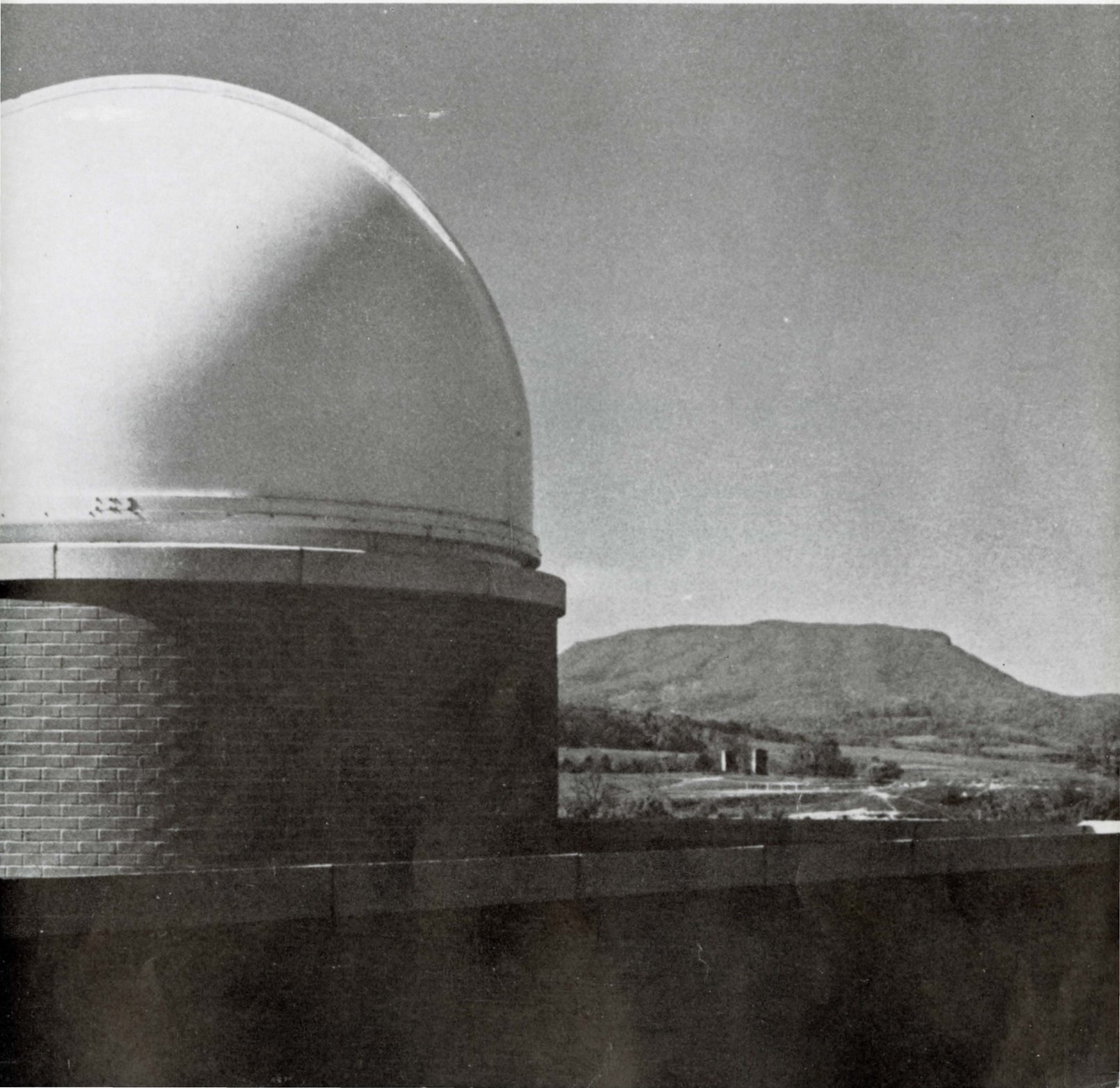


Washington and Lee University Bulletin

Winter Issue 1965

THE  
*University Magazine*



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THE  
*University Magazine*



Winter Issue, 1965

THE WASHINGTON AND LEE  
 UNIVERSITY BULLETIN

*A STATEMENT*

The following is a statement of ownership, management, and circulation of Washington and Lee University Bulletin of Washington and Lee University as required by act of Congress on August 24, 1912, as amended by the Acts of March 3, 1933, July 2, 1946 and June 11, 1960. Washington and Lee University Bulletin is published four times yearly in February, April, May, and October, and entered as second class matter at the post office at Lexington, Virginia, September 15, 1924.

The printer is the Washington and Lee Journalism Laboratory Press with C. Harold Lauck as superintendent. Frank A. Parsons is the editor and Earl S. Mattingly is the business manager. The address of the preceding is: Washington and Lee University, Lexington, Virginia.

The owner is Washington and Lee University, Lexington, Virginia. There are no bondholders, mortgage, or other security holders. No copies are sold or distributed to paid subscribers.

The view from the observatory on Howe Hall, looking toward the Liberty Hall ruins and the general area of the suggested location for a possible "Lee College" of the future.

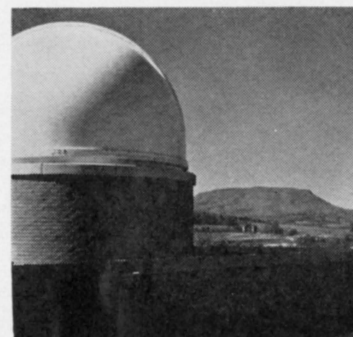


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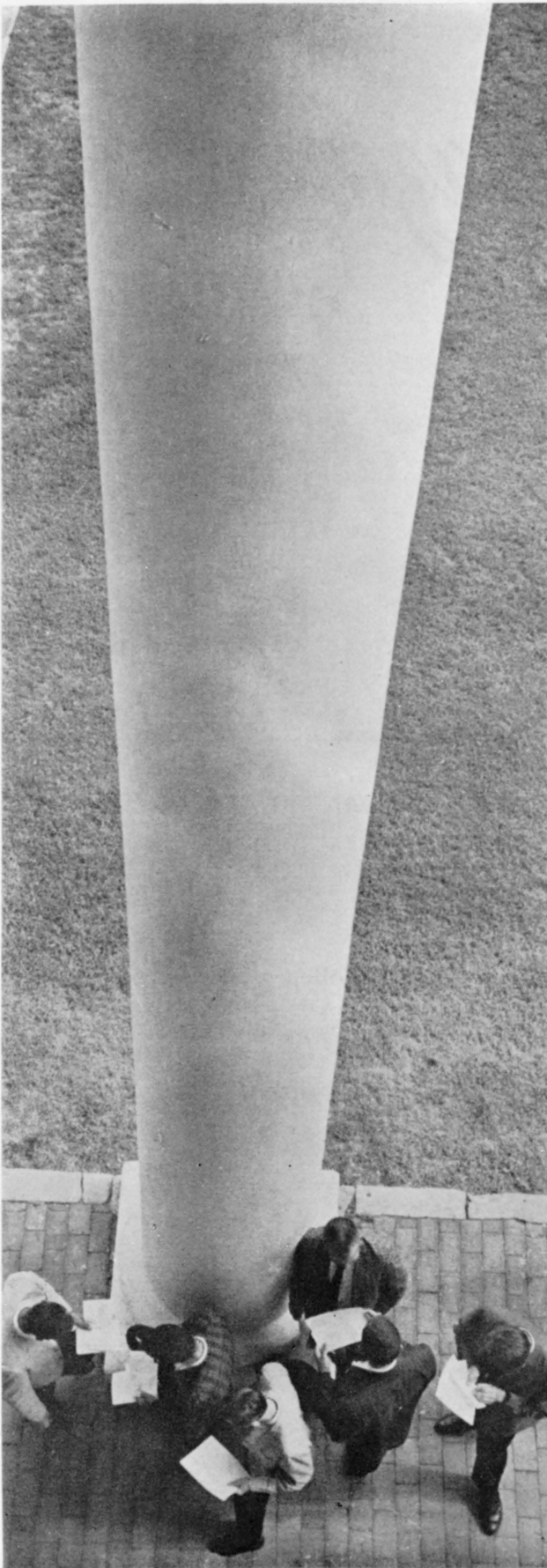
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# “The Matter of Admissions . . .”

ON JULY 25, 1964, the Board of Trustees of Washington and Lee University, after long and thoughtful discussion, approved a statement for entry in the Board's official minutes, one which dealt with the University's admissions process.

The statement said:

"The matter of admissions was mentioned. It was noted that no provision of the Charter, no provision of the By-Laws and no resolution of the Board has established a policy of discrimination among qualified applicants for admission. Traditionally matters pertaining to the qualifications of applicants for admission have been entrusted to the Faculty and its appropriate committees, and the By-Laws of the University so provide. The Board of Trustees has no cause to doubt the appropriateness of this delegation of authority to the Faculty and has no cause to doubt the collective wisdom of the Faculty in discharging the concomitant responsibility."

By this statement the Board made clear the absence of any stated policy of discrimination at Washington and Lee, and it also made clear that the Board would impose no *de facto* policy of discrimination against fully qualified applicants for admission.

Because the action represented, in the Board's view, a clarification of policy, rather than a change or reversal of policy, the Board saw no need for a public statement. As a result of queries from faculty members, President Cole communicated the substance of the Board statement to the faculty at its first meeting in October.

When the Board of Trustees met in regular session on October 23-24, President Cole conveyed to its members the request of the editors of the *Ring-tum Phi* for a statement for publication relative to the matter of admissions. Subsequently, the Board authorized the release of the following statement exclusively to the student editors. The statement, which was carried in the *Ring-tum Phi* issue published on October 28, said:

"Washington and Lee University's Board of Trustees has reaffirmed the university faculty's responsibility in determining standards of admission for qualified applicants.

"President Fred C. Cole said today that 'The Board of Trustees has no cause to doubt the appropriateness of this delegation of authority to the faculty and has no cause to doubt the collective wisdom of the faculty in discharging the concomitant responsibility.'

"In response to an inquiry from the editors of the *Ring-tum Phi*, President Cole said the Board considered the University's admissions policy at its meeting on July 25.

"Said President Cole:

" 'It was noted that no provision of the Charter, no provision of the By-laws and no resolution of the Board has established a policy of discrimination among qualified applicants for admission. Traditionally, matters pertaining to the qualifications of applicants for admission have been entrusted to the Faculty and its appropriate committees, and the By-laws of the University so provide.'

"A faculty committee on Admissions at Washington and Lee, which reports to the general faculty, is composed of nine professors from the College and the School of Commerce and Administration and four members of the University's administrative staff.

"Dr. Edward C. Atwood, Jr., dean of students and professor of economics, is chairman of the committee. Its members are:

"Dr. C. Westbrook Barritt, professor of Romance languages; Dr. Sydney M. B. Coulling, associate professor of English; Mr. John M. Gunn, Jr. assistant professor of economics; Dr. Leonard E. Jarrard, associate professor of psychology; Dr. William A. Jenks, professor of history; Mr. John K. Jennings, assistant professor of journalism; Dr. Cecil D. Jones, associate professor of fine arts; Mr. Henry L. Ravenhorst, associate professor of engineering; Dr. Edgar W. Spencer, professor of geology; Associate Dean of Students James D. Farrar, director of admissions; Assistant Dean of Students Lewis G. John, director of financial aid; and Dean, Emeritus, Frank J. Gilliam, former dean of admissions.

"The committee reviews all applications for admissions to Washington and Lee and selects the 330 to 340 students who annually compose the entering undergraduate class.

"A separate admissions committee functions within the School of Law. The faculty there has the same delegation of authority and responsibility for admissions to the School of Law as that possessed by the faculty in the college."

Reports relative to Washington and Lee's admissions procedures circulated by the general news media were interpolations of the statement appearing in the *Ring-tum Phi*.



# A Lee College?

The Question of the Future Size and Development Of Washington and Lee Has Been Discussed for Many Years. President Cole Has Suggested the Possibility Of a "Companion College" as One Direction to Take.

**A** BOLD NEW CONCEPT of the future nature of Washington and Lee University has been introduced by President Cole for discussion among trustees, professors, students, and alumni.

In his address to the opening assembly of the 1964-65 academic year, President Cole described in general but thought-provoking terms how a "companion college" might be established adjacent to the present campus, thus affording Washington and Lee an opportunity to "play a larger role in American higher education."

An additional college, as envisioned by President Cole, would share many existing and future facilities with the current divisions of the University, but many other aspects of the present undergraduate program and its supporting facilities would be duplicated in the new facility.

For easy reference, he called the companion college "Lee College" and the existing undergraduate col-

lege of arts and sciences "Washington College."

Such a college, President Cole suggested, would enable Washington and Lee to increase significantly its undergraduate enrollment without affecting adversely the existing patterns of undergraduate education or the University's traditional emphasis on close relationships among professors and students.

President Cole suggested that such expansion would be wholly consonant with the University's basic purpose of undergraduate education of a superior quality. President Cole's public remarks have often stressed the importance to American higher education of institutions such as Washington and Lee whose primary goal is education at the undergraduate level, rather than in graduate and research programs which at some schools overshadow undergraduate programs in facilities, financial support, and prestige.

President Cole emphasized be-

fore the assembly, as well as in later remarks on the subject, that the concept of Lee College was at present only a discussion topic, not a definite plan for the future development of Washington and Lee.

The president reported that the University's Board of Trustees had approved in principle a suggestion that Washington and Lee give "serious and detailed consideration to its future size, its nature, and its responsibility in higher education." He said the idea of a Lee College was presented to the Trustees in the form of a discussion paper, and that the Trustees had accepted this paper as a "work sheet or framework for approaching this study of the future."

"No commitment to this course has been made, nor can one be made for many months or years to come," said President Cole. "It is intended as one point of departure."

Behind the prospect of a larger Washington and Lee University, President Cole said, is the question



*The area at the top of this photo, immediately beyond the athletic fields, is the general location suggested for future expansion of the University's facilities.*

of the University's responsibility to American higher education in accepting more of the highly qualified young men clamoring for admission to the nation's leading colleges and universities. If it is decided that Washington and Lee should grow larger, then the question arises, President Cole said, "How can this be done without disrupting a good situation."

He suggested that Lee College, with students, faculty, and facilities identical in quality with those of Washington College, may be a possible answer. He invited everyone with an interest in the University's progress to give thoughtful consideration to this and other aspects of the institution's future. (Excerpts of President Cole's remarks to the opening assembly appear on Page 7.)

Subsequent to his assembly remarks and attendant coverage by Virginia's press, Lee College did become a topic of considerable discussion among professors and students.

The student newspaper commented in various editorials and student columns, and the Faculty Discussion Club devoted a meeting to the Lee College idea. President Cole was present and elaborated on the description of Lee College given to the Trustees in their discussion paper.

Following is a summation of the concept of Lee College and its relationship to the existing University. It is general in nature, and as suggested to the Board of Trustees, it can serve only as a basis for discussion and not as a definitive blueprint upon which specifications can be devised.

\* \* \*

Lee College would be a separate division of Washington and Lee University whose major academic emphasis would be identical with the existing Washington College. Lee College would be constructed new on land possessed by Washington and Lee west of the present campus in the

general vicinity of the Liberty Hall ruins.

It would be a separate administrative unit, with its own academic dean, department heads, dean of students, registrar, and other administrative staff members.

It would be a residential college, with all students housed in dormitory units of relatively small size. A dining hall capable of accommodating the entire enrollment of the college is a possibility, although it may be more practical to have smaller dining units serving one or more dormitory units.

There would be classroom and laboratory facilities equal in quality to the existing facilities in Washington College.

A faculty equally well-qualified and equally well-trained would be gathered to teach in Lee College. Salary ranges would be the same for both colleges.

For the most part, courses of-

ferred in the two colleges would be identical, particularly on the lower levels, while at advanced levels where classes are normally smaller and can accommodate additional students without loss of effectiveness, there would be an attempt to avoid duplication. In this way, each college would have distinctive advanced courses which would be shared by students from each division.

No attempt would be made to duplicate within the new college offerings of the School of Commerce and Administration, with the exception of some courses normally associated with the Freshman and Sophomore years. The School of Commerce and Administration would continue as before in its present location and would draw its students from both Washington College and Lee College. The School of Law would develop its program within its own established pattern.

No attempt would be made to duplicate the offerings in Journalism and Communications. This department, now in new facilities of adequate size to accommodate future growth, would also draw its students from both colleges.

Lee College would have its own library, with much of the holdings of the existing McCormick Library duplicated. Athletic facilities, auditorium, infirmary, and little theater are among facilities which would be shared by the two colleges, located so as to be convenient to each college campus.

As Lee College developed and its new and modern facilities were put into use, it would be essential that funds also be provided to improve existing facilities at Washington College so that the new division would not have physical superiority over the other. Every attempt would be made to make the two colleges as equal in every way as possible, so that a student's preference for one over another would depend upon purely subjective considerations.

Prospective students in Lee and Washington Colleges would apply for admission to a University admissions office, and would be assigned by the University to one or the other college.

The existing fraternity organization of Washington College could be expected to pose certain problems in regard to the residential nature of Lee College. Lee College students would be eligible for membership in fraternities, but would live in college facilities on the Lee campus.

Landscaping would be necessary to facilitate movement and communication between the two campuses. Adjustment of class schedules would be necessary to permit sufficient time for students to move from one campus to the other between classes.

Each of these general descriptive statements poses a challenge to academic or administrative ingenuity. Some questions which arise have no apparent answers at present. But in the concept of a companion college as one answer to Washington and Lee's

educational responsibility there is the possibility of a successful development. And in the careful thought and planning that such a venture would demand, there may develop other more feasible solutions that would enable the University to increase its services and influence without possible injury to a program of proven merit.

Financing would be a major obstacle. Existing resources which support Washington and Lee would not be diverted, and would grow simultaneously with the acquisition of new funds for Lee College.

\* \* \*

Reaction to the idea of a Lee College has been varied, as was expected by President Cole. As pointed out in his remarks to the assembly, questions can be posed for which there are no answers at present. But President Cole believes the questions that evolve from thought and discussion on Lee College will be helpful to the University in its consideration of its future course.

The University has begun a comprehensive Self-Study Program in compliance with the requirements of the Southern Association of Colleges and Schools, the regional accrediting association of which Washington and Lee is a member. The feasibility of a Lee College is not a primary concern of the Self-Study, but the detailed self-evaluation of all aspects of the University which the Self-Study entails will provide valuable data and insight when and if it does become feasible to pursue further the concept of a companion college.

*"As much as we might wish to keep our present comfortable existence, the changing times might bring obscurity if our growth ceases."*

*"The money and efforts which would go into creating Lee College can better be expended in perfecting the school we already have."*

—Student comment on Lee College in the *Ring-tum Phi*



# President Cole's Lee College

## Remarks at the Opening Assembly

"For the next few minutes I will suggest a matter that all of you may wish to consider as you think about the longer term future of your University.

"It is always dangerous to make assumptions in regard to an institution that has had a successful existence for two centuries, and it is risky to suggest that some plan or another is worthy of consideration and study. Nevertheless, it is appropriate, I believe, to say that, by the very nature of things, faculty and students are desirous that their University attempt to meet the demands of the times and of the future. If one may be optimistic, and certainly this is often difficult, it may be suggested that most of the current problems faced by Washington and Lee will be solved in whole or in substantial part in the foreseeable future.

"There would, nevertheless, remain the question as to whether or not the University has done all that it should do to fulfill its role in the educational progress of the Nation in the second half of the 20th century.

*"If It Could Be Assumed . . ."*

"If it could be assumed that the faculty will become as strong as it should be in all respects, that it will be paid as well as it should be, and that there will be full opportunity for professors to teach and study, to do research, to write, to work, and to rest—all the things that contribute to a full life of scholarship and service—what would be the next appropriate step in regard to faculty and scholarship at Washington and Lee?

"If it could be assumed that the student body continues its present growth in the advanced classes and that it will possess the capability and the motivation to do superior work in all it undertakes, and that the ratio of faculty and students becomes as close to the ideal as can be determined, what would be the next appropriate step in regard to those students who apply and cannot be accommodated?

"If it could be assumed that all physical facilities that are needed for this faculty and for this student body are provided, what would be the next appropriate step in regard to buildings on this campus?

"We know this: There will be several times as many good students, excellent students, who will apply

to institutions like this one and who must be turned away unless there is an increase in the number of admissions. We believe this: That there are over this country good teachers and scholars who would be happier and more successful here than at other universities or colleges. We know this: That there is a greater and greater imbalance each year between student body and faculty at publicly supported universities and those that are privately controlled. We know this: That the need for well educated young men is increasing significantly each year.

"What should be done, then, by Washington and Lee as it looks to the future?

### *The University's Responsibility*

"Does a university have a responsibility to consider its role in the future, to set up alternate plans and proposals, study them and debate them? Perhaps not, but let me go further.

"Washington and Lee has an enrollment now of approximately 1300 students. If the ideal we are now seeking with our present facilities is achieved, we would admit 335 to 340 students each year and graduate that number in the undergraduate divisions. We would admit 60 to 70 men to the first year of Law and graduate that number. This is an ideal which we will not achieve in my time or in yours, but we can dream. In any case, when we look at this number, about 1450, it is not a large one but it is a number which we can house and teach comfortably in our present facilities.

"My view is that the present size of the facilities and the student body, or as it would be if we lost no student who entered here, is a good one and allows for the type of association among students and among faculty that is healthy and sound. But if it should be determined that this University should play a larger role in American higher education, how can this be done without disrupting a good situation?

"Let me state a personal conviction. Today more than at any other time in our history we have a need for a close relationship among teachers and students. I say "among" rather than "between," for these close relationships must exist horizontally as well as vertically in a healthy academic community. I believe

that Washington and Lee, and schools like it, present our best hope to counter the trend toward over-specialization and fragmentation in our educational system. With these points before you, should Washington and Lee consider affording its influence, its help, its leadership, to greater numbers than now? If the answer to this, a question which must be considered carefully, is positive, then there are a number of ways to approach the problem; but I will suggest only one.

"In January of this year, the Trustees of Washington and Lee were presented with a discussion paper. The paper outlined certain assumptions and posed questions similar to those I have just stated. The paper assumed also that an increase in the enrollment was desirable.

"A way was suggested to increase significantly the undergraduate enrollment without adverse effect to the existing College and schools:

"A companion college would be established on grounds adjacent to or nearby the existing campus. The companion college would duplicate most of the desirable features of the existing college. It would have its own physical plant and its own separate but equally highly-qualified faculty and student body.

"For the purposes of easy reference, the discussion paper identified the new school as "Lee College," while referring to the existing college as "Washington College." I shall do the same in my remarks here.

"The very mention of another college conjures up a host of questions, problems, and doubts, all of which must be resolved before the college could become a reality. Almost none of them can be answered or dealt with immediately with any real solution. Much further study and debate will be necessary.

"However, a general description of Lee College, as envisioned in the discussion paper, is possible at this time:

#### *A Separate Division*

"It would be a separate division of Washington and Lee University, its major academic emphasis identical with the existing College. Its campus would be to the west of the present campus in the general vicinity of the Liberty Hall ruins and the far athletic fields.

"There would be classroom facilities equal in quality to existing facilities. A faculty equally well-qualified and equally well-trained and experienced would be gathered to teach in Lee College. Salary ranges would be the same for Lee College and Washington College.

"For the most part, courses offered in the two colleges would be identical, particularly on the lower levels. At the advanced levels where classes are normally smaller and can accommodate additional students

without loss of effectiveness, there would be an attempt made to avoid undue duplication. In this way, each college would have distinctive advanced courses which would be shared by students from each division.

"If Lee College is built and put into use, it would be essential that funds also be provided to improve existing facilities, so that the new division would not have physical superiority over the other. Every attempt would be made to make the two colleges equal in every way possible.

"Financing of such a plan would be a major obstacle, presuming that much more careful study than has been given thus far finds the plan feasible. Resources which now support Washington and Lee University must not be diverted, and must continue to grow simultaneously with the acquisition of new funds for Lee College. Needless to say, large sums of money would be needed.

#### *A "Work Sheet" for Planning*

"In subsequent study of the Lee College discussion paper, the Board of Trustees has approved in principle the suggestion that Washington and Lee give serious and detailed consideration to its future size, its nature, and its responsibility in higher education. The Trustees have accepted the Lee College as a "work sheet" or framework for approaching this study of the future. No commitment to this course has been made, nor can one be made for many months or years to come. It is intended as one point of departure.

"Almost immediately, Washington and Lee will commence an institutional self-study program. It is required of us by the Southern Association of Colleges and Schools in order that our accreditation be reaffirmed. But the self-study can be useful in another way. It is my hope that the self-study can be directed primarily toward the analysis and formulation of plans for the future of Washington and Lee University. The concept of a companion college—Lee College—may prove a valuable avenue of approach for this study. It is my hope that from this self-study there will come guidelines and directions that will help determine, with wisdom and foresight, the future course of this University, and that the compilation of information for the re-accreditation process will be an important by-product of our efforts.

"This undertaking will involve all of us in varying degrees. My purpose in mentioning Lee College today is to encourage all of you to think about the future of Washington and Lee University.

"No matter how important our concern with future planning may be, we will not lose sight of our primary obligation to teach and to learn tomorrow and the next days."



JOSEPH T. LYKES, '09



KENNON C. WHITTLE, '14

## Mr. Joseph T. Lykes, Judge Kennon Whittle Retire from the Board

**T**wo of Washington and Lee University's most distinguished alumni have retired from active membership on the University's Board of Trustees after long and devoted service.

The resignations of Joseph T. Lykes, '09, of Tampa, Fla., and Judge Kennon C. Whittle, '14, of Martinsville, Va., were submitted to the Board at its regular mid-summer meeting.

Each subsequently was elected a Trustee Emeritus, and in separate ceremonies were presented with engraved silver trays from their colleagues on the Board in recognition and appreciation for their work in the University's behalf for many years.

Mr. Lykes became a member of the Board in 1941, while Judge Whittle has served since 1952.

Dr. J. Morrison Hutcheson, rec-

tor of the Board, commented on the retirements of Mr. Lykes and Judge Whittle in this way:

"While both are alumni whose distinctions in life are a source of pride to the University, their contributions as members of its governing body merit the grateful recognition of all alumni and friends of Washington and Lee.

"Few Trustees, if any, have attained in larger degree the respect and affection of their colleagues. Their approach to problems confronting the Board was invariably characterized by mature judgment, loyalty to the institution, and a clear understanding of its traditions and purposes. I am confident that the retirement of Mr. Lykes and Judge Whittle leaves a void in direction of the University that will be difficult to fill."

The handsome silver trays pre-

sented to Mr. Lykes and Judge Whittle bore engraved reproductions of the Washington and Lee coat of arms and engraved signatures of all members of the Board and those of President Cole and University Treasurer Earl S. Mattingly, long-time secretary to the Board. The inscription bespoke the "grateful appreciation and warm friendship" of the Board.

Mr. Lykes received his tray at a small luncheon at New York's Harbor View Club on November 12. His classmate and Board associate for many years, Christopher T. Chenery, '09, made the presentation.

Judge Whittle received his tray at his home in Virginia's Henry County on December 18 from President Cole and Mr. Mattingly.

Mr. Lykes, who for many years has been one of the nation's top executives in business and industry, first came to Washington and Lee in 1907 from his home in Florida where he attended public schools in Hernando and Hillsborough Counties. He received his B.A. degree in 1909, and spent the next eight years in Galveston, Texas, where he married Margaret Keenan of Galveston.

From 1917 to 1947, his business operations were based in New York City, and since 1947 he has made his headquarters in Tampa and his home in Clearwater Beach, Fla. He is 76 years old.

Among Mr. Lykes' business affiliations are: chairman of the executive committee and director of the Lykes Bros. Steamship Co., Inc., chairman and director of Lykes Bros., Inc., chairman and director of the Pasco Packing Company; director of the Bank of Clearwater; director of the Seaboard Air Line Railroad Company; director of the Tampa Electric Company; and member of the Advisory Board on International Business for the Chemical Bank New York Trust Company.

Mr. Lykes is a member of the Whitehall Links Pinnacle and Blind Brook Clubs in New York, the University Club, Tampa Yacht and Country Club, and Ye Mystic Krewe of Gasparilla in Tampa, the Boston Club in New Orleans, and the Carlouel Yacht Club in Clearwater. He is a member of the Episcopal Church and of Phi Delta Theta fraternity.

Mr. and Mrs. Lykes have three children. They are Mrs. Richard C. Colton of New York, and Joseph T. Lykes, Jr., and Mrs. John F. Carere, both of New Orleans.

Judge Whittle, whose retirement as a justice on the Virginia Supreme Court of Appeals will become effective on February 1, 1965, has long been recognized as one of the Old Dominion's foremost members of the bench and bar.

A native of Martinsville, Va., Judge Whittle followed in his father's footsteps when he assumed a place on the bench of Virginia's highest tribunal in 1951. Stafford Gorman Whittle was a member of the court from 1901 until 1919. He had attended Washington College during the presidency of General Lee, but earned his law degree at the University of Virginia.

Kennon Whittle worked as a substitute mail carrier to help pay expenses toward his law degree from Washington and Lee, which he received in 1914. After service in World War I, he entered into private law practice in Martinsville with his brother, Stafford G., Jr., and he continued in practice until 1944 when he was named Judge of the Seventh Judicial Circuit of Virginia. Says Judge Whittle:

"While I enjoyed every minute of the time spent on the Circuit Court and the Supreme Court of Appeals, my main joy in life was the thirty years I spent as a defense attorney, practicing with my brother. There was nothing I loved more than the active practice and trial of law suits

as a defense attorney. My thirty years of practice proved both rewarding and enjoyable."

Judge Whittle is 73 years old. He is married to the former Mary Holt Spencer, and there are three children: Stafford G. Whittle, III, Kennon C. Whittle, Jr., and Mrs. Nelson Woodson.

In addition to his legal career, Judge Whittle has been a leader in many other fields. For twelve years he was senior warden of Christ Episcopal Church in Martinsville, he was head of the Henry County Boy Scouts organization, and was active in the Knights of Pythias for over fifty years.

He served as president of the Virginia State Bar in 1940, and his other affiliations have included the Royal Arch Chapter of Masons, the

Elks, American Legion, American Judicature Society, the American Bar Association, the Society of Sons of the Cincinnati, and the Commonwealth Club. He belongs to Pi Kappa Alpha social fraternity and Phi Delta Phi legal fraternity.

Business affiliations have included membership on the boards of the American Furniture Company, the First National Bank of Martinsville and Henry County, the Lee Telephone Company, and WMVA Radio Station.

He resides now at his Henry County farm, "Bellevue."

The announcement of Judge Whittle's plans to retire from the Virginia bench evoked a flood of editorial comment in the state press attesting to his exemplary record of service to the Commonwealth.

*At right, Trustee CHRISTOPHER T. CHENERY, '09, right, presents MR. LYKES with the silver gift from his colleagues. Below JUDGE WHITTLE and MRS. WHITTLE accept his engraved tray from PRESIDENT COLE and MR. MATTINGLY.*



JOSEPH T. LYKES, JR., '41, president of the Lykes Bros. Steamship Company, Inc.



## *Joseph T. Lykes, Jr., Becomes a Member Of the University's Board of Trustees*

THE BOARD OF TRUSTEES of Washington and Lee University has elected to its membership Joseph T. Lykes, Jr., '41, of New Orleans, Louisiana.

Mr. Lykes met with the Board for his first meeting at its regular October session. He was elected at the Board's mid-summer meeting when the Board moved to fill one of two vacancies created by the retirement of Mr. Lyke's father and Judge Kennon C. Whittle.

Rector of the Board Dr. J. Morrison Hutcheson commented on the election of Mr. Lykes, saying, "It is gratifying to know that Joe Lykes, Jr., will succeed his father as Trustee. From what we have learned of this young man there is every reason to believe that he will more than fulfill our expectations."

Mr. Lykes was born in New Rochelle, N. Y., on November 14, 1918. He was educated at Deerfield Academy, Deerfield, Mass., class of 1937, and Washington and Lee University, (B.S. in Commerce) class

of 1941. During the war years he was on active duty with the United States Navy and saw service in Europe, North Africa, and both the North Atlantic and Pacific theatres of operation. He held the rank of Lieutenant Commander, U.S.N.R.

Following the war, Mr. Lykes joined Lykes Bros. Steamship Co., Inc. He was assigned to numerous posts in various divisions of the company in New Orleans, Mobile, and Galveston, and in 1949 returned to New Orleans. During the same year he was elected a member of the Board of directors of the company. In 1951 he was elected a vice president, in 1957 a senior vice president, and was named president in 1962.

He is also president and a director of Lykes Lines Agency, Inc., and Lykes Enterprises, Inc., both wholly-owned subsidiaries of Lykes Bros. Steamship Co., Inc. He is a director of The Whitney National Bank, Gulf and South American Steamship Company, Inc., the

New Orleans Steamship Association, the Louisiana and Southern Life Insurance Company and the South Atlantic Life Insurance Company of Florida. He is a member of the Foreign Policy Committee of the U.S. Chamber of Commerce and is also a member of the National Export Expansion Council and a former director and member of the executive committee of International House, and the Chamber of Commerce of the Greater New Orleans Area.

Mr. Lykes is married to the former Miss Marjorie Carrere, of New Orleans, and they have eight children. They are Joseph T., III, Margaret Brinton, Leslie Anne, Mary Ashley, Catherine Sheldon, Howell Tyson, II, Christopher C., and William Tracy.

He is a member of the New Orleans Country Club, the Pickwick Club, and The Boston Club. He makes his home at 604 Hector Avenue, Metairie, La., and his offices are in the Commerce Building in New Orleans.

# Total Enrollment Near 1,300 for New Session

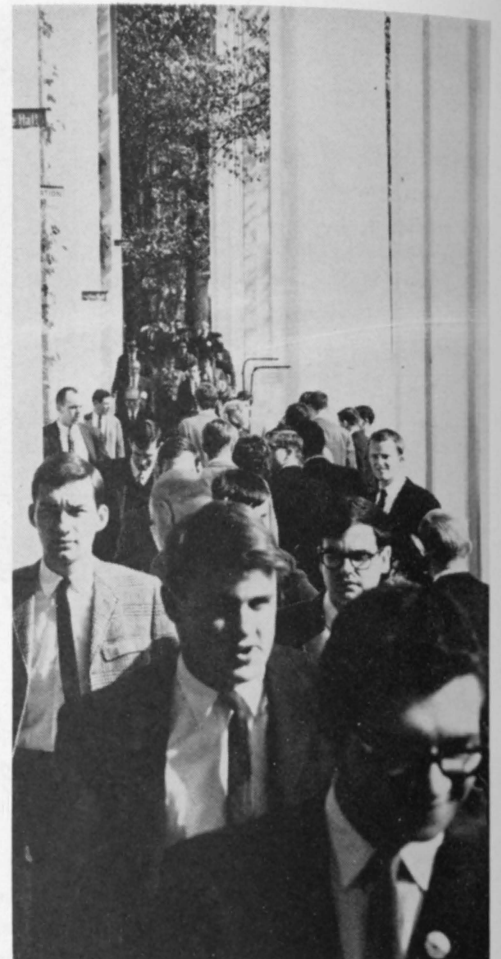
WASHINGTON AND LEE opened its 216th year in September with an initial enrollment of 1,293 students, one of the largest registrations in the University's history.

The total included 338 freshmen, 288 sophomores, 250 juniors, 248 seniors, four special students, and 165 law students.

Among the freshmen, qualifications for admission were more impressive than ever. For the first time, average scores on the College Entrance Examination Board's aptitude tests were over 600 for the class. The mean score on the verbal test was 602, for the mathematics test, 635.

There were eighteen new faces among the faculty, including new department heads in biology and in military science. Dr. Henry S. Roberts succeeded Dr. Kenneth P. Stevens as biology head, while Lt. Col. Richard H. Brownley replaced Lt. Col. Jack P. Burch as director of the ROTC program.

Physical facilities were rearranged somewhat. The Department of Journalism and Communications moved into the newly remodeled Reid Hall, vacating its former premises in Payne Hall. These were promptly taken over by the Department of English. The Journalism Laboratory Press moved from its small building behind Washington Hall into first floor quarters in Reid Hall, and just as soon as remodeling of the old print shop was complete, the History Department established a classroom and three offices there, along with the University's Office of Information Services.



*A near record enrollment crowds the Colonnade walk.*

*Freshman Camp witnessed a renewal of the demonstration debate by the University's fine team on the topic: "Resolved, the South Should Have Won the War." COACH BILL CHAFFIN, left, beams as DAVE MARCHESE makes a point that fails to impress BILL GRANT. In the photo at right, PRESIDENT COLE obviously enjoys the fun.*



## Alumni Directory Nears Completion

■ THE NEW 1749-1964 *Alumni Directory* is now on the presses, and should be available for distribution in the Spring of 1965.

The last alumni directory produced by the Alumni Association appeared in 1949 as a part of the University's Bicentennial program.

At right, Mrs. Nellie Mae Rice, left, and Mrs. Dorothy G. Hughes, secretaries in the Alumni Office send off the crated files of data cards to the printer for typesetting.



## Faculty News and Scholarly Visitors

■ FACULTY MEMBERS were busy and visiting scholars were frequent during the fall months. Among them were:

Lt. Col. Richard H. Brownley, who assumed command of Washington and Lee's ROTC program for the Army. Other new officers to join the military staff were Capt. Robert F. Hoffman and Capt. Paul Bark, who joined the staff as assistant professors of military science. Capt. Alan T. Horwedel was promoted to associate professor in academic rank and to major in military status.

Geology professor Dr. Edgar W. Spencer was named an advisory editor in geology by Thomas Y. Crowell Co. of New York.

Physics professor Dr. William B. Newbolt and student James S. Legg, Jr., returned from Oak Ridge, Tenn., where both took part in research and training programs in nuclear science.

Journalism professor O. W. Riegel participated in a conference on motion picture production at New York's Lincoln Center, after re-

turning from a summer's tour of Eastern Europe.

Music professor Robert Stewart's composition "Three Pieces for Brass Quintet" was performed at Atlanta's Symposium for Contemporary Music for Brass.

Romance languages professor Dr. L. L. Barrett's translation of Portuguese novelist Alves Redol's *The Man with Seven Names* was pub-



LT. COL. RICHARD H. BROWNLEY

lished by Alfred A. Knopf Co.

Economics professors Dr. Charles F. Phillips, Jr., Dr. S. Todd Lowry, and John F. DeVogt attended the Southern Economic Association meeting in Atlanta where Dr. Phillips took part in a public utilities seminar.

Chemistry professors Dr. John H. Wise, Dr. Keith Shillington, and Dr. William J. Watt presented papers at the American Chemical Society's regional meeting in Charleston, W. Va.

Robert Penn Warren was on campus for several days in November under the auspices of the Glasgow Endowment Committee. He gave readings from his works in public appearances and also met with student groups during his visit.

Visiting scientists included oceanographer Dr. Richard M. Pratt, chemist Dr. Gerhard Fritz, and Dr. Richard P. Carter, '59, of the Bell Telephone Laboratories. Prof. George C. Homans of Harvard came to talk about "History and Sociology."



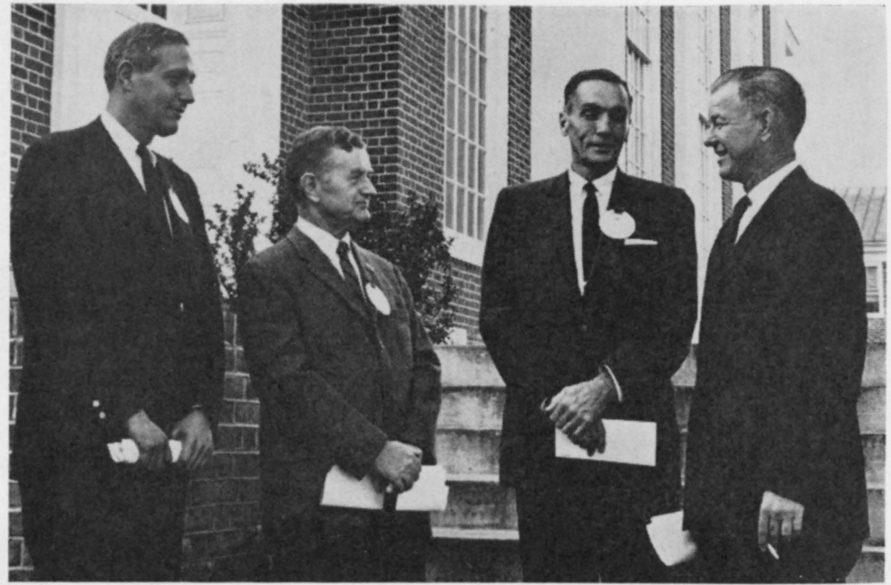


# Parents, Alumni Bring Busy Days To Fall Campus

■ THE TENTH annual Parents' Weekend of October 30- November 1 and the annual Homecoming event for alumni on November 7 brought consecutive busy and crowded activities to the Washington and Lee campus this fall.

Both affairs were bigger and seemed better than ever. The attendance of parents and guests has long ago outstripped the meager resources of Lexington to accommodate the nearly 1,150 visitors now involved. And there were more alumni on hand this year, too, although the Homecoming planners wish they *could* attract crowds that would tax the capacities of Lexington's motels and restaurants.

For parents it was the customary program of conferences with sons' professors, special lectures by professors, a reception by President and Mrs. Cole, guided tours, luncheon, football, and a Glee Club concert. The program doesn't vary



PRESIDENT COLE, right, poses with officers of the Parents Advisory Council following its annual meeting at Washington and Lee. L-r are vice-chairman IRVIN J. MINDEL of Toledo and WILLIAM INGLES of White Marsh, Va., chairman-elect for 1965-66 EDWARD B. CROSLAND of New York.

much from year to year, but then it doesn't have to—the main attraction for parents are their sons. This year the parents of 518 students were on hand, the majority of them mothers and dads of freshmen and sophomores.

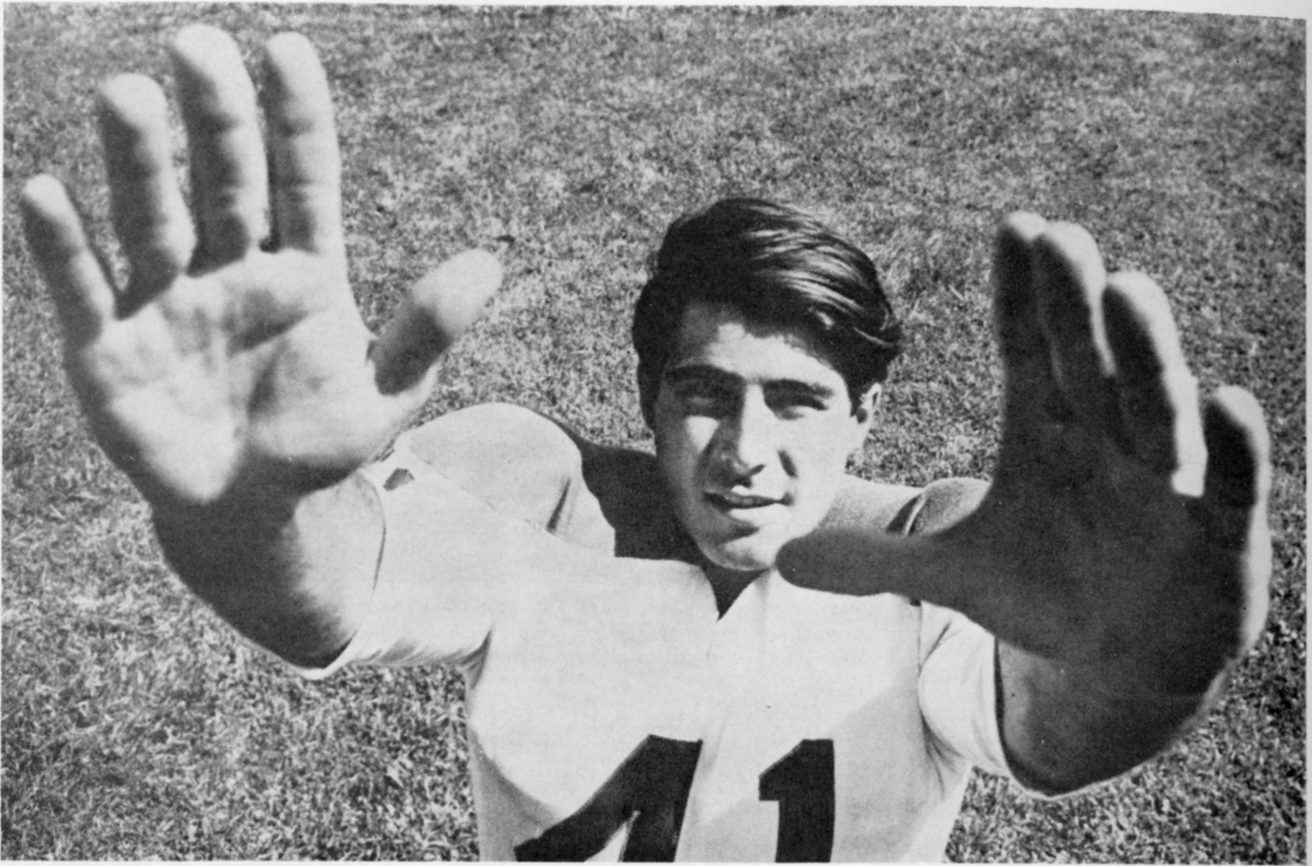
Homecoming this year was a big success on all counts. The students themselves took on the responsibility for renewing the old custom of a Homecoming eve torchlight pa-

rade and pep rally, they decorated their fraternity houses in ingenious ways, and they nominated lovely girls for their Homecoming Queens.

The pep rally in Doremus Gym was well-attended and obviously had a good effect on the football team which attended as guests of honor. The next day the Generals went out to upset previously unbeaten Sewanee in impressive fashion.

Phi Kappa Sigma's Miss ISABEL LOPERENA was a lovely choice for Homecoming Queen, shown below as she was crowned by chief judge DR. KEITH SHILLINGTON. But some of the ones who didn't win were pretty too.





BILL DAVID, the *Generals'* senior halfback who set new *W&L* pass-catching records this year with 44 catches for the season and 72 for his three varsity years. David was chosen *Virginia's* outstanding small college player, named to the *AP* All-State small college team, the College Athletic Conference all-star team, and selected as *Virginia's* only honorable mention for *AP* Little All-American.

## Happiness Is a Big Upset

THE FINAL record for the season was only 4-5, the *Generals'* worst football year since 1959, but Coach Lee McLaughlin's 1964 squad earned for itself a special spot of glory in Washington and Lee's long and colorful football history.

On November 7, before an almost unbelieving Homecoming crowd at Wilson Field, the *Generals* defeated *Sewanee's* *Tigers* by a modest 11-6 score, and in so doing they added a feat of accomplishment that ranks with the heroics of "Cy" Young's and Amos Bolen's eras, the 'Gator Bowl year's successes, that great win over *Virginia* in 1951, and the more recent undefeated seasons of the early 1960's.

The game was an upset, pure and simple. Had it occurred in the ma-

ior college ranks, it would have replaced *Penn State's* triumph over *Ohio State* as the upset of the year.

On November 6, the *Generals* were struggling with a 2-4 mark for the season. McLaughlin's sophomores and juniors, as he had predicted, were showing their greenness, and three of the losses were the kinds that cause coachly ulcers—full of fumbles, stumbles, and falls.

On the same day, *Sewanee* was en route to *Lexington*, sporting a 14-game winning streak, a 37-point-per-game scoring average, an offense ranked among the strongest of the country's small college teams, and a rugged, nationally-ranked defense. The *Tigers*, odds on favorites to repeat as College Athletic Conference champs, were five-touch-

down favorites over the *Generals*.

The 11-6 victory that emerged for the *Generals* scarcely told the story. *Sewanee* was held to only two yards gain rushing, and its 100 yards passing came mostly when the *Generals* were giving away the short pass in the final moments. *W&L* meanwhile controlled the ball, ran up 395 yards on the ground, added another 60 in the air. The *Generals* got their points on a 93-yard touchdown drive, a field goal and a safety. *Sewanee* managed a 95-yard kickoff return for its score.

Anything after that game was anticlimax for the *Generals*, but they went on to beat *Southwestern*, 9-0, before losing to powerful *Washington University*, 16-14, on a field goal in the last 16 seconds.

# A Banner Year for the Cross-Country Team

AS AN ALUMNUS of Washington and Lee's cross-country team put it, "You just don't run cross-country, you've got to believe in it."

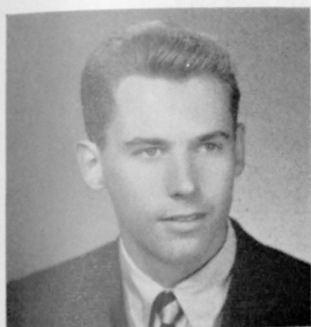
Fortunately for Washington and Lee and Coach Dick Miller, large numbers of fast and durable runners were believers this year, and the Generals turned in a sparkling 8-1 record in dual meets, perhaps

the best ever by a W&L cross-country team.

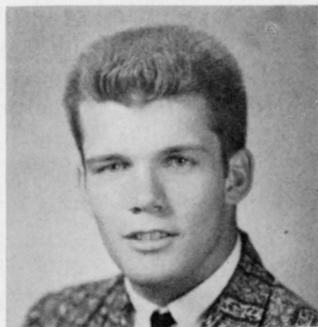
In addition to their dual meet successes, the Generals also placed third in the Virginia intercollegiate meet which drew runners from all state colleges and universities.

Paced by senior Andy Kilpatrick, juniors Riff O'Connor and Lee Johnson, and freshman George

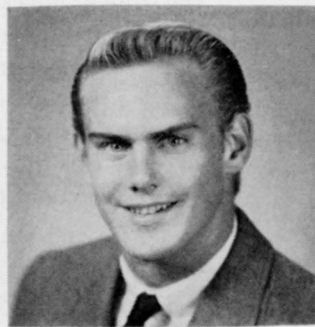
Parker, the Generals turned in victories over Roanoke, Lynchburg, Old Dominion, Catholic, Richmond, American, Fairmont, and High Point. Their only loss was by a 30-25 margin to Bridgewater. The Generals took only three first places in their nine meets, but their excellent team depth provided usually comfortable edges over the opponents.



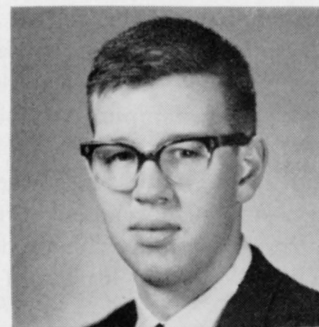
HOWARD BUSSE



TIM HENRY



PETE PRESTON



DAVE REDMOND

## *NCAA Tourney Bid Caps Good Soccer Year*

UNPRECEDENTED honor befell Washington and Lee's soccer team this fall as the General booters produced one of the finest seasons ever and then capped this with an invitation to play in the National Collegiate Athletic Association play-offs at Tufts College in Massachusetts.

There the Generals lost, 1-0, to the United States Coast Guard Academy in the finals of the four-team tournament, after defeating Norwich, 2-0, in the semi-final round.

Overall, Coach Joe Lyles' well-balanced team won nine matches, lost three, and tied one. The Generals placed second in the Virginia State Intercollegiate Tournament, losing out to the University of Vir-

ginia in overtime when the game was awarded to the team having the most number of corner kicks during the contest. The score was tied 2-2 at the end of regulation and overtime play.

Besides the loss to the Coast Guard at Tufts, the Generals dropped regular season games only to Virginia and to American University. Victories came at the expense of Pfeiffer, Lynchburg, Randolph-Macon (twice), Belmont Abbey, Virginia Tech, King College, Roanoke, and Norwich.

The Generals didn't possess a strong scoring punch, but they did throw up a rugged defense against all opponents. In the season finale against the Coast Guard, they lim-

ited the winners to a single, fourth-period score, after the Coast Guard had moved into the finals by virtue of an 11-2 victory over Farleigh-Dickinson.

Individual honors came to many on the squad. Seniors Howard Busse and Pete Preston and junior Dave Redmond were named to the NCAA All-South first team, while these three and junior Tim Henry were first choices for the All-Virginia team. In the state tourney, Redmond was honored as the event's outstanding defensive player. In the NCAA play-offs, Redmond, Preston, senior Bruce Jackson, junior Bob Larus, and foreign exchange student John van Bork were named to the all-tourney first team.

# *A Report to Parents*

Each Year at Parents' Weekend, Campus Visitors Hear Student and University Officials Report on the Current Progress of Washington and Lee. Student Body President Jim Kulp Discussed Student Government in the Opening Report.

JAMES E. KULP

*President of the Student Body*

■ ON BEHALF of the student body of Washington and Lee University it is my sincere pleasure to welcome you to our campus. It is our hope that your visit will prove fruitful and that you will leave here with a feeling of achievement at seeing the surroundings in which your sons will become the leaders of the future.

In today's modern and complex society it is not enough for our colleges and universities to provide the students with those academic skills necessary to survive in a competitive system. They must endeavor to equip their students with those fundamental qualities of citizenship which will enable their graduates to take a meaningful place in society. I can assure you that Washington and Lee is doing its part to insure that our graduates are not just intellectual machines but are whole men who will be the leaders of tomorrow. Our student government provides an effective means for our students to develop in areas such as acceptance of responsibility, learning of political processes, decision making, and in various other areas which empower our students to develop into intelligent and responsible citizens.

Because today's trend in colleges and universities is toward less lecturing and more independent study, the student government be-

comes even more essential in the life of students. Therefore, we of the student government have an obligation to the students to provide the machinery necessary to carry out a program which will provide our students with the opportunity to leave this university and become the backbone of their communities.

Today the student governments of the colleges and universities within our nation face an unprecedented challenge. Now a veritable tidal wave of students is advancing on institutions of higher learning. In the next few years, enrollments at our colleges and universities will expand at an ever-increasing pace. By 1970 college enrollment will nearly double.

This dynamic growth which confronts the campuses across this nation also raises a challenge to student governments to develop a more effective program in order to keep pace with this influx of students. This is not the first challenge which student governments have had to confront. Nor will it be the last. Those who came before us rode the first rough waves of challenge to student government and we, the students of today, do not intend to flounder in the surf of the coming age of greater emphasis on student government. We intend to be a part of it. We have therefore intensified our efforts to meet this challenge. We are moving ahead swiftly for we do not want to be

left in the wake of those student governments who had the courage to venture ahead. The student government at Washington and Lee is attempting to design a program which will open and promote the channels of communications and cooperation among our students in order that we may meet this challenge. To help implement this program, the student body executive committee has taken the following actions:

Instituted a new method of appointing members to the various student body committees in order to enhance the selection of those students most highly qualified to fill these responsible positions; commenced a review into the allocation of student body funds which has not been accomplished in the past ten to twenty years—this action was taken in order to bring the allocations of funds into line with the present needs of the various campus organizations; appointed a committee to investigate the possibilities of presenting a mock honor trial—we feel that this will be beneficial to the entire student body as it will create a greater understanding of and insight into our honor system. We seek also to appoint an interim coordinator for our much publicized Mock Convention. We feel that such a step is necessary to insure the continued success of this event in the future. These are but a few of the changes we hope to initiate this year.

We set sail on this new sea of change because there are new opportunities to be gained, new heights to be achieved, and they must be achieved for the benefit of all of our students. We realize fully that the student government must not only be more effective but it must become more beneficial and more responsive to the needs of the individual student during his years at college. The student government must provide the catalyst which will spark each student to grow to

his full potential. However, student government can do no more than provide the machinery. It needs your sons to provide the muscle and sinew to make the student government operate more effectively. You as parents should encourage your sons to participate in student government activities and to take full advantage of all the opportunities offered here at Washington and Lee. It is only through the joint efforts and cooperation of every student that our student government will be able to survive the challenge of tomorrow.

## Dean Pusey Remarks On the High Quality Of Students and Faculty In His College Report

DEAN WILLIAM W. PUSEY, III  
*Dean of the College*

■ IT'S MY PLEASANT assignment this morning to comment on some of our fine university's achievements during the past year and on our aspirations for the future with particular reference to the College. I might interpolate here that the College is the division of the University (in many institutions it might be called the College of Arts and Sciences) which takes in the freshman year and the more advanced work in the natural sciences, the humanities, and some of the social sciences. My colleagues on the platform will inform you concerning other branches of the University and other aspects of student life and study at Washington and Lee.

Those of you who have attended these occasions in the past will probably recall that I stated that our purpose is simply to offer the best possible education to your sons. We believe that this is accom-

plished by a strong faculty, an appropriate program of studies, a proper academic atmosphere, and suitable physical facilities.

The quality of the faculty in all branches of the university is revealed by the excellence of its academic training, its enthusiastic teaching, and its interest in its professional self-development. Our faculty members are primarily dedicated teachers of young men, but we also believe that they can perform this function most effectively if they are also encouraged in their own scholarly and research activities. We have, in my opinion, a top flight faculty here and we are constantly strengthening it by the recruitment of replacements and additional personnel in critical areas. If this were not done vigorously it would not be, to paraphrase a witticism, only old deans who lose their faculties.

In our effort to offer students the best academic program, we revise and update offerings where this seems appropriate. Thus, for instance, last year the general B.S. degree in science was modified to include a specific requirement of two semesters in the humanities. The appointment of a coordinator of pre-medical work gives more careful direction to our already excellent pre-medical program. A credit course in the exciting new field of computer programming has been introduced this year. Parents of freshmen in particular will be interested to learn that through our own placement tests in almost all regular freshman subjects we are now able to put the entering student into courses commensurate with his preparation and with his demonstrated ability.

About a month ago I spoke to the freshmen on the topic "The Next Four Years," emphasizing their opportunities and their obligations during their college career. I also spoke to them of the happiest and saddest day last year—the happiest

was commencement, the saddest when a small minority of students had to be dropped from the university for academic deficiencies. Since the penalties of being dropped from college are so great now and affect not only their lives but also yours, you should encourage your sons in every way, as we do, to live up to their potential so that they and you can participate in their happiest day in some future June.

I should like to call attention again to a striking instance of faculty-student cooperation. The Robert E. Lee Program offers opportunities for research which are probably unique in undergraduate education. Now in its fifth successful year, this program has had more than 200 student participants and currently almost 70 students are working under professional direction in forty-five projects in the natural sciences, in law, in humanities, and in the social sciences. Students who take part in this program are enthusiastic about their independent work and some of their enthusiasm I feel is spilling over to the general student body.

I am constantly impressed by the achievements and the energy and the versatility of your sons. Five of our seniors last year in history, philosophy, fine arts, and English were awarded the prestigious Woodrow Wilson Fellowships for graduate work and two students (one from the School of Commerce and Administration) gained Fulbright grants for study abroad. Continuing our splendid record, twenty-one seniors were admitted to medical college for the present year. Our students participate actively in our dramatic and forensic, and musical activities. Our lecture series continues to bring distinguished scientists, political figures, and men of letters to the campus. The novelist, William Humphrey, was, for instance, in residence last semester, and the writer, Robert Penn Warren, will be visiting our

campus in a few days. I believe that the so-called intellectual climate at Washington and Lee is a good one and that it extends far beyond the excellent work offered in the classroom.

You've had the opportunity to inspect our modern facilities in the science buildings and our up-to-date forty-two-position electronic language laboratory. I should like to call your special attention to the completely remodeled Reid Hall, if you haven't seen it already, which now affords the Department of Journalism and Communications very modern facilities for their important work.

It has recently become fashionable in certain large university circles to predict the decline or even the demise of the small liberal arts college. While changing times always present new problems and challenges, I am convinced that this view of the decline of the smaller college is a myopic and unrealistic one and that we have a future in undergraduate education as auspicious as our past traditions of excellence.

I think this has been a good year in the college and at the university and that significant progress has been made in many areas. The growing seriousness on the part of our students continues to be impressive and to be happily reflected in fewer failures, and this in turn has resulted in an increase of about 80 students in the size of the undergraduate student body since 1960.

As you've probably detected from my remarks, I am very enthusiastic about Washington and Lee. However, we are aware of the dangers of complacency and we never intend to become "unmindful of the future." We invite your interest and support in our continuing efforts to give your sons the finest education we can and, since this is a dual responsibility, to encourage them, in turn, to make the most of it.



*A familiar scene at Parents' Weekend each year at Washington and Lee as students introduce their parents to the parents of their classmates.*

## Dean Adams' Comments Deal with the Careers Followed by His 1964 Graduates in Commerce

DEAN LEWIS W. ADAMS  
*The School of  
Commerce and Administration*

■ THE QUESTION arises quite frequently—what happens to your graduates? I thought I would take advantage of the five minutes allotted me to give you a summary and breakdown of what happened to the class of '64.

We awarded in June a total of eighty-two degrees in economics, political science, and business administration. Fifty men went to graduate school or to law school. Twenty-two went into the armed services. Of the twenty-two, fourteen indicated they would go to law school or graduate school upon completion of their military duty. This would make a total of sixty-four out of the entire class of eighty-two. Eight went directly into business, one is back taking a second degree at Washington and Lee, and one student was undecided in what he would do.

Going for the M.B.A. degree, we have three at Columbia, three at the University of North Carolina, three at the University of Pennsylvania, two at Harvard (four were admitted but one accepted a Fulbright scholarship and one went to the University of North Carolina instead), two are at Northwestern, two are at the University of Virginia, one is at Cornell, and one is at New York University.

We had twenty-nine going to law school—actually one of them was not quite sure whether he would go to law or business school at the time he left us. But of the twenty-nine, seven are at Washington and Lee, five are at the University of Virginia, two are at the University of Alabama, two at the University of Maryland, two at Texas, two at George Washington and one each at the following: Arkansas, Duke, Florida, Georgetown, Kentucky, LSU, Southern Methodist, and Vanderbilt.

Of the twenty-two who went into the armed services, fifteen went into the Army. Thirty of the eighty-two earned their commissions in the ROTC and fifteen will still have military duty to do. Five went into the Navy, one in the Coast Guard, and one in the Air Force.

Of the eight who went into business, two went with American Telephone and Telegraph Company, two went into banking, two went with Price Waterhouse, one went with International Business Machines, and one went with Chubb and Sons Insurance in New York.

The president of the student body, Mr. William Noell, accepted a Fulbright award for study in Germany, and we had two rather unusual graduate students: one is going to graduate school in mathematics because he is interested in the computer, and one is going to graduate school in psychology because he is interested in labor and industrial relations. So this is what did happen to the class of 1964.

## Washington and Lee's Law School Drew High Praise of Accreditors, Dean Light Tells Parents

DEAN CHARLES P. LIGHT, JR.  
*The School of Law*

■ IT GIVES ME great pleasure to speak to the parents of Washing-

ton and Lee students briefly this morning about the Law School of the University.

I am particularly happy to have this opportunity to address those whose sons are in the College or the School of Commerce and Administration. As pre-law advisor, I have extended an invitation to all students who are interested in law as a career to discuss the matter with me at their convenience and I thought that you should know this. In fact, I should be happy to have you reinforce the invitation.

The American Bar Association and the State Bar Associations are making concerted efforts to interest well-qualified college men to prepare for the practice of law. Several years ago the Virginia State Bar established a committee on pre-law students, of which I happen to be chairman. The members of the committee, practitioners and law teachers, are cooperating with schools and colleges in stimulating interest in the legal profession as a career.

In our own College and School of Commerce and Administration a young man receives the kind and quality of education which fits him

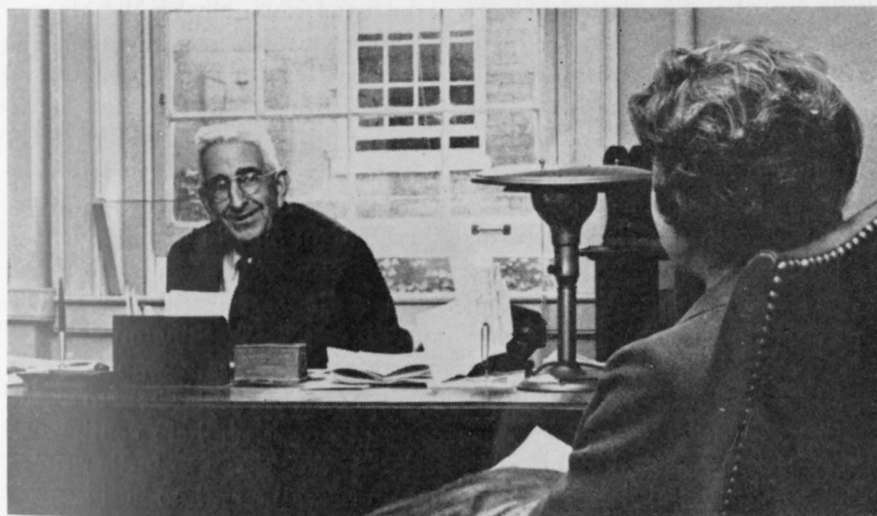
for the successful study of law. In the School of Law he receives the kind and quality of legal education which prepares him for the practice of law wherever the common law prevails.

The Law School takes pride in tracing its origin to the Lexington Law School which was organized in 1849 by Judge John White Brockenbrough of the Western District Federal Court for Virginia. At General Lee's invitation Judge Brockenbrough's law classes were held at Washington College commencing in 1866 and the professional course in law has been offered in this institution since that time.

I should mention that the School of Law has had the approval of the American Bar Association since its accreditation procedures were initiated in 1923 and it has enjoyed membership in the Association of American Law Schools for forty-four years.

Earlier this year, the Law School was visited by representatives of the latter association and my colleagues and I were gratified that the School received a commendatory report from the visitors. I should also mention the presence in the School of the Order of the Coif a national honor society with chapters in forty-nine law schools of the United States which maintain high standards of scholarship.

A publication in which we take pride is the *Washington and Lee Law Review* which was established in 1939 and to whose excellence some of you here present contributed in your day. Our Moot Court Team has performed creditably in the five-state regional moot court competition and has won the Harrison Tweed Bowl for the best brief submitted in the national moot court competition in New York City. The Student Bar Association, of which all law students are members, plays an active and invaluable part in the affairs of the



Although former DEAN OF STUDENTS FRANK J. GILLIAM has retired, many parents still seek interviews with him when they visit the University on Parents' Weekend.

school. And the Law Wives Association, numbering fifty-eight young members, makes a significant contribution, not only to the general welfare of their law-student husbands, but to the school and to the community.

You may be interested to know that the law school has an enrollment of 165, with sixty-nine first-year men, fifty in the second year, and forty-six in the third year. The entering first-year students represent thirty-two colleges and fifteen states and the District of Columbia, and of the number, nineteen are married.

The law school's accomplishment is surely reflected in the attainments of its graduates. Washington and Lee graduates over the years have distinguished themselves in the private practice of law, as corporate counsel, as members of state and federal judiciaries, in government service, and in business. Although the school has never been large, its alumni have become leaders of the profession in the nation and in the states. We take pride in the fact that five alumni of the Law School have been presidents of the American Bar Association including Lewis F. Powell, Jr., of Richmond, the current president of the association. This is a notable record for a school of our size and one that is surpassed by only two other law schools, one in Massachusetts and one in New York, which shall be nameless.

Our younger graduates are faring well in the profession. Law firms large and small and individual practitioners welcome them. A number of graduates in recent years have been house counsel for well known corporations, some have elected to enter state and federal service, and others are serving with distinction as legislators. The achievements of our law alumni reflect the high standards of professional training received here. I am sure that in equal or even greater

measure they are a reflection of that strength of character which is an attribute of Washington and Lee men.

It's been an honor and a real privilege to have had this opportunity to address you.

## Parents' Cooperation In Helping University Find Promising Students Asked by Dean Farrar

DEAN JAMES D. FARRAR

*Director of Admissions and  
Associate Dean of Students*

■ IN THE few minutes available for comments this morning, I do want to solicit your help—help in identifying outstanding young men in your communities and most importantly, impressing these young men with the opportunities of an education at Washington and Lee.

If we were searching for one word to describe the admissions situation that word, without question, would be "competition." And a two-fold competition at that. This past year, through April, the full faculty committee on Admissions considered 1,480 final applicants for the 330 places that we have in the freshman class. This is an increase of over 200 applicants than the year before—for 1963 when there were 1,240. We are considering, consequently, more than four applicants for each place that we do have in the class. And our job is not merely one of choosing those that we feel can do our work, but selecting from among many well-qualified applicants those we feel best qualified to complete our work successfully.

We hear a great deal of the rising standards for admission to college today. And while this is quite true these standards are not set arbitrar-

ily by the colleges but more by the increasing number of candidates to the colleges each year and the increasingly strong credentials that these candidates present. The admission process then becomes a careful weighing of all factors in a man's application—his secondary school record, his principal's recommendation, references from his teachers, his honors and activities, and the scholastic aptitude and achievement test scores of the College Board examinations.

Our current freshman class of 337 men, by every objective criterion, is the strongest ever to enter Washington and Lee. But their eventual success here will of course be determined by their willingness to work and to meet the demands which will be made of them.

While the competition among applicants to college increases, we are sometimes unaware of the competition among the colleges for these well-qualified students. And certainly Washington and Lee is no exception in this situation. As one of the outstanding small men's colleges in the country, our competition for students is particularly keen. Students applying to us are applying, on the average, to three other colleges. And sometime in the spring, in April of each year, these men will be trying to decide, in many cases, among Washington and Lee, Sewanee, Davidson, the University of Virginia, Duke, and many strong colleges in the northeast.

As our university progresses we are going to need your help increasingly. Not only in helping identify these outstanding young men but impressing them with the opportunities that Washington and Lee presents. Your sons who are here now are of particular help to us and we ask for their help continually. But as they go on to further study, into the military, into business and professions, you who have shared in the Washington and Lee experi-



ence with them can be of significant help to us in encouraging young men in your communities about Washington and Lee. We know well the many cases where the interest of Washington and Lee parents in meeting with successful applicants to us has been instrumental in those students' accepting Washington and Lee as their college choice. Your help in this will be needed more and more in the future and will certainly be solicited by us.

One of the many significant developments here, certainly in the past few years has been the greatly strengthened program of financial aid to students under the direction of Dean Lewis John. From among 1,100 undergraduates each year there are those who do and will experience critical financial difficulties for the first time. And we must make every attempt to make it possible for these men to continue their studies here and to be graduated. Also we are only too well aware of the many students who, because of limited finances, may not even make application to Washington and Lee. The increases in the costs of living and the costs of a college education have increased the number of strongly qualified students who may be denied the opportunities of further education, and these are men that we must identify and encourage, with your help, in their college plans.

I think certainly from the comments made here this morning you are well aware of the university's progress. A vital and a continuing responsibility will be the identification of well-qualified students and the advice to them of the opportunities Washington and Lee offers. One of our best sources of help in this work is and can continue to be our parents group. From experience we know this is help upon which we have relied and certainly will continue to rely.

## A Proper Atmosphere For Student Development, Counseling, Responsibility Concerns Dean Atwood

DEAN EDWARD C. ATWOOD  
*Dean of Students*

■ I AM ASSURED that it is quite a distinction to be the last dean on the program. I think this must mean that the parents heave a great sigh of relief when they know that there is only one more dean to go. There's another disadvantage to being last. You have to sit and mentally cross out some of the things you were planning to say as the earlier deans speak. But I was very lucky today. I have about twenty-five minutes of notes left.

Seriously, what I would like to do today is explain what we hopefully provide for your sons, in addition to the best possible academic education. We assume the high quality of the education—that's the primary reason they are here. The kind of things that I want to discuss are in addition to this.

I think that in summing up what we would like to do, there are three points. I would like to mention each point and say a word about each of them.

The first things we would like to do, and *hope* we actually do, is supply a continual counseling and guidance contact with each individual student at Washington and Lee—from the time we receive his original application to the time he graduates from college. We try to do this first through the admissions office, from the original contact. We have a number of students who come in and visit the campus as high school juniors. We counsel and we advise, we *hope*, from that point on. We send a great quantity of material to incoming freshmen. We talk to them, advise them, and counsel them at Freshman Camp. The faculty freshman advisor sys-

tem is set up to answer freshman questions. The upperclass dormitory counselors are available for freshman questions and problems. The deans have an open door policy which sometimes makes life rather hectic, but they are always available. We have the University physician. The churches in town in many cases supply special ministers who deal directly with students. Counselors not only deal with student problems but often just talk to them, sometimes simply reassuring them.

*Hopefully*, the amount of counseling and guidance necessary tapers off after the freshman year—after the original adjustment of the student. This is usually true. He feels much more at home when he comes back for his sophomore year and doesn't need as much help. He's learning to make his own decisions.

In the upperclass years, however, he does have an advisor, a faculty advisor, in his major department. The deans, ministers, and professors are, of course, available at *any* time for advice and counsel. Every student organization, including each fraternity on the campus, has a faculty advisor. And in this way there is continuing advice and counsel. Perhaps, in the upperclass years, counseling switches from individual students to student organizations, although there is a continuing personal contact with professors and with deans throughout your sons' attendance at Washington and Lee.

This continues in placement counseling: talking to students about graduate school, talking to students about professions, about jobs, and so on. So that, *hopefully*, Washington and Lee provides an individual counseling program for students from their original application right through to their graduation.

The second point, the second thing we would like to do and *hope*



DEAN ATWOOD addresses the general assembly of parents and other guests held in Doremus Gymnasium.

we do, is to foster a campus atmosphere and an extra-curricular program at Washington and Lee that will give each individual student the fullest opportunity for personal growth and development. Campus atmosphere is very difficult to describe. First of all, we would like to foster a very high regard for academic achievement. That goes without saying. I don't suppose we'll ever reach a point where we are completely satisfied with the students' own regard for academic achievement, but *hopefully* it has been getting better and the scholar on the Washington and Lee campus does get substantial recognition.

In addition, we would like to make available to each student any kind of activity he desires. We have almost every athletic activity you can think of—thirteen varsity teams, and fourteen intramural sports. A student can find just about any sporting or athletic activity that suits his ability. If he can't find either a sporting or extra-curricular activity that interests him, we'll let him form his own organization. If he can get two other people to go along with him, he can form a club

or a team or any type of group he wants. Of course, the students have to take advantage of it. In addition, we have organized activities of practically every kind you can imagine—intellectual, artistic, journalistic, political, athletic, and social.

The problem in this area is that some students—and this happens more often to freshmen and sophomores than it does to upperclassmen—get carried away. They go out for everything, sometimes to the temporary detriment of their grades. This is an important lesson for them to learn—that they can't spread themselves too thinly. Perhaps this is a necessary part of growing up. We warn students time after time, but some of them have to learn the hard way. Some of you may be in a position such as that now—where your son is in a number of activities and at the same time trying to keep up with his grades. He'll find out sooner or later that he can't do everything.

The third point is closely connected to the second. We want to allow the maximum amount of individual freedom, commensurate with responsibility. Whenever possible we would also like to have stu-

dent responsibility. Jim Kulp, the president of the Student Body, has already talked to you about the student government at Washington and Lee. It covers almost the entire area of student activity outside of the classroom, and it works extremely well. It is run by the students and it is student action, not administrative action, that determines student behavior policy. That's not completely true. There are still faculty committees in this area, but wherever possible it is a student-controlled affair. We run into trouble occasionally—there are changes that seem desirable and we would like to see them made as soon as possible. Sometimes student government takes a little longer. They always do the right thing in the long run. You can't get impatient with them. If you give them the responsibility, you certainly can't take it away when it's convenient for you. Sometimes things happen that we wish wouldn't happen. But, again, they're taken care of in the long run.

Complicating this area is, of course, the yearly turnover that occurs in student government. Sen-

iors are very strong in all branches of student government, and they graduate. You get an entirely new group of officers each year. Washington and Lee has been extremely fortunate because the students who have run this school have always been excellent. But the yearly turnover is somewhat of a problem, particularly at the beginning of each year. We make sure that we give students a little too much freedom rather than too little. Sometimes a student will get in some personal trouble because of it. I still think that's the right way to do it. I would rather have as much freedom as possible, and perhaps a little too much, rather than less than is possible.

Those are the three points that I wanted to make this morning. And I think I can sum up by saying that at Washington and Lee the education is *individual* and *personal*. I think I can say that we believe a personal involvement on the part of the student is necessary if he is going to reach his maximum potential and get the greatest possible benefit from Washington and Lee. I don't want to give the impression that this area is perfect at the moment. I think it's as good as any school in the country. I'm prejudiced, but not much.

## President Cole Tells Of Admissions Policy, Recent Developments Affecting The University

PRESIDENT FRED C. COLE

■ AS YOU CAME to this campus, you read in the *Ring-tum Phi* an announcement which has created a considerable amount of discussion and debate. I thought perhaps it might be well this morning for me to remind you of the criteria under which your sons were selected

for admission to this university.

It may appear that I am taking over some of the function of the Dean of Admissions or the Dean of Students. But one of the most important aspects of any university is the process whereby students are selected and through which they are admitted to a university.

Your sons have read the admissions criteria but perhaps you have not. They are on page seventy-three of the catalogue. I would hope on some occasion you would read them. You will admire your sons even more that they were admitted to this university.

For admission to Washington and Lee University an applicant must have completed a four-year course of at least 16 units in a recognized secondary school or its equivalent as shown by examination and must satisfy the committee on admissions as to his fitness in other respects. An applicant must have certifying grades or be especially recommended by the head of his school. At least fourteen of the required sixteen secondary school units should be in the college preparatory subjects of English, foreign language, mathematics, history, social science, and natural science. Specific requirements are four units in English, three units in mathematics, two units in foreign language, one unit in natural science, excluding general science, and one unit in history. Applicants for admission are required to take the Scholastic Aptitude Tests in English composition and two other achievement tests, exclusive of the writing sample, of the College Entrance Examination Board.

The university exercises the right to make a choice among the candidates applying for entrance according to its evaluation of an individual's promise of success at this particular institution. The pattern of high school subjects completed, rank in class, scores on Scholastic Aptitude and Achievement Tests,

and recommendation from the school will all be taken into consideration.

This year the freshman class had a scholastic aptitude test of approximately 602 on the verbal and 635 on the mathematical. Now this announcement that you read the other day indicates that all applicants will be considered for admission to this university—but it also indicates that all applicants would be admitted under these criteria and on a competitive basis. Now I have received some communications which suggest to me there is considerable amount of displeasure at what, in my opinion, is a basic principle of competition for admission to universities.

Now if you will forgive me, I will make something of a gratuitous statement. I make it only because I take such great pride in the place of this university as one of the most distinguished institutions in this country.

When General Lee started this college—this university—back on the road to leadership following the Civil War, he continuously reminded his students and his faculty that although they should have pride in and treasure their past and preserve all good things of the past, that the future of the South and of the Nation was their real and principal concern and that it was their obligation to work and to learn and to help all people. This seems to me to be a good principle today.

The greatness of this university is not based upon hate or fear or prejudice or bigotry. Never was there a college or university that had better reason for teaching humility and generosity and open-heartedness than this one. On behalf of your sons and all of us, I express our gratefulness to you for your devotion to this university. It is a great and a distinguished university. With the work of your sons and with your help it will be a greater one.

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