2.

—Dr. William C. Harbaugh, professor of history at the University of Virginia, author of a new biography of John W.



*Howard Nemerov, poet, novelist.*

Davis, speaking April 19 in connection with the centennial of Davis' birth.

—Alvin M. Weinburg, director of the Oak Ridge National Laboratory, speaking April 25 on "Nuclear Power and the Public."

—Jerome Kagan, professor of developmental psychology at Harvard University, speaking on "The Meaning of Intelligence" on April 26.

*The programs of music have included:*

—Les Menestriers, a group of five young Frenchmen whose passion is for ancient music, playing such instruments as the treble viol, vielle, rebec, bass viol, lute, cittern, pandora, percussion, and jew's harp, sponsored by the University Concert Guild, Nov. 15.

—Aline van Barentzen, a Boston-born prodigy who has become one of France's leading piano virtuosos, playing Beetho-

ven, Chopin, Debussy, Poulenc, and Ravel, sponsored by the University Concert Guild, Nov. 17.

—Philip Booth, a rising operatic bass, who graduated from W&L nine years ago and has sung professionally only since 1970. He has won many awards, including a major award in the Metropolitan Opera Auditions and a grant from the National Opera Institute. (His appearance in Lexington on Jan. 16 was sponsored by the Rockbridge Concert-Theatre Series.)

—The Stradivari Quartet, one of the nation's distinguished string groups, using Stradivarius instruments on loan from the Corcoran Gallery playing Schubert, Bartok, and Beethoven, Jan. 18, sponsored by the University Concert Guild.

—Jerold Frederic, internationally known pianist, playing Bach, Paganini, Chopin, Rachmaninoff, Prokofieff, and Schelling, Feb. 7, sponsored by the University Concert Guild.

The Festival Winds, a woodwind quartet of flute, oboe, clarinet, and bassoon, March 5, playing Vivaldi, Stravinsky, Varese, Villa-Lobos, Francaix, Mozart, and Elliott Carter, sponsored by the University Concert Guild.

*Art and photographic exhibitions have included:*

—Paintings by three artists from the North Carolina mountains, Leon Stacks, Ward Nichols, and Philip Moose, in duPont Gallery, through the second half of October.

—An exhibition of "sculpture and other things" in duPont by Joseph E. Blouin, Jr., who joined W&L's faculty last September as an instructor in art. The display in early November included sculptures, etchings, examples of jewelry and metalwork, and ceramic pieces.



Art student sketches a child from the duPont Gallery exhibit of photographs on the theme "Woman."

—Watercolors by Maxine Foster of Rockbridge County during December in the University Bookstore.

—Art in almost every form by 17 women artists living in Rockbridge County in duPont, in early December. The works included oil and acrylic paintings, watercolors, sculpture, needlepoint, and other crafts. Artists whose works were shown are Gillie Campbell, Libby Carson, Maria Colvin, Maxine Foster, Charlotte Gunn, Poebi Hefelfinger, Hope Laughlin, Betty Letcher, Susie Neikirk, Marguerite Pusey, Mary Hope Pusey, Jane Riegel, Ann Roberts, Betty Spencer, Elise Sprunt, Virginia Trudell, and Clara Weaver.

—Photographs by M. Wayne Dyer of Roanoke, a member of the photography department at Virginia Western Community College, during January in duPont.

—Prints by Leroy U. Rudasill, Jr., art instructor at Southern Seminary Junior College, during January in the University Bookstore.

—Paintings of wildlife in a unique medium—oil on acrylic—by George Solonevich, in duPont during the last of January. Solonevich also gave a demonstration of his technique.

—Paintings and sculpture by two art teachers, Paul K. Kline, sculptor and head of the Bridgewater College art department, and Robert E. Purvis, painter and assistant art professor at Bridgewater, in duPont during February.

—An exhibit of photographs on the theme "Woman," during March. The show was organized by the German magazine *Stern*, with the assistance of more than 400 art museums in 51 nations. In all, 522 photographs are included and were shown at W&L in duPont in four segments over a period of four weeks.

# Chapter news

**SOUTHERN CALIFORNIA.** Alumni, their wives, and guests gathered on March 5 at the Saddleback Inn in Norwalk, Calif. The occasion was a visit by University President Robert E. R. Huntley, who after the dinner made a thorough report on the University. The dinner was preceded by an "attitude adjustment" hour which included the singing of "College Friendships" and a boisterous rendition of the "W&L Swing." Chapter President Frank McCormick, '53, was master of ceremonies and expressed the deep appreciation of the chapter to President Huntley for his visit.

**NORTHERN CALIFORNIA.** Alumni of San Francisco and the Bay area were joined by President Huntley for a cocktail hour on March 6 at the St. Francis Hotel. The arrangements were made by Paul Speckman, '57, and Jerry South, '54, who welcomed President Huntley on behalf of the chapter. The alumni appeared to be pleased to receive a first-hand report from President Huntley on the state of the University. After the reception, several alumni went to dinner with President Huntley.

**RICHMOND.** Washington and Lee alumni and the Richmond alumnae of Randolph-Macon Woman's College got together on April 15 for "An Evening with Roger Mudd." The gathering was held at the Rotunda Club in the Jefferson Hotel. Mudd, a CBS TV commentator and a 1950 graduate of W&L, is a member of the Board of Trustees of Randolph-Macon Woman's College. In addition to Mudd, the honorees were W&L President and Mrs. Robert E. R. Huntley and RMWC President and Mrs. William Quillian. Sharing the duties of master of ceremony were Dan Balfour,



*At Richmond alumni gathering are W&L President and Mrs. Huntley, CBS correspondent and Mrs. Roger Mudd, and RMWC President and Mrs. Quillian.*

'63 BA, '65 LLB, president of the W&L chapter, and Mrs. John F. Koonce, Jr., president of the Randolph-Macon chapter. Both President Huntley and President Quillian made short remarks followed by a principal speech by Mudd. His remarks were "strictly off the record" and consisted mainly of his impressions of the U. S. Congress and its personalities. A short question and answer period followed. After the organized program, all of the guests retired to an adjoining room for a lively cocktail party. Merrill Plaisted, '57, acting on behalf of both the W&L and RMWC chapters, presented Mudd with several silver Jefferson Cups in token of their esteem.

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# Class notes



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## 1930

DR. IDUS DERRELL FELDER, JR., will retire in June from Fulton County School Systems in Atlanta.

## 1931

LAWTON M. CALHOUN, who retired during 1972 as chairman of the board, president and chief executive officer of Savannah Foods and Industries, Inc., has been presented the most prestigious honor in the U. S. sugar industry—The Dyer Memorial Award as "Sugar Man of the Year, 1972." The annual award recognizes persons who have made significant and meritorious contributions to the U.S. sugar industry. In 1934, Calhoun accepted a job in the Savannah office of Lamborn and Co., general brokers for the Savannah Sugar Refining Corp. During World War II, he served with the U.S. Navy and in 1947 was appointed sales manager of the Savannah Sugar Refining Corp. He held several executive positions with the company and became president in 1961. During his career with Savannah Foods and Industries, Inc., Calhoun served as president and director of its subsidiary Everglades Sugar Refinery, Inc.; chairman of the board and director of the Jim Dandy Co., Inc., of Birmingham, Ala.; chairman of the board and director of a third subsidiary, Stevens Shipping and Terminal Co. of Savannah; and president and director of a fourth subsidiary, Atlantic Towing Co. in Savannah. In addition, he was until February, 1973, a director of the U.S. Sugar Corp. and a director of the Trust Co. of Georgia Associates. Calhoun now serves as president and director of the Atlantic Towing Co.; a director of the Liberty National Bank of Savannah; a director of the American Heritage Life Insurance Co. of Jacksonville, Fla.; and a member of the Savannah Port Authority. He has served on numerous civic and community projects.

## 1934

PHILIP J. SERAPHINE is chief residential appraiser for McCurdy-Lipman & Associates, real estate consultants and appraisers of Baltimore.

## 1936

GEORGE W. HARRISON, a representative of the Equitable Life Assurance Co. in Henderson, N.C., has been presented the Man of the Year Award by the Henderson-Vance County Chamber of Commerce.



L. M. Calhoun, '31

## 1937

PARKE S. ROUSE, JR., is the author of *The Great Wagon Road—From Philadelphia to the South*, the 11th volume in the famous American Trail Series. Rouse is director of the Jamestown Foundation and director of the Virginia Independence Bicentennial Commission. This is his fourth book. *The Great Wagon Road* tells the history of the Indian route which extended east of the Appalachians from Pennsylvania to Georgia and later became the principal highway of the colonial back country. The road "was the pathway to opportunity," says Rouse, and this opportunity "made America grow great."

## 1938

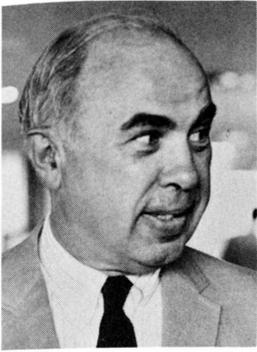
SETH N. BAKER has been appointed vice president-employee relations of Celanese Fibers International Co., a division of Celanese Corp. Baker joined Celanese in 1965 as West Coast regional personnel director and in 1966 transferred to Newark, as personnel director of Celanese Plastics Co., his most recent assignment. Prior to joining Celanese, Baker was an assistant labor relations manager for Monsanto Chemical Co. in St. Louis, personnel director of Plax Corp., Hartford, Conn., and manager of personnel and public relations of Sharp and Dohme Co., in Philadelphia. He and Mrs. Baker have three children, and the family lives in Chatham, N.J.

## 1942

CHRIS BARNEKOV has completed 31 years of service with the U.S. Government. He recently returned from a special assignment in Israel. After 27 years with the U.S. Naval Air Reserve, he retired with the rank of captain.

## 1943

KENELM L. SHIRK, JR., an attorney from Lancaster, Pa., was the speaker in Juniata College's G. Graybill Diehm Lectureship in February, 1973. Shirk spoke under the lectureship in political science. Under the lectureship, a scholar or politician is invited on an annual or biennial basis to lecture for the benefit of the students, faculty, and the community of Huntingdon, Pa. Shirk earned his J.D. degree from Dickinson School of Law. He was president of the Pennsylvania Welfare Forum from 1958-60 and won the Good Government Award, Lancaster County, and the Outstanding Jaycee of the World honors in 1960.



P. S. Rouse, Jr., '37



S. N. Baker, '38



R. L. Duchossois, '44

FRANK L. PASCHAL, JR., has been appointed to the Texas State Radiation Advisory Board. With General Dynamics Corp. in Ft. Worth, he was recently promoted to administrator—bioenvironmental health and safety.

ROBERT C. MEHORTER of Westfield, N.J., secretary of Home Insurance Co., has been elected vice president in charge of the company's research and development department. Mehorter joined Home Insurance in 1947 and has served as a casualty underwriter, fieldman, territorial officer and administrative officer of the company's health and accident department in New York City.

### 1944

RICHARD L. DUCHOSSOIS has been appointed to the board of directors of LaSalle National Bank in Chicago. Duchossois is president of the Thrall Car Manufacturing Co., the Arthur Equipment Co. and the Transportation Corp. of America. Among other business and professional activities, Duchossois is a director of the Chicago Short Line Railroad and the Illinois Manufacturing Assn., and is also a member of the executive committee of the Railway Progress Institute.

### 1945

MERCYN J. DORFMAN is sales manager of Allison of Florida, manufacturers of printed T-shirts and sweat shirts. Allison is a division of Beatrice Foods Co. of Chicago. In November, 1972, Dorfman was elected to the President's Honor Club, Beatrice's highest award in recognition of achievement and superior performance. The Dorfmans and their three children live in North Miami Beach.

### 1946

DAVID LEWIS, formerly a practicing dentist in Wheaton, Md., is now a teacher of biology at Wheaton High School, where he is assistant coach in varsity football and the varsity wrestling coach. Dr. Lewis had practiced dentistry for 24 years, but during this time had devoted a great deal of his life to coaching. Dr. Lewis is well known for his coaching at the Georgetown Preparatory School and at Wheaton Boys' Club. During his time with the Wheaton Boys' Club, his wrestling team won a tournament title and two runner-up positions in the Capital Area Junior Wrestling League.

### 1948

WILLIAM W. BURTON was recently made manager of valve engineering at Westinghouse Electric Gas Turbine Systems Division in Lester, Pa. He was formerly senior design engineer. He and his wife have four children.

### 1949

F. RODNEY FITZPATRICK of Roanoke, Va., has been named president-elect of the Virginia Trial Lawyers Assn.

### 1950

RICHARD E. HODGES, executive vice president of Liller Neal Battle & Lindsey, Inc., has been elected to membership on the Atlanta Board of Education. Hodges, who also is a member of the Atlanta Chamber of Commerce board of directors, joins a school board facing major problems. He was nominated for the position by the Atlanta Chamber of Commerce.

RONALD E. LEVICK has been elected to the executive committee of Weis Voisin Co., Inc., and to the board of directors of Polytube, Inc., of New Haven, Conn. He is also on the board of the Tower Mutual Fund.

IRVIN SWITOW lives in Louisville, Ky., where he is president of Standard Vendors of Louisville, Inc., a wholesale concession supply firm. He and his wife have three children.

### 1951

WALT MICHAELS, who has coached the linebackers for the New York Jets for the past 10 years, has been signed as an assistant coach of the Philadelphia Eagles. He is the fourth assistant coach hired by the new head coach, Mike McCormack. Michaels played nine seasons with the Cleveland Browns and was an All-League linebacker.

### 1952

BORN: MR. and MRS. VICTOR E. BEHRENS, JR., a son, Victor E., III, on Oct. 21, 1972. Behrens is an art director at William Esty and Co., a New York advertising firm. He handles the Seagram account and was given a Gallup-Robinson award for the Seagram 100 Pipers Christmas Advertisement.

EDWARD E. ELLIS has been promoted to vice president—general counsel by Kentucky Fried Chicken Corp. In addition to continuing re-

sponsibilities as the head of the law department, Ellis will be the official coordinator of franchise acquisitions. Ellis joined Kentucky Fried Chicken as an attorney in 1969 and was elected general counsel and secretary the following year. He previously has specialized for six years in acquisition and merger work in the United States and abroad.

### 1953

JOSEPH W. SCHER, after 14 years of writing TV commercials for advertising firms, is now on his own as a freelance television and film writer. His film for Exxon *The Challenge of Santa Barbara* won a Golden Eagle Award as an outstanding industrial film. He has done films for RCA, the Houston Astros, the National Foundation March of Dimes and others. Scher wrote the 1972 Miss America show and is currently working on a series of outdoor adventure shows starring golfer Julius Boros.

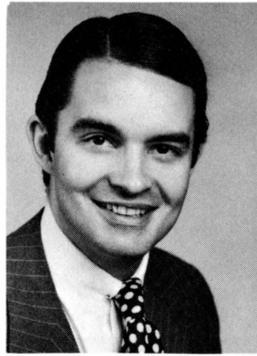
JOHN A. WILLIAMSON, II, has been elected state vice president of the Mortgage Brokers Institute for California.

ROBERT S. GOLDSMITH, JR., president of Peoples Federal Savings and Loan Assn. in Roanoke, has been elected second vice president of the Southeastern Conference of the United States Savings and Loan League at a Bel Harbour, Fla., meeting.

### 1955

ROBERT M. CULLERS, executive director of Allied Florists of Delaware Valley, has been named treasurer of the Florists Assn. Executives. The election took place recently in Pittsburgh in conjunction with the Society of American Florists convention. Cullers heads the trade association serving more than 600 flower groups, wholesalers, retailers and suppliers throughout the Delaware Valley area surrounding Philadelphia. Cullers is also president of Writers: Free-Lance, Inc., an advertising and writing service in Ambler, Pa.

CHARLES F. PATTERSON, JR., has been promoted to group vice president by the board of directors of Trust Co. of Georgia in Atlanta. Patterson joined Trust Co. in November, 1957, following service with the U.S. Army as a first lieutenant. In 1964, he was elected assistant treasurer; one year later he was promoted to second vice president and in 1969 was elevated to vice president. Recent-



C. F. Patterson, Jr., '55

H. C. Jones, '60

D. F. Boyles, '63

ly, Patterson was appointed to the advisory board of the American Bankers Assn. Installation Lending Division for the Sixth Federal Reserve District.

### 1956

COMDR. GORDON L. THORPE, U.S. Navy, is in command of the recently recommissioned *U.S.S. Dahlgren*, a guided missile frigate. Comdr. Thorpe graduated from Officer Candidate School in Newport, R.I., in October, 1956, and was assigned to the *U.S.S. Inflict*. Since then he has held numerous command positions. In 1970, he served as executive officer, *U.S.S. Decatur*, prior to being assigned to Washington, D.C., where he served on the staff of the Chief of Naval Operations Strategic Plans Division. Comdr. and Mrs. Thorpe and their two sons make their home in Vienna, Va.

**BORN:** MR. and MRS. ALLEN HARBERG, a daughter, Amanda Coakley, on Feb. 25, 1973. The family lives in Philadelphia.

### 1957

WILLIAM M. GREENE is senior scientist at Marshall Space Flight Center in Huntsville, Ala., working as a geologist in NASA's environmental applications program.

### 1958

LEE MULLINS has been promoted to vice president, insurance division, Tucson Realty, Trust and Insurance Co.

After assignments in Brune, Mozambique, Saudi Arabia, and Scotland, JAMES J. CRAWFORD, JR., and his wife, Jean, are now in London. He is senior geologist with North Sea Sun Oil Co., Ltd. and actively exploring for oil and gas in the North Sea area.

### 1959

EDGAR B. MYRTLE has been transferred to Athens, Ga., by E. I. duPont.

ANDREW T. TREADWAY has been promoted to vice president, income loan division, of the mortgage banking firm, C. Douglas Wilson & Co. of Greenville, S.C. Before joining the firm in 1968, he was associated with the New Britain Trust Co. in New Britain, Conn. C. Douglas Wilson is a subsidiary of North Carolina National Bank Corp., a bank holding company with North Carolina National Bank as its principal subsidiary.

CHARLES W. COLE, JR., has recently become

executive vice president of the First National Bank of Maryland.

DAVID G. GLENDY, after receiving his Ph.D. in counseling at the University of Missouri, is now dean of student services at Patrick Henry Community College in Martinsville, Va.

### 1960

HOYLE C. JONES has been named a vice president of First National City Bank, New York. He is in the bank's personnel division and supervises manpower planning for the bank's holding company, First National City Corp. Jones joined the bank in 1962. Since then he has held a number of domestic and overseas positions, including senior personnel officer for the bank's South American activities. He was promoted to assistant cashier in 1965 and assistant vice president three years later.

WILLIAM B. SAWERS, JR., has been elected president of the Metropolitan Building Assn. and its subsidiary MBA Service Corp. in Baltimore. He is also active on the board of Boy's Home Society, the St. Paul's Alumni Board, and is a member of the Ruxton-Riderwood-Lake Roland Area Improvement Assn.

FIELDER ISRAEL, JR., formerly with Riggs National Bank in Washington, D.C., has entered Virginia Theological Seminary as a postulant for Holy orders from the Diocese of Washington, D.C.

THOMAS C. HOWARD, his wife, and family are living in London and frequently in Africa, where he is engaged in research in African history.

### 1961

CALVERT DE COLIGNY was recently promoted to manager, international marketing department, H. H. Robertson Co., a manufacturer and installer of engineered construction systems in 22 plants in 19 countries. He and his wife, Eva, live in Sewickley, Pa.

ROBERT J. O'BRIEN has received full accreditation by the Public Relations Society of America after passing the PRSA examinations. O'Brien is press representative for the Baptist General Convention of Texas and associate chief of the Dallas Bureau of Baptist Press, news service of the Southern Baptist Convention.

After receiving a Ph.D. degree in philosophi-

cal theology from Theological Union in Berkeley, Calif., the REV. G. PALMER PARDINGTON is now chaplain at Chatham Hall in Chatham, Va. He and his wife have one daughter.

PETER T. STRAUB, after serving for two years in the Justice Department with the Internal Security Division and the Office of Deputy Attorney General, is now a Republican counsel on the House Judiciary Committee. He and his wife, Wendy, do a lot of sailing on summer weekends.

### 1962

**BORN:** MR. and MRS. HAYWOOD F. DAY, JR., a daughter, Lucille Forsythe, on April 13, 1972. Day has been with the United States Trust Co. of New York since 1970 and has recently been appointed an officer. He is also secretary of the board of trustees of the Plainfield, N.J. Country Club.

### 1963

After receiving his M.D. degree from the Medical College of Virginia in 1967, DR. JOEL L. GOOZH did his residency at the Medical College in Richmond. He served with the Army until 1972, when he returned to his medical residency. He is married to the former Karen Richmond and they have two children.

AUSTIN C. BRAY, JR., formerly assistant attorney general of Texas, has been appointed legal counsel to the subcommittee on Census and Statistics of the U. S. House of Representatives. Rep. Richard C. White of Texas is chairman of the subcommittee. Bray and his family now live in Washington, D.C.

DANIEL F. BOYLES, has been elected an advisory director of the Republican National Bank in Houston. Boyles, senior vice president-real estate, joined Republic Bank in 1968. He will continue to head the bank's real estate department. He is a member of the Houston Apartment Assn. and the Mortgage Bankers Assn.

### 1964

**BORN:** MR. and MRS. CLEMENT J. CLARKE, III, a son, Whitney G., on March 23, 1972. The family lives in New York City.

**BORN:** DR. and MRS. MICHAEL H. BRIGHT, a son, Michael Taylor, on Jan. 2, 1973. Dr. Bright, after being awarded a Ph.D. degree

in English at Tulane University is now professor of English at Eastern Kentucky University in Richmond, Ky.

**SAMUEL T. PATTERSON, JR.**, an attorney in Petersburg, Va., has been elected secretary-treasurer of the Petersburg Bar Assn. He has been in private practice in Petersburg since 1968.

**ARTHUR E. BROADUS** completes his residency in internal medicine at Massachusetts General Hospital in June 1973. He expects to move to Chevy Chase, Md., for several years work in endocrinology at the National Heart Institute in Bethesda.

**DR. BRUCE T. CHOSNEY** received his medical degree from the University of Virginia in 1968. After internship at Emory University and first year residency in internal medicine at Los Angeles County, University of Southern California Medical Center, he was stationed at U.S. Air Force Base, Hickam Field, in Hawaii. He expects to return to Los Angeles County for the second year of residency in August, 1973. He and his wife, Michele, have one daughter.

**ALONZO ATKINS, JR.**, is employed as project manager of Key Processing Software by Computer Machinery Corp. in Santa Monica, Calif. He and his wife, Kathy, have two children.

**DR. ROBERT W. HENLEY, JR.** completed his service in the U. S. Navy as a flight surgeon aboard the *U.S.S. America* in the Gulf of Tonkin in December, 1972. He has recently resumed his training in internal medicine as a second year resident at the University of California in San Francisco.

**BRITAIN H. BRYANT** was elected Nov. 7, 1972, as a senator in the 10th legislature of the U. S. Virgin Islands from the district of St. Croix. He is one of 15 men in the Virgin Island legislature. Bryant practices law in St. Croix and is on the board of directors of the St. Croix chapter of the American Red Cross. He is past secretary and vice president of the Virgin Island Bar Assn. and a past secretary of St. Croix Chamber of Commerce.

## 1965

**BORN:** MR. and MRS. DAVID H. ADAMS, a son, David Huntington, Jr., on Feb. 9, 1973. Adams is a practicing attorney in Norfolk, Va.

**BORN:** MR. and MRS. NORMAN YOERG, JR., a May, 1973

son, Peter Norman, in Dec., 1972. After two years in the U. S. Army, Yoerg graduated in 1970 from Fordham Law School, where he was on the *Law Review*. He is married to the former Donna Dorogoff, and he is currently practicing law with the New York firm of White and Case.

**DOUGLAS D. HAGESTAD** has been appointed director, bulk materials marketing, for the Illinois Central Gulf Railroad. He and his wife, Dorothy, have one son and they live in Homewood, Ill.

**BRUCE H. JACKSON** has become associated with the Washington, D.C., law firm of Baker & McKenzie.

After receiving his law degree from Emory University, **LARKIN M. FOWLER** is practicing in Moultrie, Ga.

## 1966

**BORN:** MR. and MRS. S. BIRNIE HARPER, a son, S. Birnie, IV, on Jan. 5, 1973. Harper is assistant vice president of the wholesale firm, Mid-America Industries, Inc., in Ft. Smith, Ark.

**BORN:** MR. and MRS. CHARLES W. REESE, JR., a daughter, Clarissa Jane, on Sept. 6, 1972. The family lives in Orinda, Calif.

**HARRY DENNERY**, formerly in New Orleans, La., has been moved to Atlanta, where he is in the sales division of the Charles Dennery Co. He and his wife Linda have one son.

**JEFFREY N. SHEEHAN** has become a partner in the law firm of Rogers, Lea, Woodbury & Sheehan with offices in Las Vegas, Nev.

**CHARLES E. HAMILTON, III**, formerly a trial attorney in the Cleveland, Ohio, field office of the Antitrust Division, is moving to Louisville, Ky., in June, where he will enter private practice specializing in antitrust work.

## 1967

**MARRIED:** DAVID W. OGILVY to Mary Dunlap on Jan. 20, 1973. They live in San Francisco, where David is with Bank of America International.

Effective in April, **EDWARD B. ROBERTSON** became associated with the finance department, Ford Motor Co. in Germany. He holds an M.B.A. from the University of Utah.

**WILLIAM N. MCGEHEE** is marketing representative with Honeywell Information Systems, Inc., in Greensboro, N.C.

## 1968

**JOHN R. PROSSER**, released from active Army duty, is now practicing law in Winchester, Va., with the firm of Hall, Monahan, Engle, Mahan and Mitchell.

**HAROLD E. CLARK** is currently assistant general manager, office supply division of Boise-Cascade Corp.

**ROANE M. LACY**, president of the James Bar Turkey Ranch, was recently selected Man of The Year by the Northeast Waco Women's Civic Improvement League for his efforts to improve the protein content of low income diets. The resulting "Lacy Turkey Burger" is scheduled for market introduction early in the summer.

## 1969

**BORN:** MR. and MRS. THEODORE JUDSON DUNCAN, III, a daughter, Sarah Katherine, on Nov. 21, 1972. The family lives in Oklahoma City.

**BORN:** MR. and MRS. GAYLORD C. HALL, III, a daughter, Emily Lynn, on March 16, 1973. The young lady joins an older sister, and the family lives in Mesquite, Tex.

**JEFFREY WEXLER** has been named managing editor of the *South Shore Record* in Hewlett, L. I. Before his promotion, Wexler had been associate editor of the Long Island newspaper. Wexler, a graduate of the School of Law of Columbia University, had previously been editor of two weekly newspapers and a columnist for a third. He is a member of numerous professional and civic groups, including the South Shore Historical Society and the New York City Mounted Police Auxiliary.

**BRANDON C. MARTIN**, formerly of Haverford, Pa., has moved to Richmond, Va., where he is employed by the Travelers Insurance Co.

**RONALD G. KINZLER** is law clerk to Judge Theodore S. Gutowicz, Philadelphia Court of Common Pleas, and is associated with the firm of Hamilton, Darmopray, Malloy, and Milner.

**CHRISTOPHER H. MILLS**, after completing Yale Law School under the Navy JAG program, is currently assigned to the Navy Court of Appeals at the Navy Yard in Washington, D.C.

## 1970

**MARRIED:** JAMES MARTIN BASS to Sarah

Embrey in August, 1972, in Fredericksburg, Va. Among the groomsmen were Harry Hill, III, '70 and Foster Gaillard, '70. The couple lives in Fayetteville, Ark., where Bass is attending law school at the University of Arkansas.

LAWRENCE E. HONIG is the author of a monograph entitled *John Henry Brown—Texian Journalist, 1820-1895*, published by the Texas Western Press of the University of Texas at El Paso. The work is in connection with the prize winning "Southwestern Studies" series at the University of Texas. The new book, a biography of a pioneer "Texian" (a term applying to those individuals who were residents of Texas before it became a state in 1845) journalist, printer, writer, soldier, and politician. Honig received his masters degree at the University of Texas in Austin, where he served for a time in the department of journalism. Honig is currently employed in a New York Investment Banking Firm and expects to enter Harvard Business School in September.

JACK ARTHUR KIRBY is a lieutenant commander in the Navy Judge Advocate General Corps. Recently he and Mrs. Kirby were invited to the Iranian New Year's party hosted by Iranian naval officers at the Philadelphia Naval Base.

ROBERT SCHOOLEY has been awarded a Henry Strong Denison Scholarship at Johns Hopkins Medical School. He has been conducting a study designed to evaluate clinical response of infected patients treated with aminoglycoside antibiotics. Most of his efforts have been concerned with developing a sensitive assay method that permits monitoring of blood and tissue and antibiotic activity in patients or a multiple of antibiotics.

## 1971

STEVEN L. HAWLEY has joined the Peace Corps and is currently serving in Togo, Africa.

ARTHUR F. CLEVELAND is an ensign aboard the *U.S.S. Spartanburg County*. He is the electrical officer.

PAUL S. TRIBLE, JR., is assistant U. S. Attorney for the Eastern District of Virginia. Before his present assignment he was an intern in the Attorney General's office in Richmond. He is married to the former Rosemary Dunaway of Little Rock, Ark.

## 1972

**MARRIED:** MARK W. GROBMYER to Libby Darwin on Dec. 29, 1972. Mark is now attending the University of Arkansas School of Law.

**MARRIED:** GEORGE C. CHERRY to Anne Jefferson Fowle on Dec. 31, 1972. The couple lives in Richmond, Va.

**MARRIED:** SAMUEL F. PAINTER to Brenda Irene Bogan on Dec. 23, 1972 in Staunton, Va. Among the guests were Walter Borda, '68 BA, '71 JD, Stewart M. Hurtt, '72 JD, and Lawrence Croft, '73. Painter is associated with the law firm of Nexsen, Pruet, Jacobs, and Dallis of Columbia, S.C.

RICHARD L. WEBB is a graduate student in the department of german at Johns Hopkins University in Baltimore.

H. BEACH VICKERS is with the Peace Corps Dabul, Afghanistan. He is working in an audio-visual center in a teacher's college.

MICHAEL R. BROOKS is now account executive with WEHT-TV (CBS) in Evansville, Ind.

MERYL D. MOORE is an ensign in the U.S. Navy, currently assigned aboard the *U.S.S. Wainswright* in the Mediterranean.

ANDREW L. PHAUP, JR., has been commissioned an ensign in the U. S. Navy. He took primary flight training at Saufley Field in Pensacola and is now at Whiting Field. He expects to get his wings in January, 1974.

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## In Memoriam

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### 1908

RICHARD LEE PAGE, a former bonding and insurance executive in Norfolk, died Jan. 25, 1973. Mr. Page was also in the real estate business. He was a former chairman of the Planning Commission of Virginia Beach and a member of the Zoning Appeals Board of Virginia Beach.

### 1910

RAYMOND MAGNUS STRASSEL, who was associated for many years with J. L. Strassel Co. in Louisville, Ky., until his retirement in 1932, died at his home in New Albany, Ind., on Feb. 23, 1973.

## 1922

ABRAM J. LUBLINER, an attorney in Bluefield, W.Va., and a former member of the West Virginia Legislature, died April 8, 1972. Mr. Lubliner spent many years as a Selective Service government appeal agent.

## 1926

RICHARD HALLIDAY, American film and theatrical producer and husband of actress Mary Martin, died March 3, 1973 in Brasilia. Mr. Halliday was co-producer of many of Miss Martin's most successful hit musicals including *The Sound of Music* and *Peter Pan*. They were married in 1940.

DR. EDWIN S. BERLIN, a physician with the Veterans Administration, died Jan. 27, 1973, in Oakland, Calif.

## 1928

CHARLES F. STUART, formerly associated with E. I. duPont deNemours and Co. at their plant in Belle, W.Va., died June 14, 1972.

## 1929

DR. STUART PRICE HEMPHILL, a prominent physician and surgeon in Danville, Ky., died Feb. 28, 1973. Dr. Hemphill went to Danville in 1933 and practiced medicine for 32 years until his retirement in 1965. He served as a commander in the U.S. Navy Medical Corps during World War II. Dr. Hemphill was a member of the Civil War Roundtable, the Urban Renewal Board, and the Danville Boyle County Sportsmen Club.

## 1948

WEYMAN PARKS HICKEY, a prominent attorney in Miami, Fla., died Feb. 19, 1973. In 1951, he was court crier for the Federal District Court in Miami and resigned to enter the law firm of Walton, Hubbard, Schroeder, Lantaff and Atkins. Four years later, he became a partner in the law firm of Hubbard and Hickey. He was a member of the Coral Gables, Dade County, Florida and American Bar Assns.

## 1953

NEILSON CHARLES ISETT, production superintendent at the Saline Plant of the Ford Motor Co., died Feb. 23, 1973, in Dearborn during surgery at Sinai Hospital in Detroit. Mr. Isett held an M.B.A. from the University of Detroit. He is survived by a widow and three sons.

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The Rockbridge Chapter of the Washington and Lee Alumni Association, by authority of the Alumni Board of Directors, is offering these handsome ice buckets and trays for sale to raise funds for the University. Manufactured by the Bacova Guild, they are made of durable fiber glass and bear the Washington and Lee crest in full color. The ice buckets have hand-rubbed mahogany tops. All profit from sale of these items goes to the scholarship fund in memory of John Graham, '14. Income from the fund helps worthy students attend Washington and Lee.

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