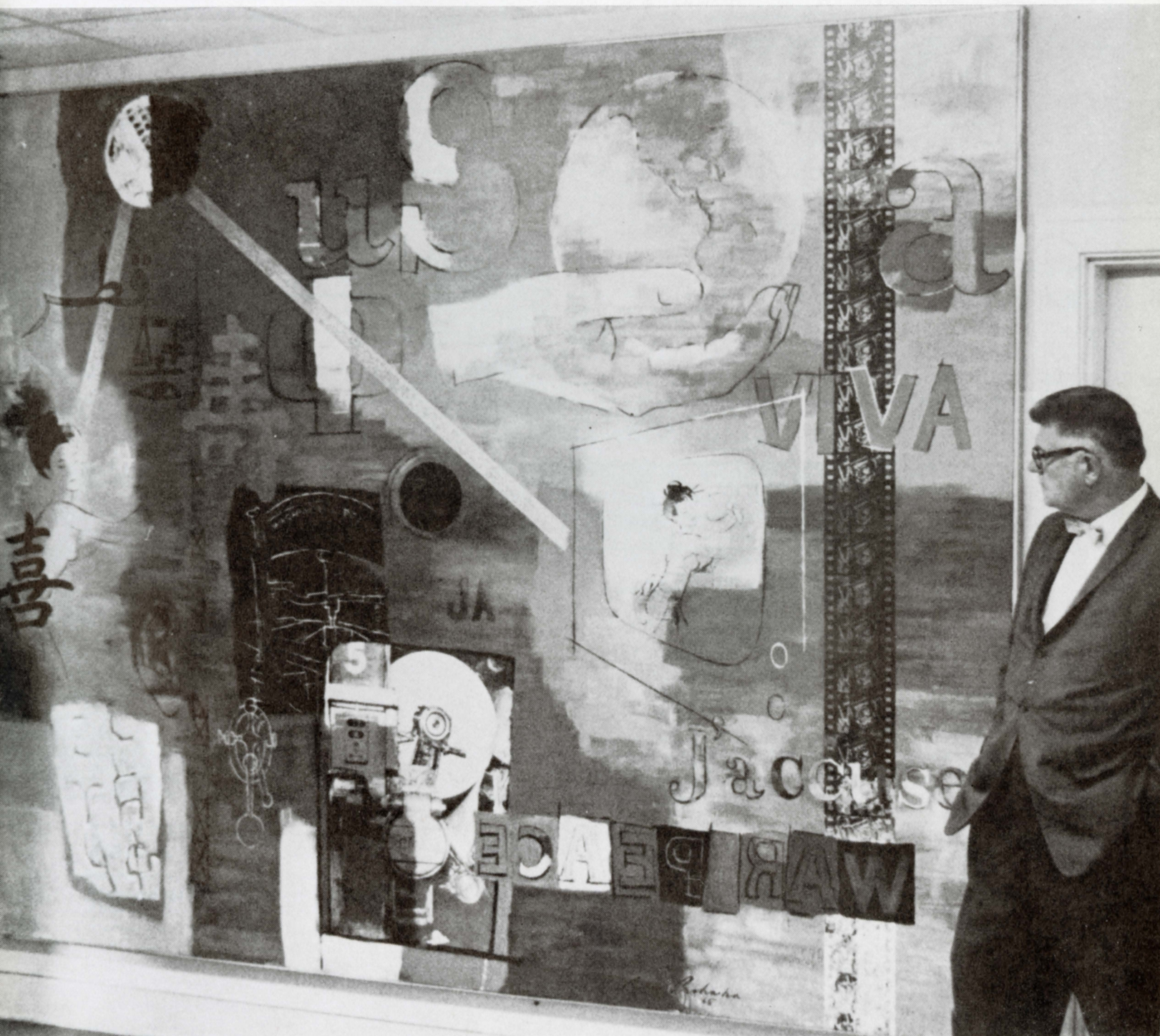
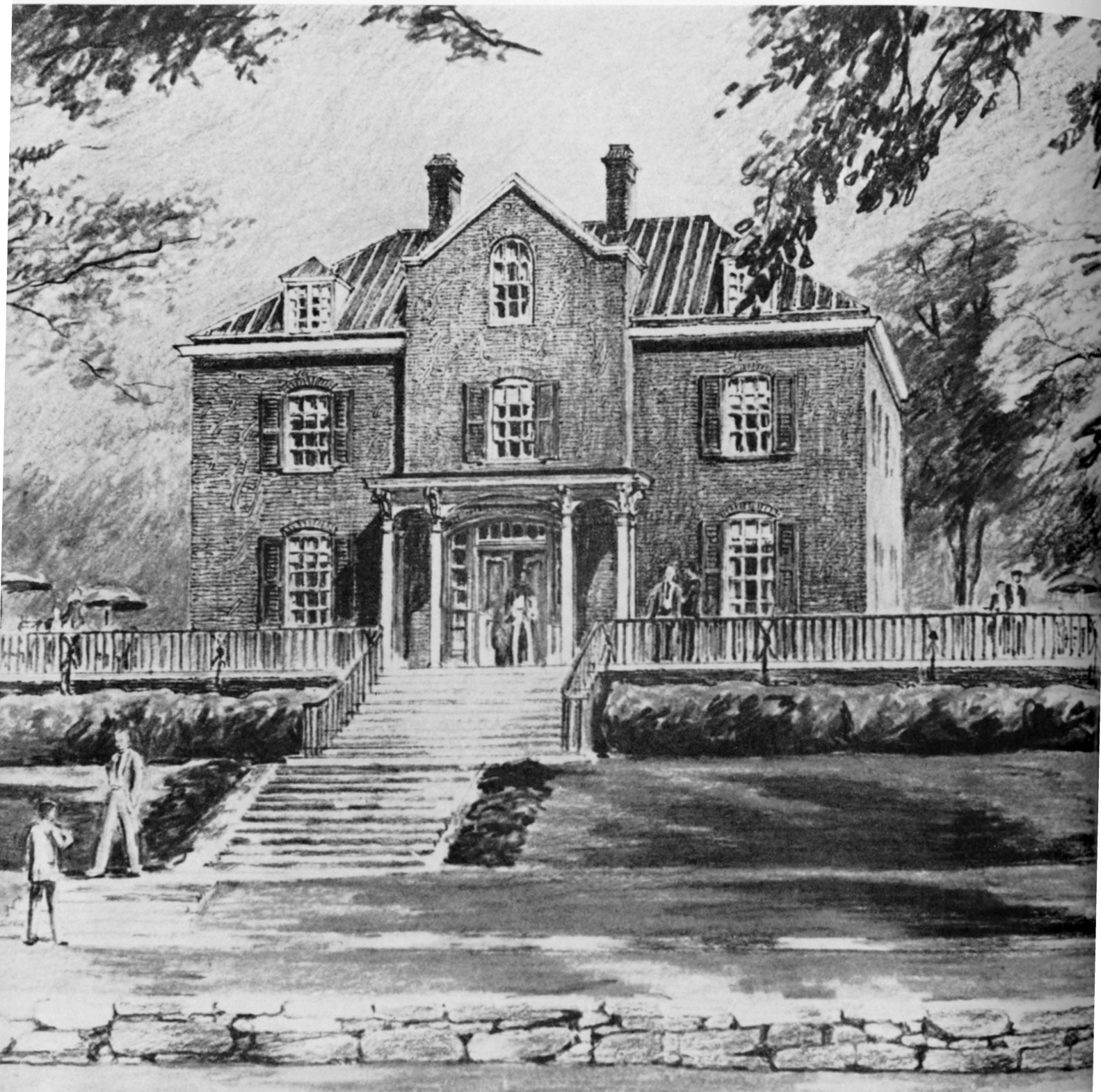


THE
University Magazine





This is the architect's watercolor rendering of Washington and Lee University's New Alumni House which is expected to be ready for occupancy and use by May, 1966. The University made available a large, former faculty residence for the Alumni Association's use in setting up a permanent, conveniently located center of alumni activities on the campus. A fund-raising campaign is currently in progress among the University's 11,000 former students to provide funds for the \$100,000 remodeling and renovation project.

THE
University Magazine



October 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.

RAY PROHASKA, noted artist and illustrator who is currently teaching at Washington and Lee as artist in residence, has painted a mural with a communications theme to hang in the new journalism facilities of the University.

He is shown with the mural in the foyer of Reid Hall.

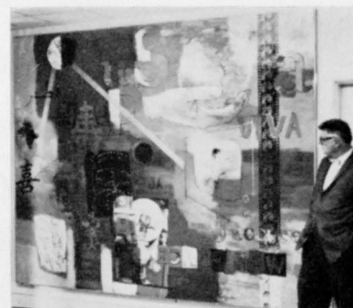


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Volume LXIV

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Dr. Huston St. Clair Elected As New Rector

Dr. Hutcheson Retires from the Board
Of Trustees and John Stemmons of Dallas
Is Chosen as a New Member; Dr. St. Clair
Holds Position Once Occupied by His Father

DR. HUSTON ST. CLAIR, '22, of Tazewell, Va., has been elected Rector of the Board of Trustees of Washington and Lee University.

Dr. St. Clair succeeds Dr. J. Morrison Hutcheson, '02, of Richmond, who has retired as rector and as a member of the University's board. Dr. Hutcheson became a trustee of the University in 1935 and he has served as rector since 1962.

Dr. St. Clair was named to the Washington and Lee Board in 1943.

The University also announced that John M. Stemmons of Dallas, Tex., has been elected to membership on the board of trustees. A Dallas industrialist and civic leader, Stemmons is a member of Washington and Lee's class of 1931.

The University's announcement followed the regular mid-summer meeting of the board of trustees held in late July at White Sulphur Springs, W. Va.

University President Fred C. Cole commented:

"Dr. Hutcheson has served Washington and Lee as a trustee for 30

years, and in this time he has been instrumental in effecting great improvements in the University's academic program and its physical facilities. His colleagues on the board and his friends among the faculty and alumni regret most sincerely that considerations of general health compel him to end his active participation in the affairs of the University.

"Dr. St. Clair is eminently qualified to continue the distinguished leadership characteristic of this board. His deep interest in Washington and Lee, and his close working relationship with the University in a number of important areas, underscore the wisdom of the Board in choosing him as its new rector.

"Mr. Stemmons' election as a new member is a most commendable choice. He will bring to the board's deliberations a vast knowledge of sound business and management techniques. Above all, his interest in the progress of Washington and Lee is profound."

As rector, Dr. St. Clair follows in the footsteps of his father, George Walter St. Clair, '90, who was rector from 1928 until his death in 1939, having become a member of the Board in 1901.

The new rector, who is a native of Staunton, Va., received his B.A. degree from Washington and Lee in 1922. In 1926 he graduated from the University of Pennsylvania Medical School, and for six years he practiced medicine in Philadelphia and Bluefield, W. Va.

Dr. St. Clair became affiliated with the Jewell Ridge Coal Corp. in 1932, and in 1939 he succeeded his father as president of the firm. Dr. St. Clair continues in this position, and also is president of the Jewell Ridge Sales Co., Inc. He also has been associated with numerous other industrial and banking concerns as an officer and director.

From 1944 until 1946, Dr. St. Clair was president of the Virginia State Chamber of Commerce, and he is currently a member of the



DR. HUSTON ST. CLAIR of Tazewell, Va., Washington and Lee University's new Rector of the Board of Trustees.

executive committee of the Virginia Manufacturers Assn. and a member of the board of the National Coal Assn. He is an elder in the Presbyterian Church.

As a Washington and Lee trustee, Dr. St. Clair has served as a member of the board's executive committee, and he is one of two trustees who regularly participate in the selection of George F. Baker Scholarship recipients at the Uni-

versity. In 1959-60, Dr. St. Clair was a leader in the University's development program which provided capital funds for the construction of new science and journalism facilities at Washington and Lee.

Dr. St. Clair, who is 65, is married to the former Janet McClure Hardie of Wilmington, Del. A daughter, Mrs. William Bussey, and a son, Huston St. Clair, Jr., live

in St. Petersburg, Fla.

Washington and Lee's newest trustee is a native of Dallas and the first Texan to serve on the University's board. Stemmons is president of Industrial Properties Corporation, developers of a 1,100-acre Dallas industrial area that now contains 1,200 firms.

Returning from Washington and Lee to Dallas in 1931, Stemmons affiliated with a land development

firm headed by his father. In 1946, he and his brother, L. Storey Stemmons, also a Washington and Lee alumnus, established the Industrial Properties Corporation.

Stemmons is currently general campaign chairman of the Dallas County United Fund, and is immediate past president of the Dallas Citizens Council and the Dallas Rotary Club. He is also chairman of the Dallas County Flood Control District and the Episcopal Diocesan Revolving Fund. He is a director of more than a dozen Dallas business, civic, and religious organizations.

Stemmons, who is 54, is married to the former Ruth Thomas of Bedford, Va. A daughter, Ruth Allison Stemmons, is a graduate of Sweet Briar College, and John M. Stemmons, Jr., is a senior at the University of Colorado.

The retiring rector, Dr. Hutcheson, graduated from Washington and Lee in 1902, received his M.D. degree at the Medical College of Virginia in 1909. He joined the



JOHN STEMMONS of Dallas, Tex., the University Board of Trustees' newest member.

Medical College faculty in 1911 and subsequently became professor of therapeutics and professor of clinical medicine. Since his retirement from teaching, he has been

associated with his son, Dr. James M. Hutcheson, Jr., in medical practice in Richmond, specializing in internal medicine.

Dr. Hutcheson, who is 82, is a native of Rockbridge County. Among his various professional associations he has been particularly active in the American College of Physicians, in which he has served as governor, regent, vice president, and master.

Washington and Lee University's Board of Trustees now includes, besides Dr. St. Clair and Mr. Stemmons, Joseph E. Birnie of Atlanta, James Stewart Buxton of Memphis, James R. Caskie of Lynchburg, Christopher T. Chenery of New York, Mrs. Alfred I. duPont of Wilmington, John F. Hendon of Birmingham, Homer A. Holt of Charleston, W. Va., Joseph L. Lannier of West Point, Ga., Joseph T. Lykes, Jr., of New Orleans, Lewis F. Powell, Jr., of Richmond, the Reverend John N. Thomas of Richmond, and Judge John Minor Wisdom of New Orleans.



TRUSTEE DR. JOHN N. THOMAS, '24, left, presents Dr. J. MORRISON HUTCHESON, '02, with an engraved silver tray from his colleagues on the Board of Trustees upon DR. HUTCHESON'S retirement as Rector and as a Trustee. The tray carries the signatures of all members of the Board.

For Freshman Parents

Over 500 Are Welcomed at Special Event

WASHINGTON AND LEE was host this September at a special program conducted for the parents of some 332 members of the University's 1965 freshman class.

In all, some 552 fathers, mothers, and other family members took part in the event, which consisted of a dinner in Evans Dining Hall, a special report to parents by University officials, and a reception.

The special emphasis for freshmen's parents evolved from an adjustment in planning for the popular Parents' Weekend conducted annually for the past eleven years. Attendance at the Parents' Weekend in recent years had grown so large that the Parents' Advisory Council, co-host of the event with the University, recommended a special program for freshman parents and reservation of the weekend in late October for parents of upper-classmen.



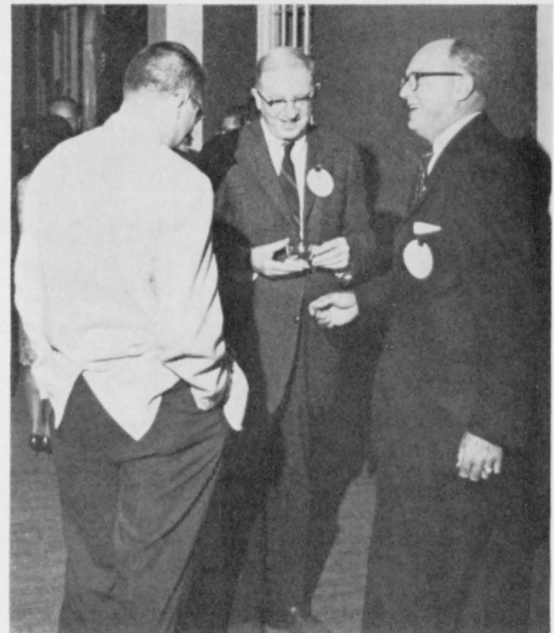
Freshman parents filled Lee Chapel to hear reports from the Dean of the College, the Director of Admissions, and the Dean of Students.



Following the Lee Chapel talks, freshmen and their parents were guests at a reception on the front campus lawn.



Dean of Students Edward C. Atwood, with pipe at right, is a thoughtful listener as he talks with the parents of new freshmen.



The reception gave many parents a chance to meet and talk with professors who will serve as faculty advisers to their sons during the freshman year.

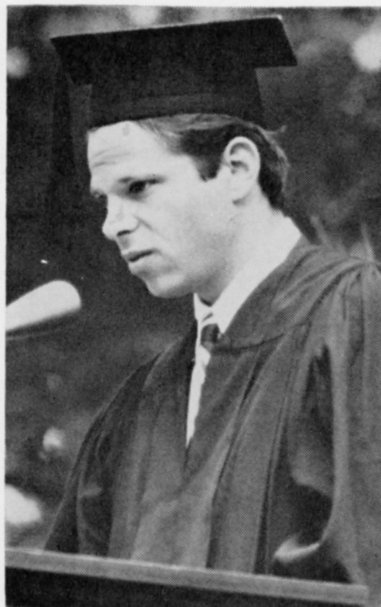
The February issue of the University Magazine will carry a full report of the Eleventh Annual Parents' Weekend, held on October 29-30.

OCTOBER 1965

The University Confers 257 Degrees Upon Its Largest June Class Ever In a Weekend Marred by Rain



JON A. SUPAK of Virginia Beach, Va., delivers the valedictory address before an audience of some 1,700 persons. Other photographs of graduation appear on Page 8, 9.



RAIN FELL on part of Washington and Lee University's finals program this year for the first time in the memories of most persons now associated with the university.

After intermittent showers during the morning forced a change in the usual processional arrangement for Baccalaureate, the rain finally came down in buckets while the Evans Hall sermon by Chaplain David W. Sprunt was in progress.

The downpour inconvenienced many seniors and their families, and it made for congested conditions in the dining hall when the Alumni Association's luncheon for graduates, families, and faculty—normally held outdoors on the lawn before the President's Home—was moved inside. Over a thousand guests sidestepped the busy workmen who cleared chairs and brought in tables and set up serving counters.

Next day the sun shone in accustomed Commencement fashion, and few umbrellas that the faithless had brought hung unneeded on the back of the speaker's platform, or leaned almost forgotten against trees.

The graduating class was—by four students over the 1964 record

number—the largest ever to march up for June diplomas. A total of 257 accepted degrees from President Fred C. Cole, as an estimated 1,700 persons looked on and/or took pictures.

Dean C. P. Light, Jr., presented thirty-six candidates for the LL.B., and Dean Lewis W. Adams presented thirty-three candidates for the B.S. in Commerce and thirty-eight for the B.A. in political science or economics. Dean William W. Pusey, III, presented 134 candidates for B.A. degrees, thirteen for B.S. degrees, and three for B.S. degrees with special attainments in chemistry.

Honorary degrees were conferred upon two outstanding alumni and two other distinguished men. Doctor of Laws degrees were bestowed upon William C. Norman, '28, of Crossett, Ark.; Matthew W. Paxton, '18, of Lexington; and Richard P. Thomsen of Alexandria, Va. The Doctor of Letters degree was awarded to Dr. Arthur S. Link of Princeton, N. J., (See Page 18).

Jon A. Supak, the much-honored senior from Virginia Beach, Va., delivered the valedictory address in which he said that every individual

deserves the freedom to stand alone, live his own life in whatever way he wishes, without limitations of artificial social restrictions.

President Cole, addressing the sixth senior class to graduate since he assumed the presidency in 1959-60, urged the commencement audience to learn from history but not to be restricted by what has happened in the past. (His full text begins on Page 19).

In customary procedure, President Cole called the commencement audience's attention to the lists of awards and prizes for graduates and students in the graduation program. He singled out for special mention Christopher McCallum Kell of Haddonfield, N. J., who won the Algernon Sydney Sullivan Medallion for outstanding achievement in University citizenship, and James W. DeYoung of Kennilworth, Ill., winner of the Frank J. Gilliam Award, which also recognizes outstanding contributions to university life.

Earlier on graduation morning, the University's military department presented forty seniors for commissions in the Regular United States Army and in the Army Reserve.



The rain which dampened the Baccalaureate program fell heaviest just as the services ended in Evans Hall. Some had brought umbrellas, but others just lifted their academic skirts and ran for it.

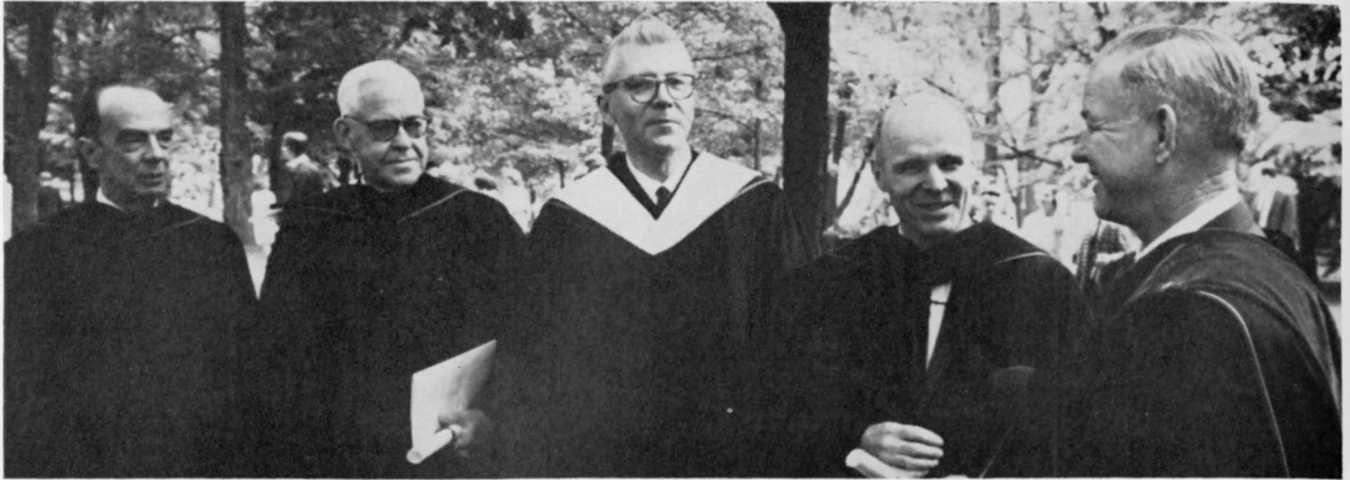


MAJ. GEN. ARCHIBALD A. SPROUL, III, '37, of Staunton, commanding general of the 29th Division, presented commissions to ROTC seniors at Lee Chapel. If the veteran of Normandy's beachhead fighting objected to the non-military haircuts of the Army's newest officers, he didn't let on.





With armies of family photographers flanking the commencement platform, good vantage points were at a premium. These ladies—wives, sweethearts, or sisters of seniors—managed to maneuver close despite the risks of ruined hosiery.



Recipients of honorary degrees at Washington and Lee's 1955 commencement pose with PRESIDENT COLE. From left, WILLIAM C. NORMAN, '28; MATTHEW W. PAXTON, '18; DR. ARTHUR S. LINK; RICHARD P. THOMSEN; and PRESIDENT COLE.

Honorary Degrees Awarded to Four

MATTHEW WHITE PAXTON, attorney, editor and publisher, and civic leader, Lexington, Virginia.

"Among Washington and Lee's distinguished alumni are natives of this community who have continued to enrich the University and its family by rendering constant and magnanimous service to their Alma Mater and by assuming roles of leadership in the town of Lexington. Such an exemplary graduate is M. W. Paxton whose wisdom, sound judgment, broad influence, and personal integrity have touched every worthwhile endeavor in this community for more than half a century. As a member of the Rockbridge County bar, and as owner, editor and publisher of one of the commonwealth's most influential weekly newspapers, he has contributed profoundly to the progress and development of this vicinity where his interests have embraced civic, cultural, religious, charitable, and historical affairs. No degree conferred by Washington and Lee University has ever been given with greater admiration and affection than the Doctor of Laws degree it now awards to M. W. Paxton."

ARTHUR STANLEY LINK, Edwards Professor of American History, Princeton University, Princeton, New Jersey.

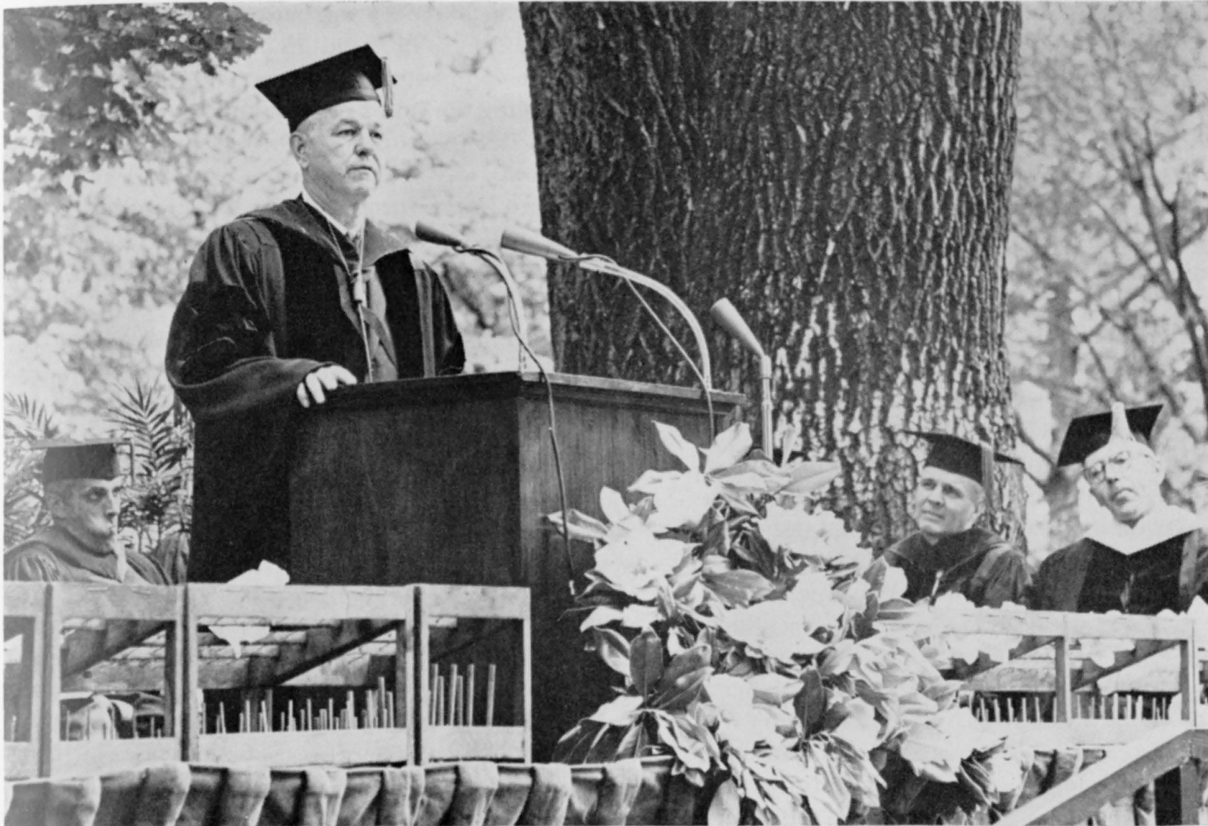
"Acclaimed as the nation's foremost authority on the life of Woodrow Wilson and this great American influence upon the nation and the world, Professor Link is that rarity among American scholars who is able to translate the fruits of exhaustive research and analysis into published works that are as lucid in their literary quality as they are sound in their scholarship. Author of thirteen volumes of history, Professor Link twice has won the coveted Bancroft Prize for biography with his incisive studies of President Wilson. Honored abroad as Harmsworth Professor at Oxford, he now holds a distinguished chair in American history at one of the nation's greatest universities where he is currently directing a projected forty-volume collection of Woodrow Wilson papers. Washington and Lee University is proud to confer upon this native Virginian its degree of Doctor of Letters for the way in which he is bringing such distinction to the academic profession."

WILLIAM CLARENCE NORMAN, manufacturing executive and banker, Crossett, Arkansas.

"As an honor graduate of Washington and Lee and of the Advanced Management Course at the Harvard University School of Business, and as banker and industrialist, William Norman's career has been one of superior scholarship, good citizenship, and sound management—all coveted qualities for leaders in the business world. As vice-president of one of America's greatest companies—the Georgia-Pacific Corporation—he directs the production of goods that enrich our lives and uses his wise management to assure the prudent use and conservation of one of our country's greatest natural resources. His capacity for capable and unselfish leadership has extended to his community and his state where he has served generously, particularly in his 20-year presidency of the Crossett Board of Education. His accomplishments reflect credit upon his Alma Mater and, with gratitude and pride, Washington and Lee University awards to William Norman its degree of Doctor of Laws."

RICHARD PORTER THOMSEN, headmaster, the Episcopal High School, Alexandria, Virginia.

"A graduate of the distinguished young man's preparatory school that he now heads, Richard Thomsen is recognized throughout the United States as one of the outstanding headmasters in American secondary education. His appreciation for academic excellence was sharpened by his own experiences at two of the nation's great universities—Yale and Johns Hopkins—and as boxing captain at Yale he learned, too, of the value of physical fitness to the good scholar. The program he directs at Episcopal High School is a model in its effective emphasis on the development of the mind and body. Episcopal High School's graduates go forth annually to enroll in the best colleges and universities, and Washington and Lee has been proud to count among its finest students young men who first studied under Richard Thomsen. In recognition of the many achievements of this good partner in the education of young men, Washington and Lee University proudly confers upon him its degree of Doctor of Laws."



The President's Address

President Cole Recounts Some Aspects of Lee's Administration Which Began 100 Years Ago. He Urged the Commencement Audience To Learn from the Past, But Not To Be Restricted by History's Lessons.

I WILL COMMENT BRIEFLY on matters that reflect a remarkable degree of continuity about Washington and Lee. Student attitudes and values change from one generation to another, and this is good. But there are certain aspects of their viewpoints that seem to be rather constant, and this is good, too. My walks to and from the office take me by the bulletin board at the front of Payne Hall, the open board where all manner of student publications have been posted this year. These comments and notes and cartoons have been interesting, at times amusing, and, because I belong to "olden times," often puzzling to me. Presumably they have reflected some student attitudes either here or on other campuses.

I noted, for example, the cartoon that showed the commencement speaker happily assuring the graduates that as they left the campus they need no longer worry about the Honor System. I noted, too, a poem that dealt with the droning voices of professors and the poet's longing to be set free from his boredom.

The anonymous author did me an injustice when he removed it before I had an opportunity to make a copy. I had wished to compare it with one that I had written many years ago. Perhaps this was well, because the young man had much more talent or had read more widely than I. I recall the closing line of Thomas Hardy's poem, "An Ancient to Ancients:" "...rush not; time serves; we are going, Gentlemen."

My training as a historian has taught me that it is good to read our history, to learn from it, to respect and profit from our traditions and experience but not always to be bound by what may appear to be an established precedent. There are precedents in history for almost anything one may wish to do; thus, decisions that are made today must be based on present circumstances as well as on past practices. I beg your forbearance, therefore, as I look to the past briefly to note a matter or two of importance to the past, the present, and the future of Washington and Lee.

A Year of Especial Significance

The year 1965 holds an especial significance for this University, a significance apart from the importance of this Commencement exercise. One hundred years ago this month the Trustees of Washington College met to review the status of the college.

The outlook was bleak. The buildings had been spared destruction but they were in dilapidated condition; most of their furnishings and equipment had been destroyed or looted. The financial condition of the College was desperate. Much of the small endowment had been lost through investment in Confederate bonds while another portion had not drawn interest payments for several years. The salaries of the professors who remained were far in arrears.

Nevertheless the Trustees who gathered here on June 21, 1865, considered their problems with courage and faith. They determined that the College should re-open in September and they appointed committees to seek financial support and resolve other difficulties. A meeting for early August was set to undertake the election of a new president.

You know of the bold decision to invite General Robert E. Lee to accept the leadership of the College. Accounts of that meeting on August 4 suggest that the Trustees were stunned with the temerity of their action. But once the general had been nominated, no other suggestion could generate enthusiasm, and the vote on Lee was unanimous. His appointment has touched the life of every student who has come here in the century that has elapsed. On occasion I know that you become surfeited with the story of Lee's experience at Washington College, but it is a

story that bears re-telling because no other institution has been so affected by the influence of one great man. Sometimes students, and others, suggest that Washington and Lee is bound too closely to the past—that this institution is inhibited by tradition and that the only way to real greatness is to look to the future and to forget the past. I am convinced, however, that none of us is so original in our concepts, or so infallible, that we cannot profit from a proper knowledge of our history.

Despite his defeat in war, Lee was a hero of the first order when he assumed the presidency here. He was idolized in the South, respected and admired in the North. Despite the fact, however, that he had served as superintendent of West Point, he was not considered to be an educational leader. Nor did the Trustees of Washington and Lee believe that they were going to find in Lee an academician qualified to deal with all the problems of a destitute classical college. They were practical men and they apparently assumed that Lee would serve Washington College primarily in practical ways. A basic consideration was finance and reputation. His name would help in both these regards.

To Lee's great credit, and to the good fortune of all associated with the College, he gave far more than his name. The destitution of the South and its people weighed heavily upon him. He welcomed the opportunity to serve his region and the nation in that time of great need.

The name of Lee did in fact bring about a dramatic strengthening of the College that perhaps exceeded the expectations of the Trustees. Admirers of Lee—Cyrus H. McCormick, Warren Newcomb, George Peabody, Thomas A. Scott, W. W. Corcoran, to name a few—responded to appeals for funds, students eagerly sought to enroll in the College, and editorials in Southern newspapers, as well as in some Northern ones, predicted that Washington College was destined to become one of the great American institutions of higher learning. The University's historian, Professor Ollinger Crewshaw—to whom I am indebted for much of the substance of my remarks today—concludes one section of his study of Lee's administration with the appropriate words: "The Great Era had begun."

President Lee Sets to Work

While the Trustees and others were busily engaged in raising funds for the College, the president assumed responsibility for all the duties imposed upon a college administrator. He immediately set to work to learn everything about the college and its operation, its students, its faculty, and its alumni. It soon became apparent that the Trustees had not appointed

a figure-head for the College. Here was a man with ideas of his own about administration and education and, to the surprise of some, they were sound ideas that formed a basis for an educational philosophy of hope and promise for a rebuilt South and a peaceful nation.

Under Lee's direction and inspiration the curriculum was expanded and the faculty enlarged. There was a new emphasis on applied science and mathematics, on modern languages, and on history and literature. He introduced a system of electives that permitted students a degree of flexibility as against the formal, rigorously classical curriculum of antebellum days. Lee appreciated the importance of liberal education but he also recognized that there was, in the South especially, a great need for scientists, engineers, agriculturists, and business men. The Law School was added to the College during his administration and he presented recommendations for business courses and training of journalists. New degrees were added and the College took on the nature of a university. Plans were drawn for further expansion into the fields of civil and mining engineering, mechanical engineering, applied chemistry, and agriculture.

With Lee at the helm, faculty colleagues presented their dreams for the future. One professor proposed that a medical school be established. Although the proposal was tabled by the Trustees, there is evidence that they intended to give it fuller discussion. Other programs and recommendations, innovations that were many years ahead of their time, were debated and put aside or held for further review. *The New York Herald* at the time commented that the programs under way in Lexington were likely to jolt "old fogey schools just as General Lee did old fogey generals."

The University Grows under Lee

Enrollments soared to the unprecedented number of 411 in 1868, and the faculty had quadrupled. All the while Lee was bringing to bear on the institution and its students the great influence of his personality and the code which patterned his life. His own attitude toward personal honesty, courtesy, gentlemanly conduct and dress, were adopted by most of the students and subsequently passed on from one generation to another.

Then, in 1869, the president's health began to fail, and in October, 1870, he died. With his death a large measure of the impetus he gave to the College ended. Some of his and his associates' hopes for the school were to wait thirty to fifty years for implementation, and others, some of which were quite sound, have never been fulfilled. The kind of Washington College

that Lee helped fashion and plan was a far different school from the Washington and Lee we know today. One cannot help but experience a sense of regret as he reads about this noble effort that was to fall short of complete fulfillment. Whether or not Lee's leadership would have been sufficient to sustain the College during the difficult years of Reconstruction is impossible to answer. Alternatives to history cannot be determined. We can be sure, I believe, that many of the problems of the school and of the South would have been less had he been able to fulfill his hopes.

If we seek sure guidelines or solutions to the current problems facing higher education and the University today, we do not find clear answers, but there are remarkable parallels to the days of Lee. What we do find in Lee and in his administration is inspiration. The problems of his time were different, but his purposes and objectives were similar. We can profit from the study of the manner in which he addressed his challenges. We can marvel at the courage with which he faced a far more uncertain and discouraging future than we face today. I say this in spite of the current turmoil of our world. We can see how his character and ideals inspired his colleagues, his students, and his nation; and a century later we can feel his influence at every turn.

A College in Constant Evolution

Those who would argue that, because of the great past of this University, we are restricted, and those who would suggest that this University is hide-bound by tradition, should look more carefully to its history. Perhaps some assume too easily that what *is* always has been. The truth is that Washington and Lee has been, and is, in a constant pattern of evolution—a pattern that fortunately has been guided by certain principles that stand the continuing test of time.

It is a fact that Washington and Lee is a relatively small liberal arts institution largely free from control by church or state. You know this to be true and you are aware that these conditions of institutional life are jealously guarded today. You may assume that these conditions have derived from a cardinal premise that has guided the school from its beginning. But if you look closely into the University's history you will learn that the Presbyterian Church exerted a strong influence over the school for many years, and that even after its secular nature was established and assured by charter, this emphasis continued to be a subject of debate and controversy. If you look closely at the Lee administration, you will find evidence of concentrated efforts by the College to avail itself of state funds and land through the Morrill Land Grant Act which led to the establishment of many state universities.

From my earlier comments on the nature of the curriculum under Lee you have seen that the major emphasis academically has not always been as oriented to the liberal arts and sciences as it is now. Neither is the emphasis today as narrowly classical or humanistic as it was during the school's first century. The University concentration on undergraduate education has always been constant but never so important as it is today.

I point these facts up to suggest a flexibility as we consider the future of Washington and Lee. For example, we have genuine concern about how large the University may grow before it endangers certain advantages we recognize in a relatively small enrollment. But at times during Washington and Lee's history, the University sought all the students it could get. At present the University is taking in its best judgment all the qualified students it can properly educate.

The University has adjusted to the times, to the needs of society, to the needs of the students. Some programs have blossomed for a while then were discarded as conditions and needs changed; other tentative programs never reached fruition for one reason or another. It can be argued that the University, as Professor Crenshaw suggests in his history, has been prone to make virtue of necessity. We applaud our relative smallness, forgetting that circumstances in the past prevented us from growing larger at a time when the college or university was willing to set no limits. We are jealous of our freedom from control, but there were times when controls had a different connotation.

A Sound Philosophy of Education

From all of this, there has developed an educational philosophy that I believe is a sound one for this day and age. There is a place in American higher education—a vital place—for such institutions as Washington and Lee is today. There is, of course, a place for the kind of institution that the men of the 1860's would have had it become. The nation needs colleges where great numbers can be accommodated, where every need of society can be served, studied, researched, and solved. But it also vitally needs Washington and Lee—where emphasis on undergraduate education is given primary attention and not made secondary to graduate study and research; where the professors are asked to be good teachers and good scholars, but excellent teachers first of all; where the number of teachers and students are in a ratio that permits the young student to profit from close association with professors and where the teacher can be inspired by his intimate association with the thoughts

and ideas of young men. There is a vital place for a school that puts a premium on personal honor and integrity, for a school where student tradition—not rigid university policy—has afforded the student body the opportunity to distinguish itself from the current student attitude in many places in matters of honor, courtesy, and dress. These are some of the connecting threads—the principles—that have remained unbroken since Lee's time. They will continue beyond my time and yours. Washington and Lee has kept much of the good of its past and has the opportunity to consider again those positive things that were not effected while considering the demands of the present.

A Great Concern for Excellence

When the Trustees met here a hundred years ago they were as concerned with the high quality of the institution as we are today. To quote from a newspaper account of that meeting, the Trustees were determined that the war not "bring down the elevated character the College has so long borne." This has been the concern of every Board of Trustees since, and I am confident that succeeding boards will continue to have this high regard for academic excellence just as you and your professors have. But I will add that a university does not live in the past or the present, it must plan for the future and it must become stronger or it will lose its impetus.

I end my remarks by pointing out that Lee dreamed of an institution of quality which would serve the interest of the nation and his fellowman. In this respect our history lesson is clear. However, we need to define our purposes, our objectives and our emphases for today and tomorrow. We must approach these goals with courage, flexibility, and enthusiasm and with all the wisdom and experience we can bring to bear. In the course of the next five years especially, we should turn to Robert E. Lee and the men of his day. We shall note appropriately the events of his time and get inspiration from his work. We shall, however, not be bound by the past except where it gives us guidance for the future.

* * * * *

I congratulate you. I am proud of you, of your accomplishments as individuals and as a class. Within this hour, you have become alumni of Washington and Lee. Very soon your student attitudes and values will give way to alumni attitudes and values. I can assure you of one thing: As alumni you have joined distinguished company. My colleagues join me in extending to you and to your parents our warm congratulations. I wish each of you success in all you undertake.

Capt. duPont, Union Hero, Is Honored With Special Memorial



PRESIDENT COLE and KI WILLIAMS, '15, of Waynesboro, admire the plaque which honors CAPT. HENRY ALGERNON DUPONT as MAURICE DUPONT LEE looks on at right. Below, PRESIDENT COLE shows the plaque to DUPONT's son, the present HENRY F. DUPONT of Winterthur, Del.



NEARLY 101 YEARS after the event, Washington and Lee on May 8 honored the memory of a Union captain who took part in the famous raid on Lexington by General David Hunter in 1864.

A plaque was dedicated in Washington Hall, citing the role played by Henry Algernon duPont, Hunter's chief of artillery, in sparing the Lexington community from greater destruction.

Among those who consider Lexington the Valhalla of the Confederacy and who think of Washington and Lee and its Chapel as one of the South's shrines, there were probably many eyebrows raised at this gesture of admiration for a "Yankee."

But historical evidence suggests the indebtedness of Lexington and Washington and Lee to Captain duPont and his reluctance to shell

non-military targets and civilians.

When Hunter's raiders approached Lexington from Staunton on June 11, 1864, a sporadic defense was offered by Confederates in the vicinity of the Virginia Military Institute barracks. Capt. duPont was ordered to return this fire from a position on the north bank of the Maury River.

When his cannon opened fire, resistance quickly vanished, and duPont halted the shelling, as he later explained, because he didn't wish to inflict damage on non-military targets or kill innocent people.

His action may have spared damage to Washington College, for the school was in his line of fire. At least one ball is believed to have struck the faculty home on the front campus closest to the Newcomb Hall end of the Colonnade.

The memorial plaque describes duPont as a man "whose qualities of courage, honor, and integrity helped save from destruction the town of Lexington, Va., and Washington College."

"Under a less sensitive and humane commander, hostile guns may have taken many innocent lives and inflicted untold damage on this community and this university," the plaque notes.

Washington and Lee was encouraged to honor duPont by alumni and other admirers of the Union hero who knew of the part he played in the Hunter raid. Various legends have developed concerning this role, all tenuously connected with accounts of other or related incidents that have subsequently been confused with duPont's actual activities in Lexington.

The most dramatic is the account of Union guns drawn up before Washington College, ready to reduce the colonnade to rubble by artillery fire. But, recognizing the statue on Washington Hall as George Washington and not Jefferson Davis, as had been supposed, duPont refused to fire on "the father of my country."

This legendary incident apparently ties together duPont's actual role with Union guns to another story of Yankee soldiers who were throwing rocks at the statue in the mistaken belief it was Jefferson Davis. They stopped after someone, allegedly a Washington College trustee or professor, had set them straight.

In other accounts, duPont is mistakenly connected with efforts by the Washington College trustees to prevent the burning of Washington College in the way in which VMI had been razed.

Capt. duPont, of Wilmington, Del., where his son, Henry F. duPont continues to reside, graduated at the top of his class at West Point in 1861. He won the Congressional Medal of Honor for gallant service in the Civil War, and he later served as a distinguished U. S. senator from Delaware.

As a senator, he was party to Congressional hearings on the restitution of war damages to VMI and Washington and Lee, and his comments on his part in the Hunter raid at this time, as well as his own autobiography, provide the historical basis for the plaque at Washington and Lee.

The plaque was dedicated in a brief ceremony that coincided with a meeting of the Society of the Lees in Virginia on Washington and Lee's campus. Mr. Maurice duPont Lee of Wilmington, related both to Capt. duPont and to General Lee, took part in the ceremony, and conveyed the gratitude of Mr. duPont for the recognition of his father.

Lee Scholarship Program Gets New Gift of \$300,000

A GIFT OF \$300,000 from an anonymous donor has been received by Washington and Lee University to continue and strengthen the University's highly successful Robert E. Lee Scholarship Program.

An earlier gift of \$250,000 from the same donor in 1955 was used to establish the special program of student financial aid honoring the former Confederate general who was a distinguished president of the institution from 1865 to his death in 1870.

The program is designed primarily to assist students who expect to enter career fields that mold public opinion, such as teaching, public affairs, journalism, and law.

President Fred C. Cole said the new gift is among "the most significant benefactions ever received by Washington and Lee University.

"The Robert E. Lee Scholarship program which this generous gift will sustain and enlarge has enabled many highly qualified and highly deserving young men to receive college educations at Washington and Lee that they otherwise would have been unable to attain," President Cole said. "Everyone at Washington and Lee is tremendously heartened that the program will continue to make this opportunity possible for even greater numbers of young men."

Since the program's inception nearly ten years ago, a total of twenty-nine Robert E. Lee Scholars have been graduated from

Washington and Lee, and seventeen others are currently enrolled.

Administered as part of Washington and Lee's broad program of student financial aid, under the direction of Assistant Dean of Students Lewis G. John, the Robert E. Lee Scholarships are awarded by a University Committee. Applicants must demonstrate unusual academic merit, high promise of leadership, good character, and demonstrated financial need.

Individual grants under the program have ranged as high as \$1,850 per year, depending upon the need of the recipient.

According to the donor's wishes, preference is given to scholarship applicants who are residents of Virginia, North Carolina, South Carolina, Kentucky, Tennessee, and Georgia.

From ten to sixteen final candidates for Robert E. Lee Scholarships are invited to Washington and Lee University each March for interviews by a University panel of deans, professors, and trustees. Six are normally chosen to be Robert E. Lee Scholars, while remaining finalists are offered other grants under the University's financial aid program, which this year is providing a record total of \$218,180 in scholarships, loans, and campus jobs for 257 Washington and Lee students.

In 1964-65, six freshmen received \$7,500 in funds from the original gift of the donor. In all, more than \$17,000 was shared last year by Lee Scholars.

Promotions Are Announced For Seven Faculty Members

PROMOTIONS for seven members of the College faculty were announced in June by Dr. William W. Pusey, III, dean of the College.

Promoted from associate professor to professor are Dr. Sidney M. B. Coulling, '48, English; Dr. Edward B. Hamer, Romance languages; Dr. J. Keith Shillington, chemistry; and Dr. William J. Watt, chemistry.

Assistant professors promoted to associate professorships included Dr. L. Randlett Emmons, biology; and Dr. Samuel J. Kozak, geology. Dr. H. Robert Huntley, instructor in English, become an assistant professor.

All new ranks are effective in September, Dean Pusey said.

Dr. Coulling, 41, is a 1948 graduate of Washington and Lee who received his M.A. and Ph.D. degrees at the University of North Carolina. He joined the Washington and Lee faculty in 1956.

Dr. Hamer, 40, is an A.B. graduate of Wofford College and holds advanced degrees from the University of Maryland and the University of North Carolina. He came to

Washington and Lee in 1954.

Dr. Shillington, 44, received his B.S. degree at Iowa State University and his Ph.D. at Cornell University. He was appointed to the Washington and Lee faculty in 1953.

Dr. Watt, 40, joined Washington and Lee's faculty in 1955, and received his Ph.D. degree from Cornell University a year later. He is a B.S. graduate of Davidson College.

Dr. Emmons, 38, holds a B.S. degree from Trinity College and M.A. and Ph.D. degrees from the University of Virginia. He has been at Washington and Lee since 1961.

Dr. Kozak, 34, received his B.S. degree at Bates College, his M.S. at Brown University, and his Ph.D. at the State University of Iowa. He first joined the Washington and Lee faculty in 1958, and returned in 1961 after receiving his Ph.D. degree.

Dr. Huntley, 37, received his Ph.D. degree in June at the University of Wisconsin, where he also holds the M.A. degree. His B.A. was earned at Wisconsin State University. He joined Washington and Lee's faculty in 1960.

Seventeen New Men Join W & L Faculty For Current Term

SEVENTEEN MEN have been appointed to faculty positions for the 1965-66 academic year at Washington and Lee University. The appointments were announced by Dr. William W. Pusey, III, Dean of the College, and Dr. Lewis W. Adams, Dean of the School of Commerce and Administration.

Dr. William Buchanan was named professor and head of the department of political science in the School of Commerce and Administration, effective in February, 1966. A former resident of Richmond and Danville, Dr. Buchanan, 46, is a 1941 graduate of Washington and Lee.

Named to the College faculty are James Harold Crouse, assistant professor of psychology; Martin C. Dillon, instructor in philosophy; William G. Heigold, instructor in romance languages; Fred Helsabeck, Jr., instructor in mathematics; Robert S. Johnson, instructor in mathematics; Leonel L. Kahn, Jr., instructor in fine arts; Dr. James D. Lowell, assistant professor of geology; Henry E. Sloss, Jr., instructor in English; Dale Edward Richardson, instructor in English; Norris Mac Kinnon, instructor in romance languages; W. Dabney Stuart, instructor in English; Robert B. Youngblood, instructor in German, and Urs Victor Weber, instructor in German.

Other additions to the School of Commerce and Administration faculty are Dr. John C. Winfrey, assistant professor of economics, and Martin Merson, visiting assistant professor of political science.

Sgt. Maj. Homer R. Moss, 38, a native Tennessean, has been assigned as an instructor in the university's Reserve Officer Training Corps.



From left, PROFESSORS WATT, SHILLINGTON, HAMER, and COULLING.

*Journalism
and Communications
at
Washington and Lee*

Journalism Education
At the College Level
Was First Conceived
At Washington and Lee;
This University Magazine
Carries a Special Report
On Its Current Status



Old Reid Hall Has New Tenants

THERE REALLY weren't so many, but it *seemed* that every week or so this past year there was a dedication of a new room or something in Reid Hall, the new home for Washington and Lee's Department of Journalism and Communications.

The several special dedications did point up a number of important facts about journalism education at Washington and Lee:

The program, whose origin traces back to General Lee's time, plays a significant role in the University's general program of undergraduate education.

This program now enjoys physical accommodations of unusual utility and comfort that are perhaps now commensurate with the fine reputation established for Washington and Lee journalism education by its graduates who studied in far less adequate facilities.

The program is currently in an important stage of development, reflected not only in the new accommodations but also in new opportunities students have to develop their talents as newsmen and broadcasters.

And, most vital of all to the ultimate goals of the department, there are many friends of Washington and Lee journalism who translate this friendship into contributions of funds, equipment, and wise counsel for its future development.

The journalism and communications department moved from its old home in Payne Hall to the new facilities in time for the opening of school last September.

Reid Hall had been headquar-

ters for physics and engineering since it was built in 1904, but of all Washington and Lee buildings it was the least efficient in space utilization and the least satisfactory in terms of fire safety and general condition. When physics and pre-engineering moved to their new quarters in 1962, the way was cleared for a complete renovation of Reid Hall for journalism.

When school opened last fall, students, faculty, alumni—anyone who knew the old layout—were amazed at the transformation. The exterior remained relatively unchanged—a new coat of paint, windows with smaller panes to conform with other buildings. But inside, the change involved a complete rearrangement of floor plans and stairwells. About the only thing that remained where it was before was the old elevator shaft, which now has an elevator for the first time.

The first of Reid's three floors is devoted entirely to the Journalism Laboratory Press, generally referred to as the "print shop" where for years its superintendent, C. Harold Lauck, has contributed high quality to virtually all of the University's printing needs. The Press was established to give "back shop" experience to journalism students, but its role today is more of service than instruction.

Formerly crowded into one large room in the old shop immediately behind Washington Hall, the new Press spreads out into three major rooms—typesetting and composition; press work; and folding, collating, and binding—and several smaller ones. Adequate space for

storage of paper stock is available, and there's a mail room for use by University and student publications, a specially-ventilated room for melting down type, and a separate office for use by the *Ring-tum Phi*. Mr. Lauck has a private office. The entire floor is air-conditioned.

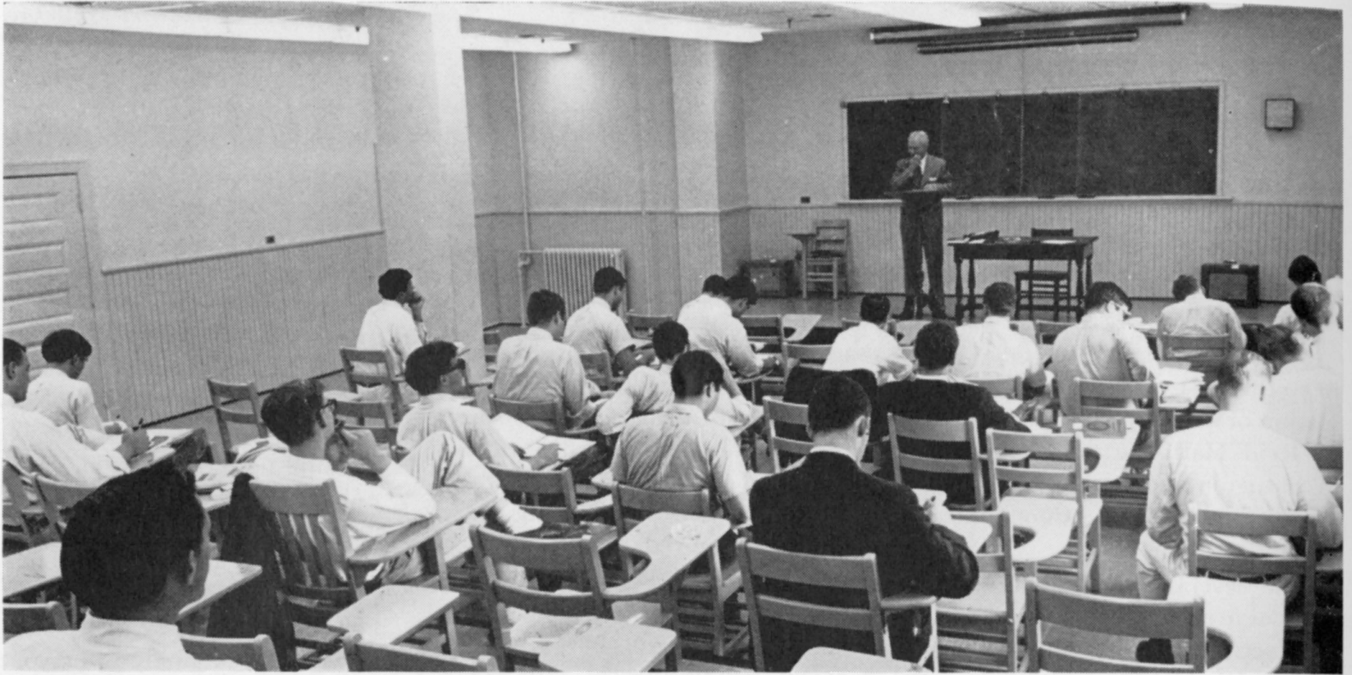
On the second floor are located the library—now known as the Albert and Elsa Moss Memorial Library—a large lecture hall, offices for department head Prof. O. W. Riegel and for Prof. Paxton Davis, a number of smaller rooms for storage, and a student lounge—now known as the Louis B. Spilman Student Lounge.

The third floor is taken up with a large newsroom—similar in layout and purpose to the city room on any major newspaper—an advertising classroom and workroom, a broadcasting control room and three connected but separate studios, a record library, rooms for film editing and storage, another smaller news room for use by the "Home Edition" staff which has charge of the nightly news broadcast over the local commercial station, and offices for Assistant Professor John K. Jennings, and the Southern Interscholastic Press Association, which the department sponsors. The broadcasting side of the building, with its closed, sound-proof rooms, is air-conditioned.

The fourth level, or attic, contains well-equipped photographic darkrooms for the department's course in photojournalism, and additional storage space.

It all adds up to one of the finest centers for undergraduate instruction in journalism to be found on any American campus.

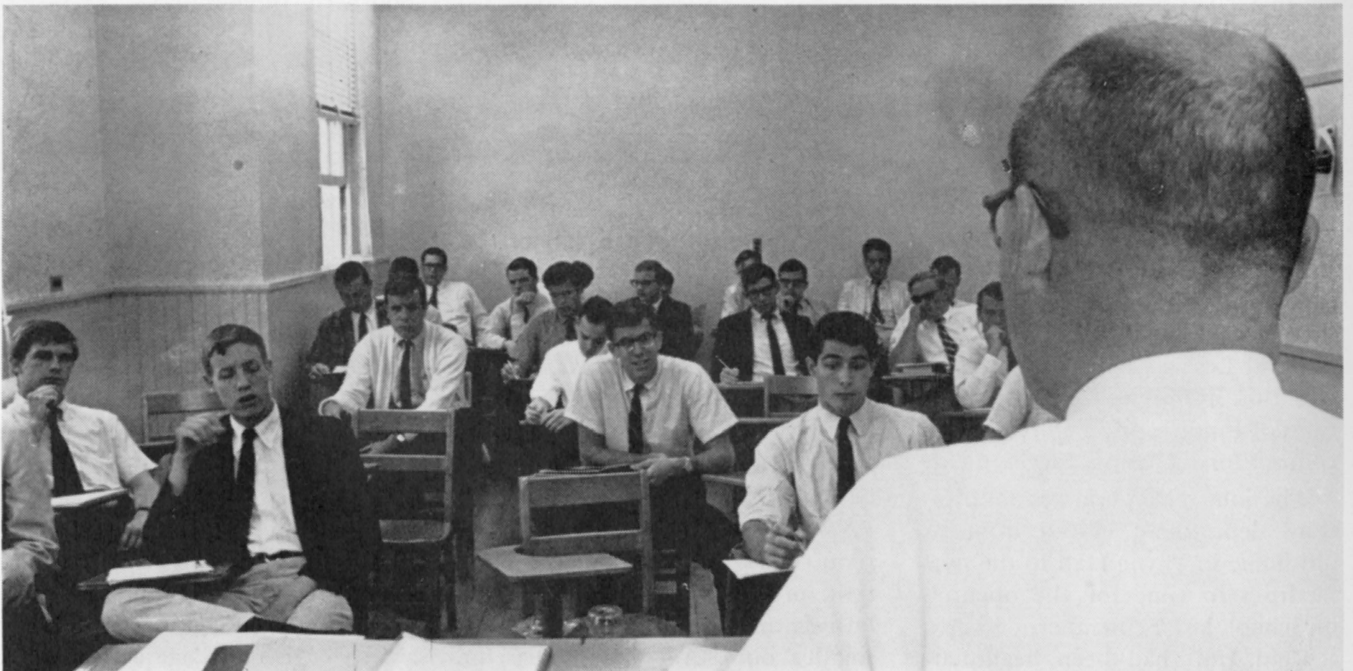
Professor Riegel, who has been associated with Washington and Lee journalism since 1930 and head of the department since 1941, discusses Washington and Lee's program in journalism in an interview which begins on Page 25.



The department's main lecture room has large capacity, special projection facilities for films.

SPACIOUS CLASSROOMS Are Well-Equipped, Well Lighted, with Room for Growth

The advertising laboratory doubles as a classroom and a workroom where students plan and display their layouts.



*LIBRARY
AND LOUNGE
Are Centers for
Student Study
And Relaxation*



Furnishings are all new in the Albert and Elsa Moss Library.



Waynesboro Editor LOUIS SPILMAN speaks at the dedication of the student lounge named in his honor and contributed by his newspaper, the Waynesboro News-Virginian.

PROF. RIEGEL, MR. SPILMAN, and PRESIDENT COLE in the new lounge, which includes FM radio and television sets; another view of the Moss Library.



NEWSROOMS, STUDIOS, and Other Centers Of Student Activity Develop Skills



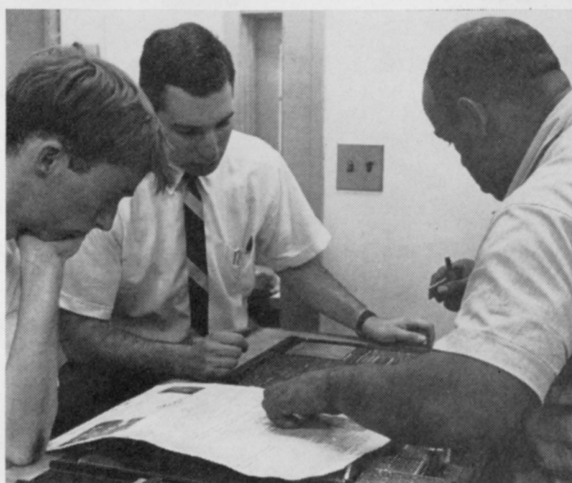
The Frank Fuller Fund, supported by some twenty Virginia and Washington news media, provides full-service Associated Press wires for student use.

Top left, BARTON W. MORRIS, JR., left, vice-president and executive editor of the Times-World Corporation of Roanoke, inspects the broadcasting facilities of the department. The Times-World Corporation has contributed to the development of journalism education at Washington and Lee. MRS. MORRIS and ASST. PROF. JOHN K. JENNINGS are at right. Center, students edit 16 mm film in a special workroom devoted to the production of student film projects. Opposite, a spacious newsroom provides work space where students learn make-up and editing techniques and where the department's student city editor dispatches his reporters to "cover" Lexington and Rockbridge County.

Pressman DONALD TABBUT supervises the operation of the printing press on which the Alumni Magazine, the Ring-tum Phi, and a host of other University publications are printed during the academic year.



*THE PRINT SHOP
Has Elbow Room
Now in Its New
Reid Hall Home*



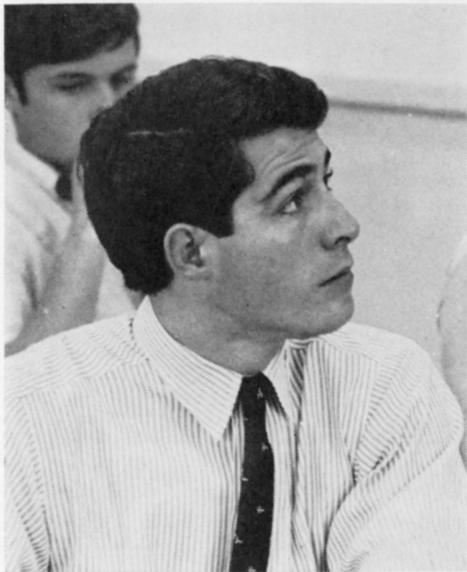
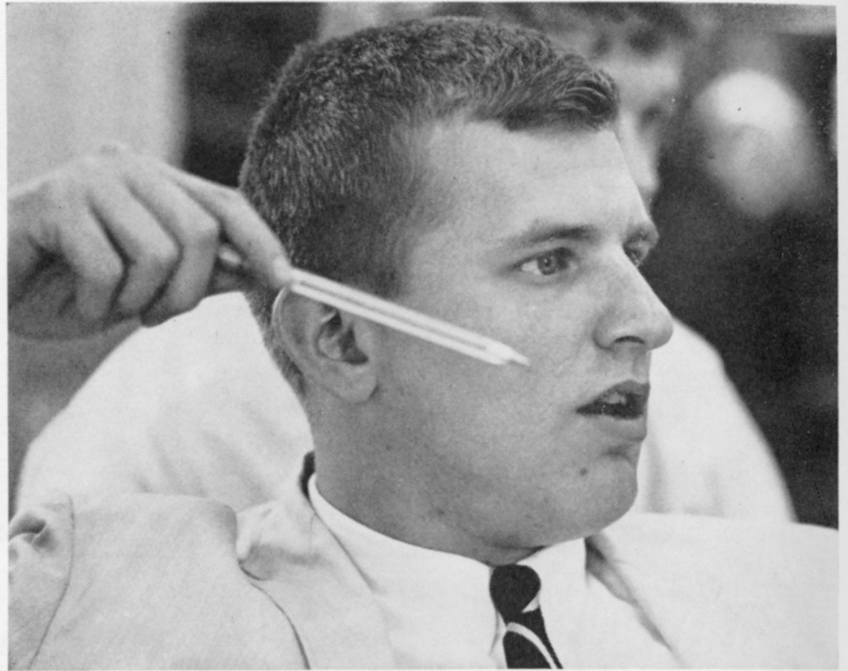
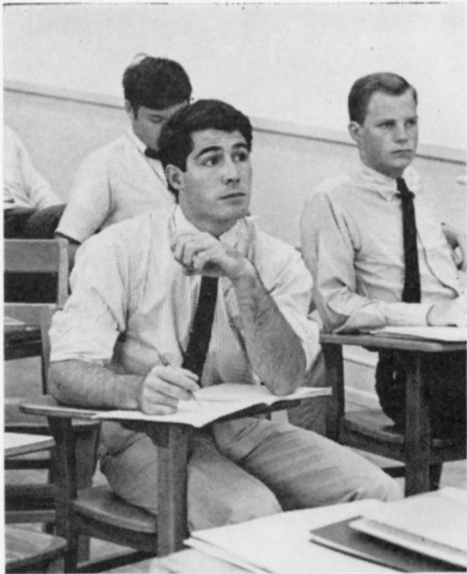
Composer EDWIN WALKER, right, assists student editors of the Ring-tum Phi at the make-up stone.



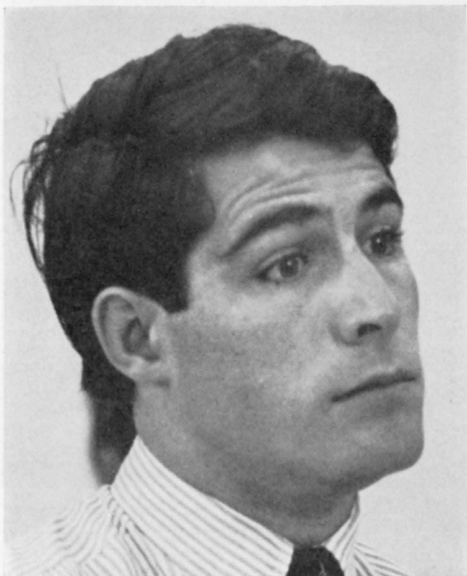
Veteran chief of shop is C. HAROLD LAUCK, right, with PRESIDENT COLE. MR. LAUCK is nationally recognized as a printing craftsman.



Separate rooms for the major shop functions are a feature of the new facilities for the Journalism Laboratory Press. This is a view of the composing room and its linotype equipment.



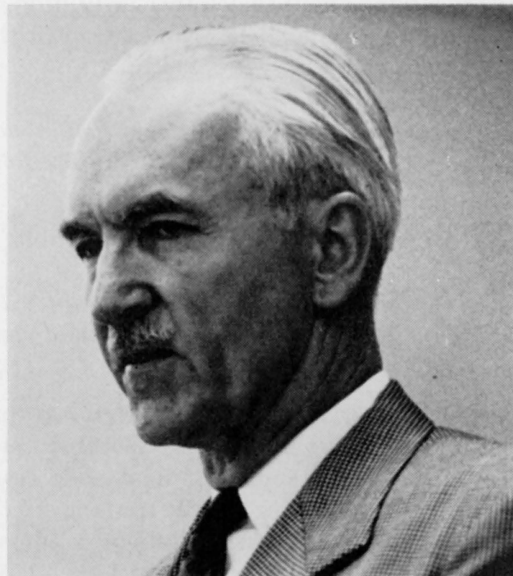
Enlightenment in an advertising class comes to senior BILL DAVID of Harwinton, Conn., in the series at left. Above, senior JAY GIRARD of Glenbrook, Conn., is the son of the late E. N. S. GIRARD, '34, a journalism department alumnus. Below, junior MAURICE FLISS of Clifton Forge, Va., discusses the Ring-tum Phi with JACK A. THOMPSON, editor and publisher of the Clifton Forge Daily Review. In the past 12 years, the department has had four majors who cut their journalistic teeth under Thompson's guidance before coming to Washington and Lee.



*Dedicated Students Are the
Lifeblood of the Department*

A Comprehensive Interview With Professor O. W. Riegel

The Status of Journalism Education at Washington and Lee and Throughout the Country Is Discussed Thoroughly in an Interview With a Teacher Who Came to the University in 1930 and Has Headed the Journalism and Communications Department Since 1941.



Last year at the General alumni reunion, President Cole referred to the work then in progress on the new Reid Hall facilities for journalism and communications, and he traced the historic development of the University's journalism department. He went on to say: "Journalism and communications has been here for many years, has served a significant need, and its role is established." What is your view as to the role of journalism education at Washington and Lee, its place in the curriculum, the need it fulfills?

"I don't believe there has been any really basic change from General Lee's concept of the function of the college—to give young men knowledge, tradition, taste, and character, and to prepare them for leadership, especially in the professions. Lee was prescient in understanding the key role in society of public opinion and the press, but I doubt whether Lee could have foreseen the massive role that communications would come to have in society or the crucial need for responsible and informed leadership. The average American is in direct or indirect contact with one of

the so-called "mass media" during at least a fifth of his waking hours, and much longer than that for many people. The media are all-pervasive. They have altered the bases of social organization and political action. Their fantastic growth has created problems concerning their use and misuse in politics, business, ethics and public taste that worry government, universities, foundations, and thoughtful people everywhere. We may have been pioneers once, but we are now in the mainstream of social and political reality. As for the department's role, it is the same as what I presume to be the role of any division of the university, which is to provide a student with a liberal arts education, with general and specialized knowledge, and to try to develop the student's capacity for a personally satisfactory, socially useful, and—hopefully—successful life."

Some of those who would question the proper place of journalism education at Washington and Lee feel that the emphasis on undergraduate professional training is not in harmony with the general University em-

phasis on a broad preparation in the liberal arts and sciences. Can you comment on this?

"If anyone says that—and I haven't heard it in recent years—he doesn't know anything about the content of our curriculum at Washington and Lee. He has set up a straw man or is talking about some other institution. The dichotomy is false. A few years ago I heard several criticisms along this line and I invited the critics to come to Lexington at our expense to show us specifically what course or courses they had in mind that fell short of the university standard in content, challenge, and educational validity. It turned out that they were talking about some other institution or they were repeating a stale cliché. None accepted the offer."

Would you describe your department's approach to journalism education as a liberal arts or professionally oriented program?

"Both. These approaches are not incompatible."

Does your program differ in any significant ways from undergraduate programs in journalism and communications on other campuses?

"I think so, definitely. One major difference is that virtually all of the courses we offer are so-called "subject matter" courses with emphasis upon wide reading and conceptual thinking; skill training (technique) is mainly extra-curricular, without academic credit. Of the four catalog courses that include a large element of skill training, two are one-semester, one-hour courses. This doesn't mean that we down-grade skill training. On the contrary, we think skill training should be comprehensive, thorough, with the best modern facilities, and well instructed, but we make a distinction between the academic program for academic credit and skill training for professional competence. This works with professionally motivated students."

Can you describe the scope of the program you offer at Washington and Lee?

"We try to begin with the general over-view in courses on the nature, institutions, history, and effects of communications, and then proceed to specific areas or problems that involve several or all media—public opinion and its measurement, law and communications, international and domestic manipulation and management of communications, the economics of information industries, including advertising—and to courses dealing with specific media critically considered—press, radio, television, and the motion picture, with opportunity, mainly extra-curricular, for creativity."

What in your opinion are the strengths or advantages of such a program?

"I don't know how to answer that except in terms of what we hope from our students. This is that they will be well oriented and have a perspective on communications among other forces and conditions that determine the nature of their experience in this world, and that they will also have an expert knowledge of the media, especially of their creative opportunities."

Are there any shortcomings or gaps in the program that you would like to see filled?

"We feel that the basic pattern is correct, although anything can be done better. We would like a better 'ambience' for work; for example, more time for both faculty and students to do creative research and writing. We need to bring more of the world into Reid Hall in the form of persons of outstanding intelligence, from the communications and other professions, to rub elbows with our students. And the equipment in our laboratories is sadly inadequate."

What effect will the spacious new facilities now in use by the department have on its size and the scope of its offerings?

"In the academic program, no change is now planned. As in the case of any other department, change will depend upon student interest and enrollment. We do have, however, better facilities for professional seminars and other special programs. We are hopeful that the enlarged laboratories will result in greater student participation in opportunities for extra-curricular creativity in writing, broadcasting, and film."

Is the University's relative remoteness from centers of major news activity a handicap in training newsmen, or is this of secondary importance in your general approach to journalism education?

"Both. There is some disadvantage, of course, in being remote from centers of power and communications activity, although our travel fund is a mitigating factor. On the other hand, there are advantages in a certain detachment and in the necessity to make the most of limited resources. But our remoteness shouldn't be exaggerated; we are closer to the world's most important capital than are the people of New York."

How many students at Washington and Lee take courses in journalism?

"This year we had about 200 class registrations each semester, or roughly about 400 for the term. I

haven't counted, and I may be wrong, but I would guess that, with duplications, this figure means that at least 250 different students have taken one or more courses in the department during the year. This is nearly a quarter of the student body."

How many students will there be majoring in journalism next year? How many journalism graduates were there in 1965?

"Seventeen; eight Seniors and nine Juniors. The major begins with the Junior year. There were six graduates in 1965 (January and June)."

Would you like to have more students, and more majors, or is the present level desirable in terms of accommodations and staff?

"With the present faculty, we could accommodate a few more major students, provided they were first class, without sacrifice of personal attention. Ten would be optimum. Enrollments in courses for the general student are satisfactory."

How does the number of journalism majors compare with the number ten and twenty years ago?

"You have me stumped, without the records. Majors in any one year have ranged from four to fourteen. I would say that over any particular period, say the last ten years, there has been a small average increase."

Is there a national trend in regard to the number of students majoring in journalism?

"The number rose slowly until three or four years ago, when a decline set in. Now it is rising again."

What is the attitude of the journalistic and communications professions toward collegiate training programs? Do they prefer the graduate with professionally-oriented training, or do they prefer the more liberally educated novice who will receive training in professional skills and techniques once on the job?

"From our experience, the behavior of employers is the best answer to that. We receive, on an average, two or three calls a week, by letter and telephone, for our graduates. I wish we had the graduates."

In years past it was generally the practice for journalism majors to take jobs with newspapers. What percentage of journalism graduates here and elsewhere actually become newspapermen today?

"Again without referring to the record, which is available, it is my impression that sixty or seventy per cent of male graduates join newspapers, although the percentage drops after five or ten years. Our records for graduates with newspapers has always been a little above average."

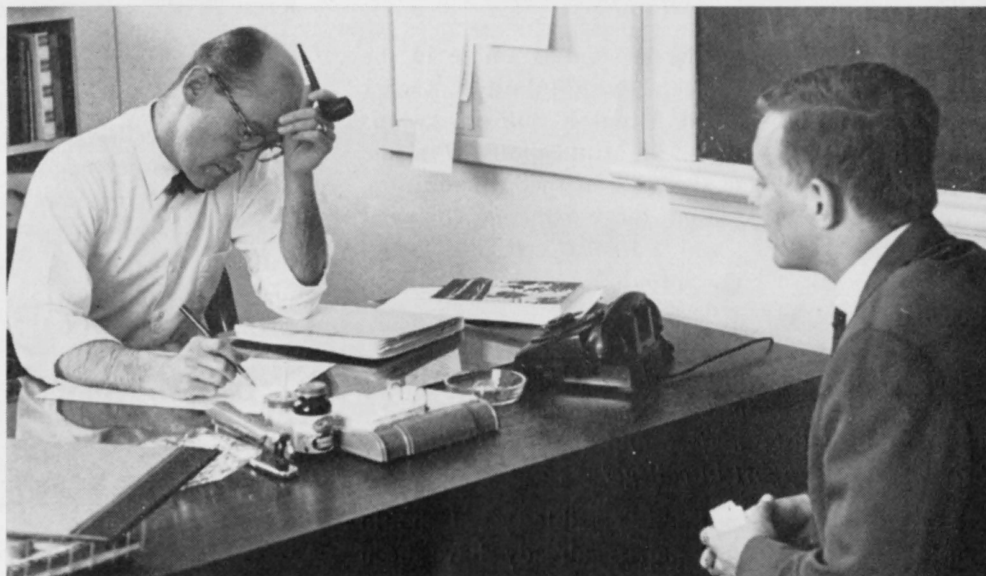
What field or fields are the most popular career choices for journalism graduates?

"Writers and editors; broadcasting; advertising; public relations; government information; newspaper ownership and management; magazine and book editors."

How has this interest in TV, public relations, and other fields affected the newspapers, and what are they doing about it?

"The need for good newspaper talent is great; newspaper losses to related and other occupations are deplored. There is scarcely a newspaper in the coun-

Student counseling is an important part of departmental responsibility. Students rely on professors for academic guidance as well as for advice on career choices in journalism's various professional fields. At right, PROF. PAXTON DAVIS registers journalism major JIM CROTHERS of Rising Sun, Maryland.



try that is not engaged either individually or through an association, in a strenuous effort to enlist the interest of able young men in newspaper careers."

Last winter, you spoke to the Virginia Press Association on the professional stature of newspapermen. Could you summarize your comments at that time?

"My thesis was a simple one, that the intellectual worker (the type newspapers say they are interested in) needs intellectual challenge. Money is no longer the major problem; salaries are now higher than most people realize. If newspapers are able to show, by example, that newspaper jobs are not apt to be routine and plodding, and that newspapers are innovators and intellectually exciting, they will no longer have difficulty attracting articulate and imaginative young men."

Does the department engage in any form of student recruiting, apart from that carried out normally by the admissions office?

"No."

In your opinion, would a recruitment program emphasizing opportunities in journalism education here be helpful? In what ways?

"We would like to attract good students, of course. We would also like to provide newspapers and other media with more of the recruits they need so badly. It would be pleasant to dispel some of the myths about our program and have its actual nature understood. Even on this campus students often do not discover that they have been misinformed until it is too late for them to do anything about it."

What form of financial aid is there available for students majoring in journalism?

"At the moment scholarship aid is ample in the form of the Dudley White, Henry Johnston, Carter Glass, Robert E. Lee, and Alfred I. duPont Awards Foundation scholarships. A Minneapolis *Tribune* scholarship will become available in 1966. In addition, there is a Director's Fund for emergency financial assistance to students, and a *Reader's Digest* Travel Fund for students who wish to do research and writing elsewhere."

Should, in your opinion, the newspapers and other communications media take a more active role in recruiting journalism majors and in contributing to their financial support in college?

"While only one answer is possible—yes—I should mention that some newspapers already have been

helpful in recruiting majors and in giving financial aid."

What other colleges in Virginia offer courses or programs in journalism and to what extent do these help meet the needs of the state press?

"I am poorly informed about this, but I believe there is a program at Richmond Professional Institute and that courses are given at William and Mary and its branches and possibly one or two other places."

Is it likely that any other college or university in Virginia will establish a department or school that will win accreditation by the American Council on Education in Journalism?

"If it is, I haven't heard of it."

The department here gets substantial material support from the Virginia press and from others, principally in the South. Can you describe the forms that this help takes?

"Substantial endowment was received from the members of the Southern Newspaper Publishers As-

Among strong alumni supporters of the department is ALBERT W. MOSS, '35, executive vice president of Standard Rate & Data Service. The journalism library is named for his parents.



sociation, as a tribute to General Lee's pioneering interest in the education of newspapermen, and from the *Times-World* Corporation of Roanoke, which has also given us valuable broadcasting equipment. Large gifts for endowment, scholarships, and building have also been received from Standard Rate & Data Service and many other companies and individuals. Virginia members of the Associated Press provide money for our teletype news services. Our annual News-Letter lists a large number of contributors of money, books, newspapers, and various kinds of instructional material."

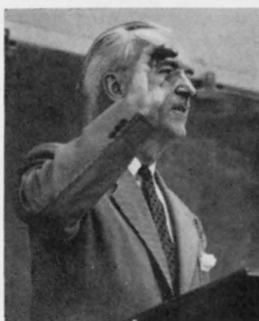
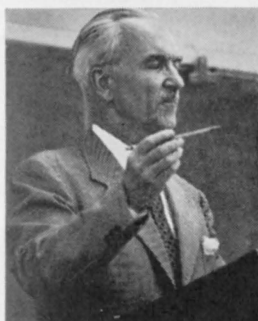
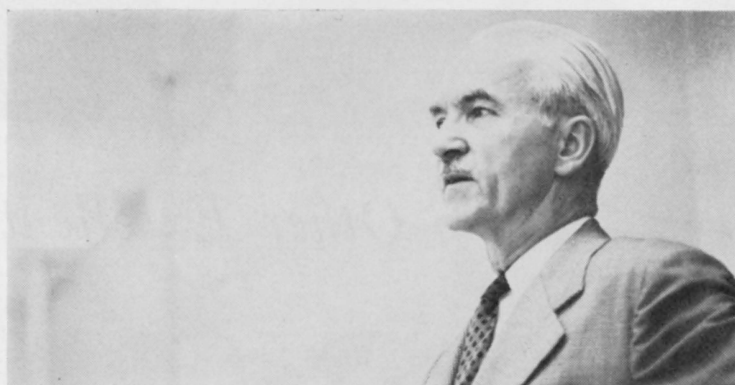
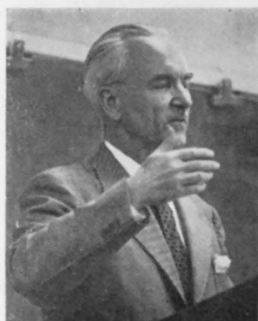
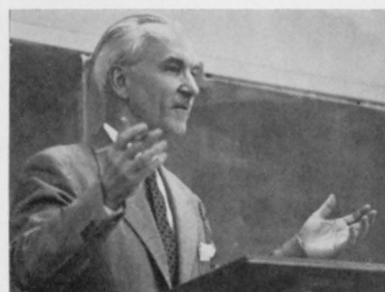
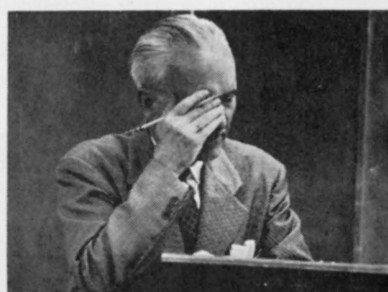
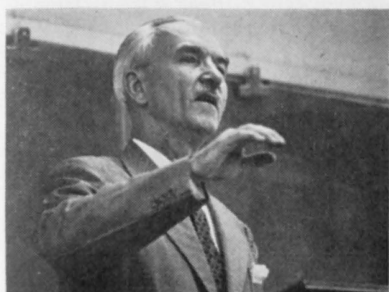
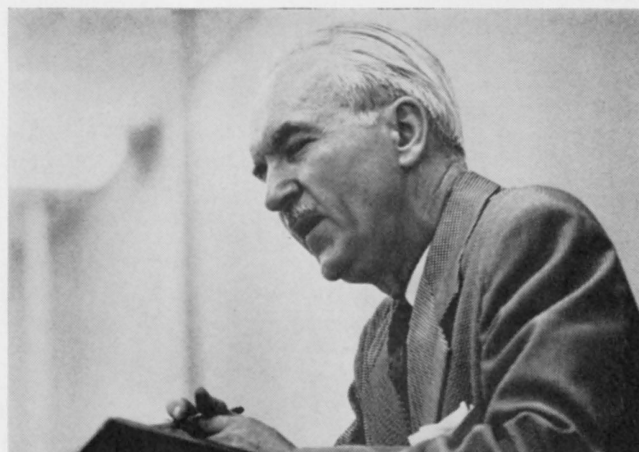
Do you feel that your department is meeting the needs of the newspaper profession in Virginia and the South in the way that you would prefer?

"No. Whenever a newspaper editor or publisher

(Continued on Page 31)

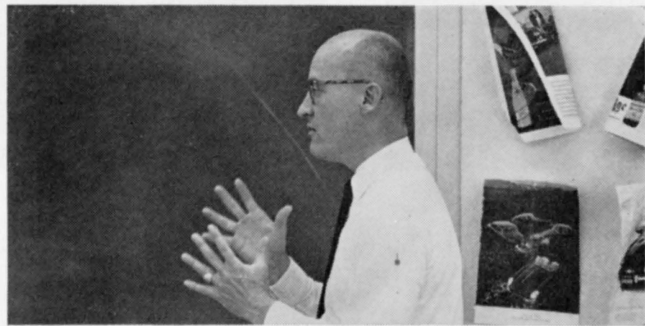
A Distinctive Classroom Delivery

Professor Riegel's Technique
In a Lecture Brings Out
A Masterful Use of Gesture;
Journalism Students of the
Past 35 Years Will Recall
These and Other Favorites





PROF. PAXTON DAVIS joined Washington and Lee's faculty in 1953 after a distinguished career as a reporter and feature writer with newspapers in Winston-Salem, N. C., and Richmond, Va. He continues to be active in newspaper work by serving as Book Editor of the Roanoke Times. PROF. DAVIS is the author of *Two Soldiers*, *The Battle of New Market*, and other works have appeared in *Playboy*, *Bluebook*, and *Shenandoah*. A new novel will be published this fall.



Two Other Excellent Professors . . .



ASST. PROF. JOHN K. JENNINGS graduated from Washington and Lee in 1956 and returned as a faculty member in 1959 after duty with the Armed Forces Radio Service and commercial radio stations. He directs the Communications Laboratory and teaches courses in broadcasting and photography.



telephones I would like to be able to say, 'Yes, I have just the man for you.'"

Are there obstacles that hinder the service the department might render? Are the University's admissions policy and standards in any way a factor here?

"You pose a difficult problem. It is quite possible that admission standards bar a good many dedicated young men with a high potential for success in the communications field. It is also possible that a shading of admission standards for such young men might result in greater service to the professions by the department. The danger is to the standing of the B.A. degree; so far the department has never asked for special consideration."

One member of your advisory council of professional journalists has suggested that the University adopt a double standard in admissions that would permit more students interested in journalism careers to come here. They would not be subject to the same criteria as non-journalism majors. What is your reaction to such a suggestion?

"After my answer to your previous question, it may be a contradiction to suggest that it is indeed unfortunate that the regulations are so discouraging to young men who may be outstandingly competent and promising. I have in mind, for example, the proliferating junior colleges of the country, and the outstanding young men who may come out of them with a career interest in communications and a program such as Washington and Lee's. What could be more logical than to offer such young men our journalism and communications curriculum with its cognate courses in the social sciences? But the degree require-

ments here are such that most transfers would have to take a fifth undergraduate year. I don't know the solution, which I refer to higher authority, but I regret the lost opportunity."

What is the prospect here for summer institutes, workshops, or short courses for journalists and communications people?

"Good. The number and timing of such institutes depends upon the interest and response of professionals."

The department is actively engaged in two major outside affiliations—the administration of the Alfred I. duPont Awards for Radio and Television, and the sponsorship of the Southern Interscholastic Press Association. Can you summarize the nature of these activities, their purposes, and their efforts?

"The administration of the Alfred I. duPont Awards Foundation was undertaken in response to the wishes of Mrs. duPont, and has associated the university with the recognition of meritorious performance in broadcasting. There have been fringe benefits, such as the Foundation's scholarships. The Southern Interscholastic Press Association is a service of the department to editors of scholastic publications, and their teacher-advisers, in the South in the interests of improving standards of excellence and promoting an interest in communications and in professional careers. So far as I know, it is the university's only direct contact with secondary schools through a service function."

Last fall, the department was visited by a committee of the American Council on Education in Journal-

The Department of Journalism and Communications is administrator of the Alfred I. duPont Awards Foundation for Radio and Television, with PROF. RIEGEL serving as Curator and PRESIDENT COLE acting as chairman of the awards committee of judges. At right, the committee meets to consider winners for the 1964 broadcasting year. Besides the department staff, present with PRESIDENT COLE are DWIGHT SARGENT, curator of the Nieman Foundation; TURNER CATLEDGE, managing editor of the New York Times; and MRS. ROBERT STUART, president of the League of Women Voters (along the far wall), and LAWRENCE LAURENT, TV-radio editor of the Washington Post (at far right in picture).



ism. Their report recommended that the accreditation of the department by the Council be reaffirmed. Can you summarize the findings of this committee?

"The report was generally complimentary. We have been accredited since soon after World War II, with visitations about five years apart."

How many colleges and universities possess accredited departments or schools of journalism and communications?

"Forty-seven institutions are on the latest accreditation list."

What other accredited programs are there in this area?

"The nearest are at the Universities of North Carolina, Maryland, and West Virginia."

What percentage of the total accredited schools or departments are solely undergraduate in nature?

"Sorry, I don't know, but probably a small minority."

How do undergraduate and graduate programs differ?

"That depends on the institution. They differ in the amount of research and independent study, for one thing. Some graduate programs go in heavily for 'communicology,' or the application of sociological mensuration to the mass media."

Has Washington and Lee ever offered a master's degree in journalism?

"I have never heard of it."

Under what conditions, if any, would you consider offering a graduate program here?

"We now offer a 'Certificate in Journalism' for professional competence. It is designed for undergraduates, but a holder of a B.A. degree may earn it after a concentrated year in the department. An M.A. program would be a better way to serve the professions and make maximum use of faculty and facilities. It hasn't been seriously considered, but perhaps it should be."

What are the problems in finding faculty members to teach in journalism and communications?

"The problems are acute. There are skillful or experienced practitioners, and there are intellectuals or scholars. The combination, a man who has good professional credentials and the intellectual qualities that make him at home in a republic of arts and

letters—and can also teach—is, to coin a phrase, a rare bird."

Can you describe the way in which your department uses visiting professional newsmen to augment its faculty and staff?

"The wide scope of our curriculum would be impossible without the employment of some outside experts. For editing and design we have the services of the assistant managing editor of the Richmond *Times-Dispatch*, and for the management course we have the general manager of the *Times-World* Corporation in Roanoke. Both of these lecturers commute to the campus."



WILLIAM G. LEVERTY, assistant managing editor of the Richmond *Times-Dispatch*, is a veteran member of the department's visiting faculty. EDWARD BACKUS, foreman of the Journalism Laboratory Press, is another part-time member of the journalism faculty, teaching the course in printing and graphic arts formerly taught by C. HAROLD LAUCK.

At least one of your 1965 graduates expresses a desire to teach journalism as a career. To what extent do students work towards advanced degrees in journalism as preparation for college teaching?

"The trend is toward higher degrees everywhere, in any discipline. But we would need another day to discuss that problem, and in the end we would still be confronted by the trend."

The Department of Journalism and Communications is often referred to as the Lee Memorial Journalism Foundation. Can you trace briefly the history of the foundation and describe the dimension of this endowment?

"As I mentioned before, the Southern Newspaper Publishers Association undertook an endowment cam-

paign to re-establish journalism at Washington and Lee. "The Lee Memorial Journalism Foundation" recognizes the endowment and its memorial purpose. I am told that between \$40,000 and \$50,000 was turned over to the university for this project in 1921 and 1922, a considerable sum in those days. Much more was pledged. Donors also equipped the printing laboratory. While most of the original equipment has been replaced, the original installation was vital. There have been other endowment gifts in more recent years, including one gift of \$50,000 from the Roanoke newspapers."

Does this endowment provide the major source of operating income for the department, or does this come from normal University budgeting?

"I know nothing about the bookkeeping, nor have I inquired. I have always assumed that we are mainly supported, like any other department, out of general funds. One result of the endowment may be the fact that we had a respectable non-teacher operating budget long before many other departments.

It is believed by many persons, including many alumni, that Washington and Lee is the site of "the nation's first journalism school." Can you give a brief history of the department and set the record straight as to the University's proper claim in regard to journalism education?

"It is my impression that priority can be claimed for General Lee's concept, intention, and initiative, at a time when journalistic instruction at the college lev-

el was unknown, rather than for any great accomplishment. Lee apparently felt that the greatest need for the rehabilitation of the South after the war was strong leadership of public opinion, law, business, and engineering. Concerning public opinion, this meant better editors. In 1869, at General Lee's instigation, the college offered fifty 'press scholarships.' Some 'scholars' arrived, including some nominated by local typographical unions. The Journalistic instruction seems to have been of the most practical kind, offered by a Major Lafferty in his local newspaper office. The project languished after General Lee's death. It was not 'the nation's first journalism school,' but General Lee planted a seed that bore fruit later."

What does the future hold for journalism and communications education at Washington and Lee? What kind of department do you envisage ten years from now?

"My crystal ball is reflecting radioactive fall-out today. However, if I am still here, I would like to see a continuing improvement in quality—in instruction, facilities, and services. It's a cliché, but the strength of a curriculum is not measured by its label but by the quality of its faculty. If we are intellectually lively, innovators, and creative, and at the same time maintain independence and critical integrity, material help should flow to us naturally, and the influence of the university should be greatly extended both through our graduates and in direct services to communications and the public through the department's knowledge, competence, perceptiveness, and example."



Each spring, thousands of high school journalists swarm on the campus for the annual convention of the Southern Interscholastic Press Association, sponsored by the Department of Journalism and Communications.

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