

THE
University Magazine

Washington and Lee University Bulletin

Winter Issue 1966



Visitors for the eleventh annual Parents' Weekend found the fall weather perfect for strolls along campus walks.

THE
University Magazine



February 1966

THE WASHINGTON AND LEE
 UNIVERSITY BULLETIN

THE COVER

Three snowstorms within a week dumped nearly two feet of snow onto Lexington and Washington and Lee University at the end of the first semester. This was the scene on the first day of classes of the second semester. The heavy snow that clogged Virginia highways with deep drifts marooned many Fancy Dress dates for several additional days, to the delight of some students and the despair of others. Other photographs on Pages 16-19.

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.

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Vol. LXV

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Conventional Dress — Will It Continue?

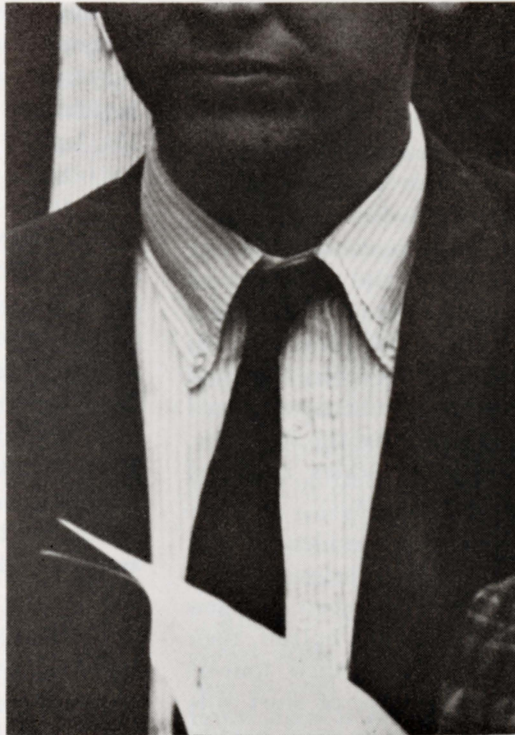
For Several Years, Student Attitudes Toward the Tradition of Conventional Dress Have Become More and More Lax. Last Spring Often Found a Majority of the Students on Campus in Their Shirt-Sleeves. Alumni, Faculty, Administrators, and Other Students Were Concerned That a Valuable Tradition Was Dying. President Cole Felt the Matter Important Enough to Devote His Opening Assembly Address to an Appeal to Students to Consider Their Responsibility to Uphold the University's Traditions. The President's Speech Begins on Page 4. In This Article, an Alumnus Who Has Spent Fifteen of the Past Sixteen Years on the Campus Reviews the Matter and Offers a Personal Viewpoint.

By FRANK PARSONS, '54

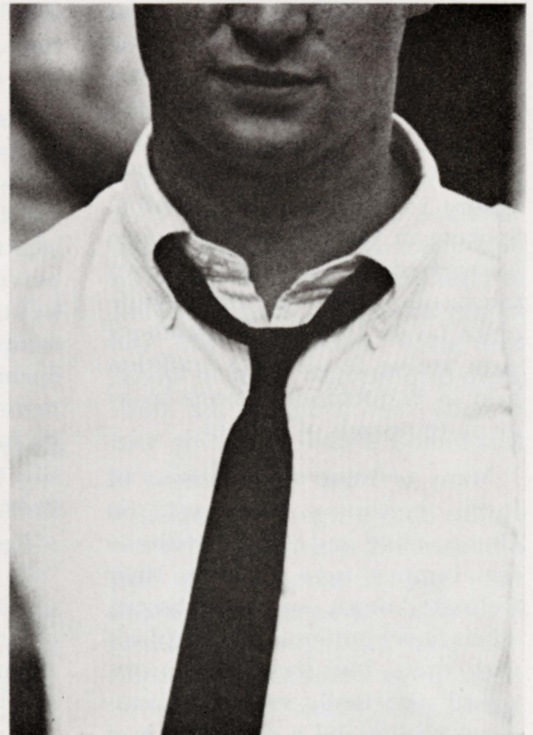
IT PROBABLY happened thirty or forty years ago—that first crack in the dike of unconventional dress—when some rebel of an earlier student generation flouted the conformity of his peers and dared to wear his suit without a vest.

Ever since, and even before, there hasn't been an academic year at Washington and Lee in which someone hasn't cried out that the old traditions are dying, that the new breed of students just doesn't care.

Most of this concern has found expression in *Ring-tum Phi* editorials, columns, and letters to the editor. There also have been letters to the alumni secretary or to the University president, and on at least one occasion there has been a formal resolution by the Alumni Board of Trustees calling for a renewal of emphasis on traditions. In most cases, not all, the threat to tradition has been more imagined than real, the warnings stemming from isolated breaches that



For many students, this . . .



. . . has given way to this.

attracted attention by their unique or rare occurrence, or from gradual but real changes in attitudes from one student generation to another.

This September, the concern was expressed by the University's president himself. He took the occasion of the opening assembly of a new school year to make what amounted to an official expression of the University's attitude toward traditions that have always been considered the welcomed responsibility of Washington and Lee students.

No infrequent isolated departure from customary practices of dress and courtesy prompted President Cole to speak out in a strong challenge to student pride and self-respect. Instead, his remarks grew out of a growing anxiety among many members of the University family that a sharp change in student attitude was in progress, and that a serious deterioration of worthwhile student tradition was imminent.

Evidences of some kind of change

going on were plainly visible. No longer were there unusual shirt-sleeve exceptions to a jacketed rule. Two or three years ago some students started carrying their coats, hung casually over one shoulder on the crook of a finger. Then, as others picked up the habit, some would carry their coats onto the campus, deposit them on coathooks and make their class rounds without them. Others found it even more convenient not to bring them at all.

Still, perhaps more students were wearing their coats than those who were carrying them or without them. But the usual processes of the assimilation committee seemed ineffective or non-existent.

Then, during the 1964-65 school year, a kind of dialogue wore on through the pages of the *Ring-tum Phi*, a dialogue that centered not so much on whether a student should wear a coat and tie or not, but rather on whether or not the Assimilation Committee should try

to enforce conventional dress. A student referendum was held in December, an inconclusive vote in which students were offered four ways in which to mark their ballots:

1. "I agree with the tradition of conventional dress and the Assimilation Committee as it now stands."
2. "I agree with the tradition of conventional dress and the Assimilation Committee, but I believe that there should be some change in the present operation of the committee."
3. "I believe in the tradition of conventional dress, but I do not believe it should be administered by an assimilation committee."
4. "I do not believe in the tradition of conventional dress."

Less than half of the student

body (only 47 per cent) bothered to vote. Of those voting, Proposal One received 35 per cent support, Proposal Two 24 per cent, and Proposal Three 30.3 per cent. Only 10.7 per cent of those voting were against conventional dress, period. Spokesmen for various viewpoints interpreted the results to their own satisfaction, but the real significance lay in the fact that students were voting at all on a tradition held in unquestioned esteem by so many thousands of alumni.

Many of these alumni—some of them eyewitness observers on Homecoming and reunion visits to the campus—were making their feelings known on the matter. Their lamentations invariably dealt with dress, but they also encompassed a virtually vanished speaking tradition and a certain lack of school spirit that other generations had known. As early as June, 1962, the Alumni Board took notice with this resolution:

"Whereas alumni individually and collectively have expressed to the Alumni Board their common concern that there is increasing evidence of a disregard on the part of present students at Washington and Lee of the tried and revered customs and traditions of the University and a sharp decline of their general *esprit de corps*, be it resolved that the Alumni Board of Trustees, as representative of the entire Alumni Association, recommend that all agencies of the student government and University having direct or indirect influence on such matters take all appropriate measures and actions within their jurisdiction to assure a more complete and dedicated adherence to those principles."

The next fall, the appropriate agencies were informed of the Board's concern, and assurances were given by student leaders that they, too, were concerned and that plans were underway to reverse any

trends toward a weakening of tradition. Whatever was done, apparently it didn't work.

About the time the first shivering robin appeared in the spring of 1965, the first Spartans marched up the hill from Red Square, sans coat and sometimes sans socks, impervious to wind and cold, warmed by the spirit of open rebellion against "the establishment." As Spring temperatures rose, more and more coatless students appeared on campus until, for the first time, the students in jackets appeared to be in the minority.

Relatively few students went "all the way" by removing their ties as well as their coats, but few others bothered to button their collars or cinch up their four-in-hands. A multitude of shirt sins, previously hidden by coats, became visible—ragged sleeves, flapping shirt tails, ink-stained breast pockets. Some students appeared to own only one shirt for classroom wear.

In a word, students looked grubby.

The University's Self-Study Committee, busily engaged in its two-year evaluation of all aspects of University life, was taking up student affairs at the time, and long discussions sought some solution to the dress problem. The president of the student body, James Kulp of Roanoke, a mature law student who earned his undergraduate degree at Hampden-Sydney, appeared before the committee and offered observations and a suggestion.

Said Kulp, the student government had done all it could do to encourage compliance with conventional dress through the customary procedures of Assimilation Committee hearings and fines for violators. Only members of the Committee and student body officers were "assimilating" other students, and Kulp said the Executive

Committee of the Student Body was planning some changes in Assimilation Committee authority that perhaps might get students back into the "spirit" of conventional dress. In other words, the Assimilation Committee would no longer levy fines, but instead, it would encourage conformance as a tradition and not a law.

President Kulp felt that perhaps the students would welcome some statement of policy on the matter from the University itself. If the Dean of Students or the President might declare the University's attitude on the value of this student tradition, perhaps it might have a worthwhile effect.

The Self-Study Committee—made up of both administrators and professors—debated the problem from all angles. It was agreed that conventional dress should remain a student tradition, a student responsibility, not an administrative fiat. But it was also agreed that there was merit in President Kulp's suggestion for an expression of University policy. The opening assembly was mentioned as a good time and place, and President Cole agreed.

It was well into the nineties on the mid-September afternoon when students and faculty filed into the stifling closeness of Evans Dining Hall, being used for the first time as a University assembly site. Classes had begun that day, and already the prevalence of coatless students was apparent, balanced perhaps by a countertrend by others to remain "tweedy" at least until rush week was over.

Many students — among them juniors and seniors who remembered a scolding from the Dean of Students two years earlier for appearing unfrocked at the opening assembly—had their coats on when they went into Evans Hall. Once inside, very few kept them on, it was so close.

Students and faculty alike ex-

pected the usual remarks from the president at the start of a new year, and some dozed as President Cole led into the meat of his address. Then, almost suddenly, he was talking to the students in a way they had never heard before. And, with very few exceptions, they listened.

When it was over, after President Cole had challenged each of them in terms of personal responsibility and pride, they applauded. For a moment, only one young man stood, but he was soon joined by others until the entire student body was on its feet in an apparent affirmative response to the President's appeal in behalf of student tradition.

As they filed out into the hot afternoon sun, some still carried their coats, but many, perhaps a little self-consciously, slipped them on. The next day, despite continued 90-degree weather, the coats were definitely back in the majority again, and as the spirit of President Cole's remarks prevailed, the coatless again became the campus exception.

The *Ring-tum Phi* editorial columns welcomed the renewal of emphasis on student tradition, although some columnists took expected pot shots at the assembly speech. But, in the main, for the time being at least, the President's statement of University attitude toward student tradition had had its desired effect.

Students and professors alike will comment on the improvement this fall in the general adherence to conventional dress. It has been a long, mild autumn, with little cause for students to retreat into topcoats. The cover photograph of this issue was taken in mid-November at a typical class break. One or two shirt-sleeved students are visible, but there's little resemblance between this photo and the ones appearing on Page 8, also shot during a normal class break in early May.

Will this new, revitalized, positive attitude prevail next spring? Maybe so, maybe not.

About the only thing going for conventional dress is the spirit of President Cole's challenge to the students, an assurance that student traditions are more than superficial in the fibre of Washington and Lee's educational experience. Tradition for tradition's sake appears to have little appeal to students of the mid-1960's.

On the other hand, there are a number of factors that could continue to work against conventional dress as known and respected by generations of alumni.

There is a trend toward more casual dress, among persons of all ages as well as students. Conventional dress is now limited just to the campus, not to Lexington, as students today prefer to don casual attire for off-campus living. There will be inevitable spill-over onto the campus.

There is no longer a general, whole-hearted endorsement and support of student conventional dress among members of the faculty. As the faculty, as part of a national trend, becomes more mobile, and as older professors retire, few new men willingly undertake to encourage conventional dress, and some frankly attach no importance to it. Their backgrounds, perhaps, were at colleges where few students wore coats or ties, so even a fifty-fifty ratio at Washington and Lee smacks of formality, pleasant or otherwise, to them.

Students will continue to reflect confused attitudes toward conventional dress and other student traditions. For a student who, chances are, isn't very friendly to his next door neighbor back home, it will become increasingly difficult to expect him to speak cordially with total strangers on the campus walks. Students generally want to conform, to be accepted, and some will

wear coats and ties to conform at Washington and Lee, while others will cast them aside in order to conform with the national image of the college man.

The Washington and Lee student body remains essentially conservative in its political, economic, and social attitudes. Yet, many seem to feel they should be more rebellious one way or another. Some will choose to attack conventional dress. After all, it's easier and safer to hate your coat than a Communist or a Bircher or whatever.

It's possible to get a good college education wearing a T-shirt and a pair of blue jeans. Despite some important "carry-over" effects in terms of self-discipline and self-respect, conventional dress really doesn't have much educational value. At least, it wouldn't have on most campuses.

But, then—if we who are alumni can believe what we feel as a result of our years here—Washington and Lee is different from most campuses.

Conventional dress is, if nothing else, a symbol. It is a symbol of a young man's acceptance of a way of student life that is distinctive in the premium it places upon individual honor and integrity and individual responsibility. Such a symbol, then, becomes to most of us an integral part of our Washington and Lee experience, and we want others who follow to respect and accept this symbol, too.

More than one person close to the University has concluded that the real danger from a deterioration of student tradition is its chain reaction effect. It has been said that the demise of the speaking tradition will bring about the end of conventional dress, and the end of conventional dress will mean the death of the Honor System.

Perhaps *this* is the best reason why this symbolic tradition we call conventional dress *must* survive.

LAST JUNE IN MY COMMENCEMENT remarks to the 1965 graduates, I commented on the forthcoming Lee Centennial years here. And in reflecting on the century that has intervened since 1865, I suggested that, despite a certain propensity to venerate tradition here, the University is not really so hide-bound by custom and tradition as it might appear at times.

The kind of university that evolved under President Lee was not the same kind of college that had existed here before the Civil War. The course of the University after Lee's death was not the same one that he had plotted as president. And as the years have passed, the University has been influenced by individuals, and it has been influenced by circumstances. The University has changed, does change, and will continue to change with the times and the demands of the times.

We are very proud of the fact that the University is privately controlled, subject to no dictates from state or church. This was not always clearly established.

We compliment ourselves on our size where the individual is not lost among the masses of students. Yet, there have been times in the not so distant past when the University sought all the students it could get. There have been periods when no limitation on the size or the scope of the University was considered by its Trustees or faculty.

But circumstances, the limitations of resources, and frequently the wise judgment of its leaders have combined to make the University as it is today. As Professor Crenshaw, the University Historian, has pointed out, Washington and Lee has often been compelled to make virtue of necessity.

Last year, a pamphlet was circulated among the alumni which spoke in general terms about the ways in which a growing and forward-looking University may change as it adjusts to society's mounting needs and to the various dictates of educational progress. But the main points of emphasis in the message of this pamphlet were these: There are some things about Washington and Lee—certain values and certain attitudes—that are unchanging to the degree that all Washington and Lee men can share these values and attitudes.



President Cole's Remarks About Student Traditions At the Opening Assembly

no matter what academic degrees or courses were offered here when they were students, no matter how large the student body was at the time, no matter who was president, dean, or professor. The pamphlet called this kind of continuity a "unity of spirit" among alumni, a unity of spirit that grows out of sharing these values and attitudes, a unity of respect that lasts throughout lifetimes.

If you will, let me mention some of the things that generations of Washington and Lee men possess in common.

One is the shared experience of studying at a college where the student is treated as an individual, where the academic success or failure of every student has always been a matter of individual concern on the parts of professors, deans, and other counselors.

Another is the shared experience of association with a faculty of dedicated teachers—men who recognize the value of undergraduate education, its special significance, its special joys and rewards; men who have devoted their professional lives to this kind of teaching.

And there is the shared experience of living and studying together in an atmosphere of complete trust and respect, where the honesty and integrity of every individual is honored by every other individual.

Still another is the shared experience of friendly association with your fellow students and with your professors, the memory of life in a community where it was easy to be courteous and friendly to others, for others were inclined to be courteous and friendly to you.

And, finally for this summary, there is the shared experience of pride in your University and pride in yourself as a member of its student body. There is a pride among Washington and Lee men that they availed themselves of the educational opportunity here, a pride that they accepted and helped preserve principles of honor and integrity, and a pride that they accepted and preserved certain conditions of courtesy and friendliness and certain conditions of gentlemanly dress. There has been a characteristic pride among Washington and Lee men that causes the most uninformed stranger to this campus to sense there is something different, something special about their institution,

A shirt-sleeved student body gathered in Evans Hall to hear PRESIDENT COLE's address at the opening assembly. The temperature was in the nineties, and it was stuffy in the assembly hall, a fact attested to by numerous professors who wore heavy academic robes as well as coats and ties.





A current fad among students is to go sockless, although some will admit it makes for sore feet. Some students don't abandon their coats entirely, choosing instead to hook them over their shoulders as a casual gesture toward conventional dress.



perhaps because of the way the students greet him and each other on the walks, perhaps in the way the students seem to take pride in their personal appearance.

I wonder how many of you share this pride. I wonder, because there is reason to believe that some of you do not.

The freshmen among you recently returned from the orientation lectures and discussions of freshman camp. Various speakers and counselors there told these new students a great many things of great value. Freshmen were told that a Washington and Lee man doesn't lie, cheat, or steal. They were told that a Washington and Lee man customarily speaks to fellow students and others he may meet on the campus walks. They were told that a Washington and Lee man wears a coat and tie.

It doesn't take long to discover that some Washington and Lee men do not speak to each other on the campus-walks now. And if the same conditions of dress prevail this year that did last April and May, then the freshman very quickly will feel that his expenditures on jackets and ties could have been invested more wisely in other ways.

How can you tell a freshman that he must speak to his fellow students, if practically no one speaks to him; how can you tell him he must dress like a gentleman, yet he sees numbers of upperclassmen without coats, without socks, some with shirttails out, collars open and ties dangling, or with no ties at all?

As you know, I am not a graduate of Washington and Lee. My experience as a student and teacher and administrator, before coming to this campus, was at large universities where there was not as much concern for campus courtesy, or with the way students dressed. Therefore, I believe my impressions as to the value of your student traditions are as objective as anyone's.

Last spring the self-study committee raised many questions. Just how important is it, anyway, for our students to speak on the campus, or to wear coats and ties? What has all this to do with education anyhow? Are these traditions worth preserving? Why should Washington and Lee wish to be dif-





It was hot in Evans Hall as PRESIDENT COLE spoke. Many students listened attentively as he challenged them to have pride in their traditions. But some didn't.

ferent? Why should Washington and Lee students be expected to dress differently, or be any more courteous than any other college students?

We talked about these matters at great length. We discussed the very real concern of many alumni and admirers of the University that the traditions are vanishing. I can tell you something of my own knowledge of alumni attitudes on this matter, for I have had voluminous correspondence with many, and long conversations with others. They simply can't understand why you would allow to be weakened those concepts and practices in which they took such pride as students, and in which they still take pride as alumni. They look about them, and they don't like what they see. They say to me, "What are you going to do about it?" If I say that matters of student courtesy and dress are not subject to University rules and regulations, but rather the province of student self-government and custom, then some of these alumni say it is time the University made it a matter of administrative rules and regulations.

Well, I for one am not convinced that this is an answer, and I feel the alumni who suggest this would agree in a moment of reflective judgment. I am certain that a great many of my faculty associates agree. No professor wants to become a policeman for enforcing student dress any more than he wants to become a judge in administering the honor system.

In the course of our Self-Study Committee discussion, some conclusions were reached. While it was argued by some that wearing a coat and tie will not directly help a student to increase his knowledge, it *was* agreed that gentlemanly dress can contribute or enhance in the individual a measure of self-pride, self-respect, and self-discipline—all factors that *could* have some relationship to pride and self-discipline in academic matters. And, it was agreed that the values attached to student tradition by many thousands of alumni, parents, and friends cannot be dismissed lightly.

So, the question came to a focus. "What, if anything, can be done to reverse the trend, to save the traditions?" Jim Kulp, last year's student body president, felt that the Executive Committee's amendments of the procedures



of the Assimilation Committee were a step in the right direction, but he agreed that more should be done. He joined in a recommendation by others present that it might serve a useful purpose if the University's attitude on the matter be made known to you, the students. It was suggested that the president of the University, insofar as he could do so, express this attitude in his remarks before the opening assembly in the Fall. I am carrying out that suggestion at this moment.

Because I believe personally in the importance of your student traditions, and because I am aware of the importance that so many others attach to these traditions, I am making this appeal to you now. I ask you to consider seriously and thoughtfully your attitudes toward these customs, and to consider the value that you attach to them.

Review the sacrifices you would seem to make in terms of personal independence and your freedom of thought and action.

Consider the responsibility you tacitly accepted when you chose Washington and Lee as your college.

Think about your role in the preservation of certain values and attitudes that have been and continue to be important to men who have preceded you here.

Ponder your right to destroy and maim that which many others before you sustained with pride and dignity.

Decide if you wish to share in a unity of spirit with other Washington and Lee men of many generations, or decide if you are going to hold in contempt or in apathetic indifference this bond of fellowship.

Weigh carefully your obligation to give something of yourself to this University, as well as your privilege to take a part of it with you.

And when you have thought of these things, when you have made up your mind, then I hope that you, too, will feel the same pride in your University, and the same pride in yourself as a student here, that so many others before you have felt.

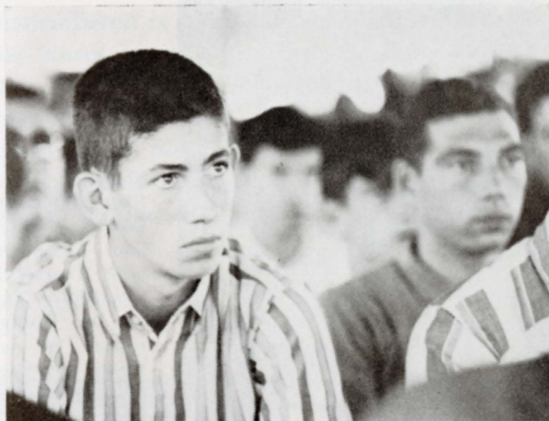
I wish you good fortune for the coming year.



In early May, the warmer weather caused even more coats to be shed. Many students continued to wear conventional dress, but there were times, such as these scenes, when it seemed the student in a coat was the exception to a shirtsleeve rule.



Another Alumni Viewpoint . . .



■ WILLIAM A. NOELL, JR., '64, was president of the student body his senior year, a champion debater, a member of Phi Beta Kappa and Omicron Delta Kappa, and a Fulbright Scholar. In September of 1963 and again this past September, he addressed the new freshmen in the closing assembly at Freshman Camp. For those who heard him, his comments on what Washington and Lee can mean to a young man were the highlight of the camp experience. Noell spent last year in Europe on his Fulbright grant, and he is currently a first year law student at the University of Virginia. Excerpts from his talk:



"To be perfectly frank, gentlemen, you did not decide to go to Berkeley, you did not decide to go to Yale, you did not decide to go to Harvard or to Princeton. You decided to come to Washington and Lee. We ask you, then, to feel pride because that choice is your own. And, further, we ask you to give demonstrable evidence of that pride. We ask you to show some respect for this institution which, after all, is your own."

* * *

"Generations of students have been writing prologue for Washington and Lee. You have been asked to continue that job. Do not, for one moment, forget that what you do and say in the next four years is what Washington and Lee is doing and saying in the next four years. Do not forget that Washington and Lee will be as active as you are active, as com-

placent as you are complacent, as fine as you are fine, as noble as you are noble, as rare as you are rare . . . Nor should you make any mistake about the fact that what you will write on that prologue is absolutely indelible. Yours is not the right, yours is not the privilege of erasure . . . What you do here stays."

* * *

"You had an option as to whether or not you would come to Washington and Lee. You knew of certain advantages that it boasted. Your responsibility, then, is to leave that option open to others. Do not forget that strengthening and maintenance of what exists is a positive, not a negative, force of action."

* * *

"It is no excuse for you to say, once you have reached the Washington and

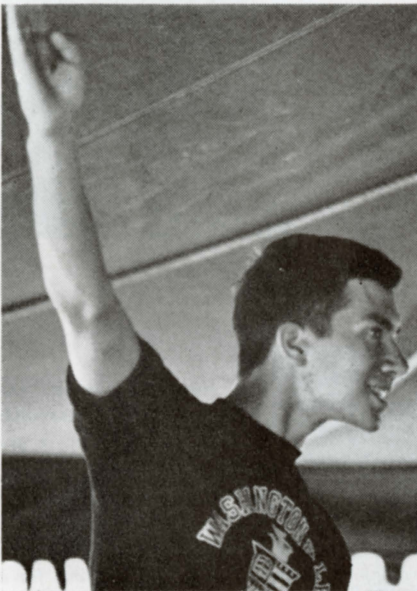
Lee campus, that there are certain upperclassmen who do not set a reasonable example for you to follow. For these are men who do not have the courage or the strength to assume the responsibility that is theirs. The responsibility is clearly yours. If examples are not set, it is up to you to set them. But do not believe for a moment that you may shirk responsibility because someone else has failed to assume it. Never make that mistake."

* * *

"Gentlemen, what we today hand to you has taken not a lifetime but lifetimes to build. That responsibility should weigh heavily on your shoulders. I hope it will. Study the past, remember the past is prologue, understand fully what is meant when someone tells you that privilege is indeed a responsibility. Then maybe you will begin to grasp what Washington and Lee is all about."



PROF. WILLIAM JENKS, '39, a faculty counselor at Freshman Camp this year, talks with TOMMY BRICKHOUSE of Lynchburg. The youth's father, DR. ROBERT LEE BRICKHOUSE, '36, was PROFESSOR JENKS' dormitory counselor when JENKS was a freshman.



The name contest at the close of each camp session tests campers on one important aspect of the three-day outing—getting to know each other. This young man makes sure his fellow freshmen see him when he steps up for identification.

Freshman Camp Remains Best Orientation Method For Washington and Lee

FRESHMEN CAMP—after thirty-four sessions since its beginning in 1928—continues to provide Washington and Lee with the best approach to freshman orientation at both academic and extra-curricular levels.

This September, all but a handful of the 347-member freshman class piled aboard school buses and traveled to Natural Bridge for a three-day program of lectures, bull sessions, and recreation.

Each year there seems to be more to cover, particularly in the extra-curricular categories where new student activities want an opportunity to make their pitch to the new men as early as possible.

Freshmen still get academic ad-

vice from deans, professors, and carefully-selected student counselors. Student government representatives talk about student traditions and responsibilities, and athletic coaches appeal for freshman participation. Interest perks up most when fraternities are the topic, and some of the most effective orientation still takes place in the small group conferences that are more question and answer than formal lecture.

As a final touch, campers hear excellent talks by a current student and an alumnus on what Washington and Lee should mean to a new man.

Dean of students Edward C. Atwood is the current camp director.

“Citius, Altius, Fortius”

■ OF ALL THE TALKS heard by freshmen at camp, one of the most likely to be long-remembered is the annual sales pitch made by Physical Education Director Norm Lord as he introduces the various members of the intercollegiate coaching staff. It is unlikely that in their seventeen or eighteen years many freshmen have encountered a person with Coach Lord's enthusiasm for physical activity. For alumni of the past fifteen years, these shots should recall those memorable freshman days when they were exhorted to become, as Coach Lord puts it, *“citius, altius, fortius!”*



“Hello, troops, welcome to the muscle factory!”



“If your body's warm, we want you!”



“We don't care if you can't jump but this far now!”



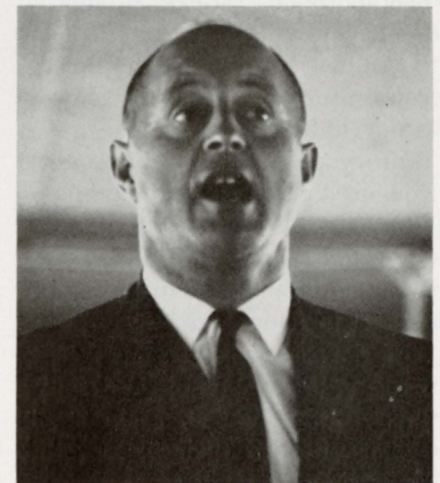
“You're going to learn to jump a whole lot farther!”



“We're going to have vigorous, healthy bodies!”



“Isn't that what we all want?”



“Doctor's excuse? What's that?”

New Troub Director Says Drama Should Entertain and Teach

■ FOR LEONEL L. (Lee) Kahn, Jr., Washington and Lee's new drama director, a college theater should both entertain and educate.

Kahn says the educational theater (he prefers that term to "college theater") has two purposes:

"First, it should present as many forms and styles of dramatic literature and theatrical production as possible so the students, over their four years here, can see many different kinds of theater.

"Secondly, for those students interested in the theater as perhaps a livelihood, it should offer the necessary training and background so they can get into graduate school.

"I'm speaking of those interested in the theater as a career, or who want to teach drama, or even those who just want to take part in their neighborhood theater groups at home.

"In an extracurricular theater, you can improvise and 'make do,'" Kahn added, "but when you start training people for graduate work, you need the best equipment possible."

At the moment, Kahn and the Washington and Lee drama group, the Troubadours, are 'making do.' But they also made some permanent improvements to the Troubadour Theater on N. Main St., in preparation for their first production of the season, Samuel Beckett's "Waiting for Godot."

The interior of the theater has

been completely repainted, and university carpenters are constructing a 15-foot circular revolving stage.

The revolving stage, to be used for the first time in the production of Shakespeare's "Richard II" next March, helps alleviate a space problem and will permit set changes not possible before.

The theater seats have been repaired—at a cost of five seats. Repair parts being unavailable elsewhere, it was necessary to use the five seats to patch the others. As a result, the theater now seats 160 compared to the previous 165.

"The theater is pretty good so far as the audience's being able to

see the stage is concerned," Kahn said. "I would never want a theater seating more than 200—the people would be too far away from the actors. Acoustics leave a little to be desired."

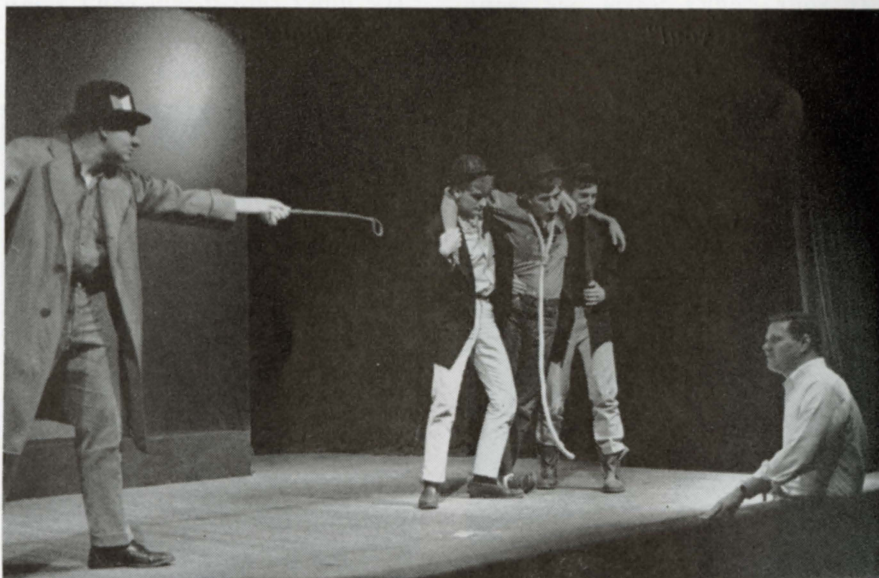
Kahn also hopes to get a new dimmer for the stage lights. "The present one is just not efficient," he said.

Most of the Troubadours are interested in the theater strictly as an extracurricular activity. But several want to go on to graduate school in the art.

The 31-year-old Kahn is a native of Louisiana and received his bachelor of arts and master of fine arts degrees from Tulane. He is currently working toward his Ph.D. degree from Tulane.

Before coming to Washington and Lee, he directed the theater at Delta State College in Mississippi and has worked as a producer and director in summer theaters in North Carolina and New Orleans. He and his wife have three children.

Kahn replaced Dr. Cecil D. Jones, who resigned as drama director to accept a similar position at Vanderbilt University, his alma mater.



Director LEE KAHN, right, rehearses a scene from his first Troubadour production, "Waiting for Godot." The difficult play drew high praise for its performances and staging.

Freshman Financial Aid Up 30 Per Cent

■ FINANCIAL AID TO members of the freshman class entering Washington and Lee University this fall increased more than thirty per cent over the 1964-65 academic year.

Seventy-six of the 346 entering freshmen were awarded \$87,000 from University sources for the coming session, according to a report by Lewis G. John, director of student financial aid.

The largest number, fifty-six, are participating in the University's grant-loan program. They receive three-fourths of their aid during the freshman year in scholarship assistance and one-fourth in loan help.

Ten of the entering students are Robert E. Lee Scholars. An in-

creased number of Lee Scholars was made possible by an additional gift to the University of \$300,000 by the anonymous donor who established the Scholarship Fund with a \$200,000 gift in 1955. The latest gift assured continuance of the program for another ten years.

Six of the freshmen are Baker Scholars, chosen by the University Board of Trustees' selection committee under the \$100,000 George F. Baker Trust, established at fifteen liberal arts colleges in the United States.

Four area residents have been awarded Rockbridge County grants, which now pay \$1,000 as a reduction of the University comprehensive tuition fee.

In addition to these seventy-six receiving University aid, there are among the entering students three National Merit Scholars, the largest number to enter the University in any year since the program was begun. Sixteen applicants for aid who presented outstanding entrance credentials but had no demonstrated financial need were named to receive honorary Washington Awards of \$100.

In all, Dean John's office processed 190 aid applications of candidates admitted for the fall term and was able to offer financial assistance to 121 of the 137 applicants who were accepted for admission and who had demonstrated financial need.

Dr. Bean on Talks Between Lee & Professor

■ AN ARTICLE describing in detail two conversations between Robert E. Lee as president of Washington College and a member of his faculty appears in the October issue of *The Virginia Magazine of History and Biography*. The article is by Dr. W. G. Bean, professor emeritus of history at Washington and Lee.

The conversations were between Gen. Lee and William Preston Johnston, professor of history and literature. Johnston, son of Confederate Gen. Albert Sidney Johnston, had been a colonel in the Confederacy and a military aide to Jefferson Davis.

Johnston wrote resumes of the conversations, and these were later presented as typewritten manuscripts to Washington and Lee by the children of Henry St. George

Tucker and his wife, Henrietta Preston Johnston Tucker, the daughter of William Preston Johnston. The manuscripts are now in the university's McCormick Library.

In the first conversation, which took place May 7, 1868, Gen. Lee commented on the battle of The Wilderness late in the Civil War (Gen. Ewell vacillated, Gen. Longstreet was slow, and "If Jackson had been alive and there, he (Lee) would have crushed the enemy," Johnston recalled). Gen. Lee also commented on Reconstruction and said he planned to write a history of his army. The history was never written.

The second conversation took place March 18, 1870, when Gen. Lee's health had begun to fail.

Johnston and Lee discussed this and Johnston urged the general to take a leave from his duties as president in an attempt to regain his health. After the faculty formally expressed the same thought, Gen. Lee did take leave and made an extended trip throughout the South. But his health continued to fail and he died seven months later.

A book review by Dr. Allen W. Moger, professor of history at Washington and Lee, appears in the same issue of the magazine, which is published by the Virginia Historical Society in Richmond.

Dr. Moger reviews *The End of an Era*, by John Sergeant Wise, a re-issue of a controversial book dealing with the Civil War period. Wise was the son of Virginia's last prewar governor, Henry A. Wise.

The Big Snow





FEBRUARY 1966

For more on the Big Snow of '66, please turn the page.



Freezing weather and warm rooftops made for spectacular icicles. A brilliant day followed the snowfall and laced the campus with dark shadows.





Snow for Fancy Dress has become traditional. This time it marooned many dates in Lexington. They munched to class with students, as snowplows cleared campus walks of a nearly two-foot accumulation.



A Mother's Touch for Fancy Dress



MRS. W. F. MILLER, who designs sets professionally with theatrical groups in Nashville, Tenn., came to Lexington to assist her son, JOE, right, plan for the 1966 Fancy Dress Ball of which he was president. At center is one of the ball's vice-presidents, SCOTT MILLER (no relation to JOE).

WASHINGTON AND LEE students had professional help—free of charge—in designing the decorations for their 57th annual Fancy Dress Ball this year.

The students were assured of that last spring when they elected senior Joseph G. Miller of Nashville, Tenn., as Fancy Dress President. Miller's mother, Mrs. W. F. Miller, is a professional set designer, working with both the Children's Theater and the Circle Theater in Nashville. Mrs. Miller spent several mid-January days in Lexington looking over Evans Dining Hall, where the ball is now held, and in helping her son and members of his committee design the dance decorations.

The 1966 theme was "Derby Day," and every effort was made to capture an authentic atmosphere of the Kentucky Derby. Miller and several members of his dance committee visited Churchill Downs last summer, gathering material from officials there and drawing up sketches of the track layout.

With this, Mrs. Miller created a 30 by 17-foot three-dimensional

irregular oval which surrounded the bandstand and simulated the Derby track, complete with a seven-foot high horse and jockey, finish line, fence and 11-foot Gold Cup.

The dining hall, with its Williamsburg green and off-white color scheme, tiled floor and grandiose brass and crystal chandeliers, is in itself a magnificent setting for the Ball.

"The dining hall is just beautiful," Mrs. Miller said, "and really needs little additional decoration anyway."

One drawback which had to be overcome: None of the decorations could be nailed or pasted to the walls, floor or ceiling. Mrs. Miller simply designed a large framework of two-by-fours which served as the bandstand and to which the decorations were attached. The framework can be reused for future Fancy Dress Balls.

Costumes for the Derby Day Ball included jockey suits, gambler's outfits, Kentucky Colonels and Southern gentlemen topped off by silk hats and bowlers. Most dates

wore formal dresses, but some designed costumes to match those of their escorts.

President Miller and the twenty-six student officers of the dance were decked out in white tie and tails to lead the figure which got the Ball under way. Miller escorted Miss Sandra Shelton of Nashville, a student at Vanderbilt.

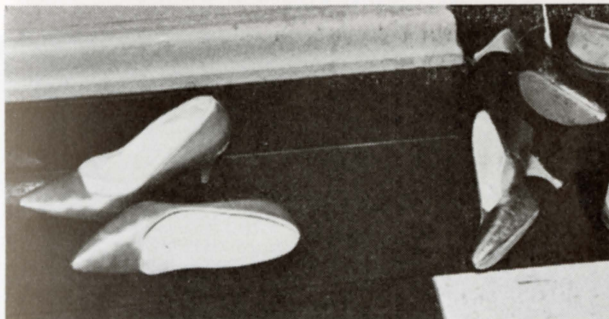
Stan Rubin's orchestra, featuring the "Tigertown Five," performed for the Ball and a concert Saturday featured folk singers Ian and Sylvia.

More than 500 couples attended the Ball, despite the deep snow that has come to be an expected part of the Fancy Dress tradition. Comment in the student newspaper prior to the Ball suggested that there was no longer student interest in Fancy Dress, but attendance proved otherwise.

The first Washington and Lee Fancy Dress Ball was held as a private costume party in 1907 and soon became a campus-wide event. It has often received nationwide attention and twice has been featured in *Life* magazine.



The Kentucky Derby theme brought out some of the zaniest homemade costumes in many years. One couple came as a matched pair of Kentucky bourbon bottles, and freshman TOM BLANTON of Odessa, Texas, came as a horse, all to the delight of LINDA MITCHELL, right, of Panama City, Fla. PRESIDENT MILLER had as his First Lady of the Ball, SANDRA SHELTON of Nashville. Many girls found the terpsichorean calisthenics of the Frug and the Watusi too much for their high heels.



Washington and Lee's Eleventh Parents' Weekend Draws Many

THERE WAS A NEW WRINKLE to the eleventh annual Parents' Weekend this past year at Washington and Lee. For the first time, the event was held only for parents of upperclassmen and law students. The parents of freshmen had their own program at the beginning of the school year when most accompanied their sons to Lexington.

As a result, attendance for the late October weekend was down from 1,150 last year to 809 this year, including eleven parents of freshmen who came anyway. The freshman program drew 552 guests and was considered successful.

The divided attention grew out of a great strain the combined weekend placed on Lexington and area accommodations. In other words, Parents' Weekend had grown too big for itself. But, this October the Parents' Advisory Council reversed itself, voted to welcome the freshman parents back at the big weekend next year, and chances are the event will be bigger than ever.

Except for the change regarding freshman parents, the weekend's format continued to follow the same successful pattern of previous years. The official program was a full one, and added to this were the receptions given by most fraternities in honor of members' parents, and the informal visiting that was somehow sandwiched between the program events.

A panel discussion on "Changing Student Values" (see Page 24) drew a large audience, as did the usual reports to parents by the University's chief administrators. The Parents' Advisory Council held its regular meeting and elected William Engles of White Marsh, Va., as the next chairman.

The outgoing chairman, Edwin B. Crosland, of New York, N. Y., presided at the Lee Chapel general report meeting on Saturday, and perhaps spoke for most parents in his comments on President Cole's address at the opening University assembly. Said Mr. Crosland:

"There is much discussion these

days about the unrest of our youth. The news media are filled with stories of protests against the norm by the young people of this country, and, indeed, unfortunate reports of riots and rebellions in some quarters. These are times of rapid change, and in a dynamic society such as ours, impatience is a natural characteristic to be found among the young.

"At the same time it seems to me that in many areas we are losing sight of our heritage, our institutions, our sense of values. For this reason, I found Dr. Cole's remarks at this year's opening session of the University to be particularly appropriate.

"As Dr. Cole observed, we will continue to change with the demands of the time. We will look forward. Nevertheless, we must always be mindful of the importance of adherence to worthwhile customs and traditions. These are among the foundation stones of our society."

Dean of the School of Commerce and Administration, DR. LEWIS W. ADAMS, speaks in Lee Chapel to a Parents' Weekend audience who heard a special "report on the University" from the school's leading administrators. Seated, l-r, are CHAPLAIN DAVID W. SPRUNT, DEAN W. W. PUSEY III (College), DEAN C. P. LIGHT, JR. (Law), Parents Advisory Council Chairman EDWARD B. CROSLAND of New York City, PRESIDENT COLE, student body president FRED MINDEL of Toledo, and DEAN OF STUDENTS EDWARD C. ATWOOD. Right photo, MR. CROSLAND chats with a fellow parent after the program.





Advisory Council Chairman Crosland presided at the Lee Chapel "Report on the University."



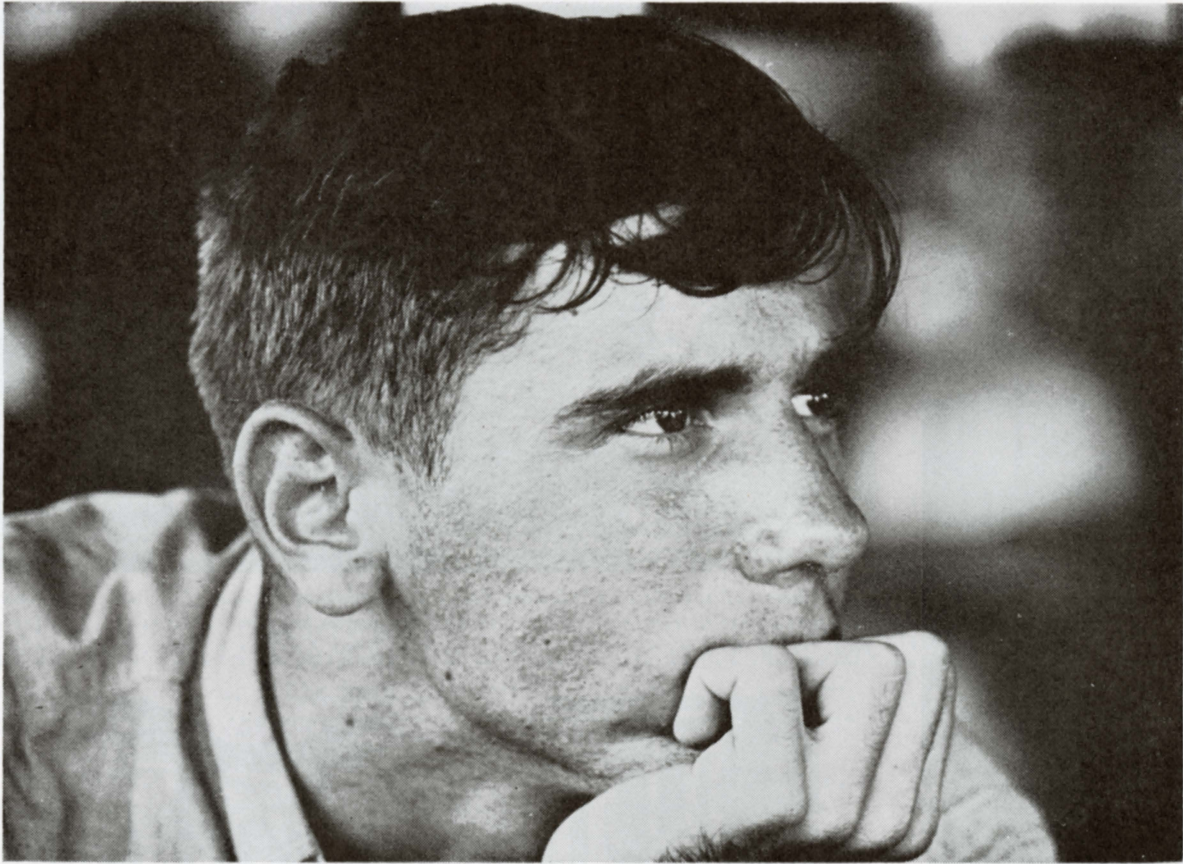
New officers of the Parents Advisory Council for 1966-67 include, l-r, Chairman-Elect William Ingles of White Marsh, Va.; and Co-Chairmen Richard G. Holladay of Memphis, Dr. Ward Briggs of Montchanin, Del. and Judge Charles E. Long, Jr., of Dallas.



President and Mrs. Cole greeted many parents at an evening reception in Evans Dining Hall.

Outside Lee Chapel, President Cole chats with Irvin J. Mindel, left, of Toledo, O., and M. W. Dennery, right, of New Orleans. Senior Fred Mindel, president of the student body, has his back to the camera.





Changing Student Values

Some of the Influences on Current Student Attitudes and Values Were Discussed by a Special Faculty-Student Panel as Part of the Parents' Weekend Program. Participants Included the Dean of Students, an Associate Professor of Religion, and the President of the Student Body.

THE PANEL DISCUSSION on student values was held in Lee Chapel before a large audience of parents. Presiding was senior Charles N. Griffin of Upper Montclair, N. J., president of the Interfraternity Council.

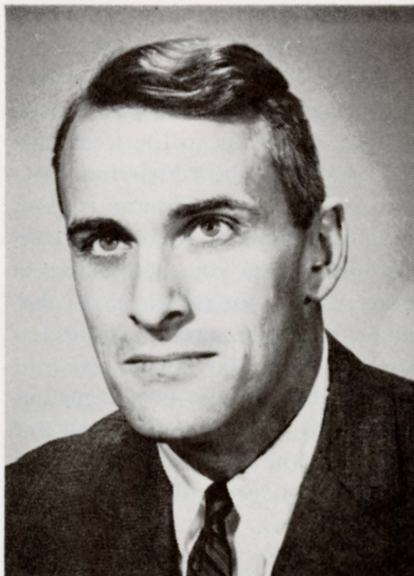
MR. GRIFFIN

On the one hand, the casual observer probably thinks that this subject has been overworked. However, on the other hand, the serious observer probably thinks just the opposite—that student values haven't been discussed enough. Perhaps the heart of the matter is that the subject has been dealt with only on the surface and that this surface treatment has, in fact, been overworked. It is the purpose of this panel tonight to take the subject of changing student values and to probe it more deeply and, hopefully, more significantly; to look at the student of the present as compared with the student of the past, to look at the role of the educational institution in student values, and to look at these values from a student's point of view.

We will hear three presentations tonight, the first of which will be given by Dr. Edward C. Atwood, Jr., Dean of Students. Dean Atwood is also a professor of economics, obtained his A.B., M.A., and Ph.D. from Princeton. He was with the Washington and Lee economics department from 1952-1960 and from 1960-1962 he was with the General Electric Corporation in New York City. In 1962 he returned to Washington and Lee as Dean of Students. Dean Atwood is going to talk about changing student values in terms of the college student, past, present, and future.

DR. EDWARD C. ATWOOD
Dean of Students

What I would like to try to do tonight is to compare the background and experience of the current student generation with the



DR. EDWARD C. ATWOOD, JR.
Dean of Students

background and experience of our generation, during this same period of life. Now if I'm older than some of you, I apologize for saying "our" generation. I mean a period of 20, 30, 40 years ago.

It's my firm belief that the changing environment in which current students are brought up and must live has a great deal to do with the current questioning of values and actual changing of values that we are experiencing today. My brief remarks will be divided into three phases. I would first like to treat the pre-college preparation, then the campus student life, and then, finally, the period directly following graduation from college.

In each case, I would like to discuss the situation today as compared with the situation in the past. Hopefully, this will provide the background necessary to an understanding of the pressures under which student values must be determined today.

To really understand today's college student, his development and his system of values, we must go back to the changes that have taken place in the secondary school system—the prep schools and high schools. Here both academic and

social changes seem pertinent to me. We take the academic preparation of students in high school first. In the past, the majority of high school students didn't graduate from high school and among those who did, few went on to college. College admissions were much less selective than they are today and as a result almost every high school student who wanted to go to college could get into a college without any trouble. There were no severe academic pressures on students in high schools. Theirs was a relaxed atmosphere and they had a fairly good time.

At present, however, more than sixty per cent, and this is increasing, of the students in high school plan to go on to college. This has made college admissions extremely competitive and, as a result, the academic work in high school has been upgraded, especially since 1957 and our embarrassment over the Russians' initial space achievements. All sorts of pressures have been put on students, both from the home and from the school. Parents, counselors, high school teachers—they are always pushing the students to do better so that they can get into college.

Now, still dealing with the high school phase, I shall comment on social preparation. In the past, at least when I went to college, it seems that we arrived at college sort of wide eyed and bushy tailed. Comparatively speaking, we were socially naive. It was a whole new world opening up for us. We had a cautious approach to independence, and we were generally inclined to conform to authority.

At present, however, our students are coming into college out of high school much more socially sophisticated. They date earlier, they go to dances earlier. They have, at least, been subjected to the influence of alcohol and sex before they get here, something that used to be one of the things you learned in college. I think television has had

a lot to do with this spreading, this raising of the level of social sophistication among high school students.

They come, too, with a very high tolerance of individual differences. They're willing to let other students do pretty much what they want to. There is also a tendency to reject authority just out of hand, simply because it *is* authority.

We move, now, into the second stage, the college student life. A student's problems are by no means over after being admitted into a college. Being an undergraduate today is not an easy job. In the past, we had the so-called Joe College, the big fraternity man. The academic work was only moderately demanding, and it appeared possible to minor—in fact, I think sometimes some students majored—in social life, rather than in academic life. A gentlemanly "C" grade was a perfectly acceptable grade and life was fairly easy. Undergraduates were willing to swallow about anything—even gold fish.

Today, the situation is quite different. This is the era of the "cool" student. That's a student word. You've got to be "cool." I'm not quite sure what it means. It means that you can't react to anything much at all. You can't be shocked by anything. It's just "cool." You can't be enthusiastic. Fraternity brotherhood, once so important, is embarrassing to many students.

The academic demands in college are much greater. Students have to spend more time with their noses in books. There is now much greater prestige for the good student. Other students recognize the good student much more than they used to. It's not just a matter of "getting by" anymore. The good student is the one who is going to get into graduate school, or land the best job. And he has, I think, an increased amount of recognition on the campus. Also, you have this continuation of the high school trend mentioned earlier, this great

demand for personal freedom and independence.

Today, as a result of this academic emphasis social life is more restricted, generally to the weekends. As a result of the restriction, however, it is also a little more intense. Students cram in more fun than you did when you had three or more nights to relax. Now they have one night, and they put everything into that one night.

The third phase—after graduation—finds still more changing patterns. In the past, the great majority of college graduates went directly to work. With the exception of World War II and Korea, there was no war, no military service to worry about. However, at the present, fewer college graduates go directly into business. Over 50 per cent of them will go to graduate school or professional school. There is a great need felt for a second degree, often just to have a second degree. The current trend is to go to law school, if you don't know what else to do. This is, of course, aided by our economic affluence. Parents can afford to send their sons on to graduate school now.

Students also have military service hanging over their heads. And now, active war. This is something very unsettling, even among classes other than the senior class.

Now just a word about the future and with this I'll close. My guess would be that in the future these trends will continue and that there will be increasing demands in three basic areas.

First, there isn't much doubt that there is going to be increasing academic demands at the college level. Students are coming better prepared than ever before. There is an increasing intellectual orientation, they want to learn more. And, of course, colleges are able to have greater selectivity, so that I think you can expect to see the academic demands continue to increase in the future.

Secondly, there will be less free time for social life, with play concentrated on the weekends. I hope it doesn't get any more intensive, but that would be a normal continuation of the trend.

Thirdly, there will be an increased demand for personal freedom and independence, a more questioning attitude toward all restrictions—on girls in dormitories, drinking in campus buildings, and many other things of this nature. Students don't like restrictions now, and I think they're going to like them even less in the future. But it is in this kind of a changed environment that students must adopt a new system of values, and it's going to be a system of values that seems to them to fit the kind of world they're living in now.

MR. GRIFFIN

Our next presentation will be given by Dr. Louis W. Hodges, associate professor of religion. Dr. Hodges, a native of Mississippi, received his B.A. from Millsaps College, and from there he went to Duke University to receive the Bachelor of Divinity and the Ph.D. He has been on the Washington and Lee faculty for six years. Dr. Hodges will talk about changing student values in terms of the aims of education from the educator's point of view.

DR. LOUIS W. HODGES *Associate Professor of Religion*

The nature of my topic is not entirely clear in my own mind and I'm sure it will be less clear in yours after I'm through than it is now. The topic of changing student values from an educator's standpoint, I think, raises some very much larger questions, particularly the question of the purpose and proper aim of an educational institution.

A variety of answers is available as to the proper aim of an institution of this sort. Some schools

would seek to teach technical skills and to teach particularly nothing else. Other schools would hope to disseminate ideas and facts about human culture. A few others would hope to propagandize, that is, to mold students over according to some preconceived ideology. All institutions of higher learning do, to some extent, deal with ideas and information or data, and to some extent, also, with ideals, with values and commitments.

But the question comes, then, as to what ought a college to do, given this variety of answers. What should its purpose be? It's my opinion as a teacher, and it is an opinion that's very widely held at Washington and Lee, that neither ideas nor ideals are adequate. It's our task, it seems to me, to concentrate on the *development* of students, as opposed to cramming somebody's head with ideas or filling their hearts with ideals. We need to be producing responsible people, not just storehouses of information or naive ideologies.

Now, in order to do this, that is in order to produce responsible people, we of course do have to do both of those other things: deal with information and with ideals. We are, as a faculty, in some measure, dispensers of information. We must teach data, ideas, impart information. And that, I think, we do.

It seems to me that at Washington and Lee, however, our superiority to many other institutions is not in this realm. After all, we really don't have more information than any other good school. We do as well, I think, as most in this respect, but it is not here that we have something more or something distinctive to offer to students. The something more which we do have to offer, I think, lies not in the realm of ideas but of ideals.

We acknowledge it here to be the proper duty of this university to influence the value judgment of stu-

dents, to enable and encourage students to become more responsible people. Information, yes, but that's hardly enough. Information can always be used toward undesirable as well as toward desirable goals. The people most destructive to real human values in the history of mankind have been at least as well informed as have those who have contributed to the well being of the human race. The informed criminal is, of course, much more harmful than the stupid one. Information is necessary but not sufficient. The man with information must



DR. LOUIS W. HODGES
Associate Professor of Religion

also, then, be a man with larger goals. Now I am sure it seems a bit unnecessary to say this sort of thing. But as it turns out, in an increasingly technological age, people are losing sight of this role of the college.

A college is a place you go for what? To learn how to do your job, to learn what to do, to learn skills, whether it be how to win court cases, as a skill, or how to screw lug nuts on Chevrolets. It's a matter of going off to school to learn something; that is, to get a degree which will enable you to do a better job in your work. We are losing sight,

apparently, in the nation as a whole, of this dimension of education. This loss, by the way, is highlighted in a publication I was reading this week by Philip Jacob, a document called "Education for Social Responsibility." He says that we are losing the historic mission of college education—to make a liberalizing and humanizing touch on individuals.

At Washington and Lee we believe that educational institutions cannot afford to forsake this responsibility, to attempt to mold not only the mind but also to mold the person, or to mold what used to be called character before that word got so messed up by application forms for jobs. This larger goal, the goal of dealing not only with the mind but also the total person, trying to influence people's value judgments, is the greatest challenge that a contemporary college can have. It also presents the biggest problem we have. How in the world do you go about influencing the value judgments of students? How do you develop the liberalizing and humanizing touch? The whole problem is, of course, that values just can't be taught. Commitment to values is primarily not a matter of the head; if it were, it would be much easier. It's rather a matter of the heart, if I may use this familiar but overworked metaphor. Parents ought to know this better than most people. You know that you can tell Johnny what's good for him until you are blue in the face and he persists in wanting just the opposite. I'm confident, having known some of your sons, that this may very well have been going on in the past in your household just as it has in mine. You can't tell a student what to want and expect him to want it. I repeat you cannot teach values.

Our students will come by the office or come by the various faculty offices on campus with the complaint that they are not doing well in courses. They don't under-

stand why. We advise them to try a new attack: Study! This doesn't seem to catch, you see. Values cannot be taught. It would not help much if we put a course in the curriculum entitled values 101. Rather values have to be caught. It's like measles. Values having to do with dedication, these high ideals to which people are given, to which they are dedicated, these things have to be caught. You get infected by them. You can, of course, put yourself in a position to be infected, but the act of catching values is something which, finally, you don't do. It happens to you.

Now all this means that the task of the University in the realm of changing student values is quite a task. It means that what the University *must do* and about all it *can do* is to try to create an environment in which students can be exposed. If one could force-feed values this would be a very good thing and would solve many of our problems. We want to create here an environment and to maintain an environment in which students catch a larger vision, in which they have a larger vision of humanity. We attempt this in a number of ways.

For one thing, creating and maintaining this environment calls for a contact between faculty and student. The faculty-student relationship must be much more than dispensers and receivers of information. Our low faculty-student ratio is, I think, all to the good here. It also calls for a very serious student involvement in important humanizing institutions on the campus, like, for example, respect for one's fellow students. This we symbolize at Washington and Lee through the speaking tradition. It requires commitment to the higher principles of honesty, symbolized here, largely, in the Honor System. It calls for increased self respect, this symbolized at Washington and Lee in the pattern of conventional dress. It calls for the faculty to acknowledge in the classroom a commit-

ment to higher human goals, to get away from some of the more petty restrictions that people in our time are prone to have. It demands that the important issues at stake in the world be a very important part of campus life. These, then, are the aims of the University in changing student values.

Now, in all honesty, it seems to me that we have to raise the question as to how well we succeed in doing these things. Of course it's good and everybody here would agree with what I've said, thus far. It's not entirely clear, however, how well in the nation as a whole colleges are influencing student values. And it's certainly not clear at Washington and Lee. In that publication by Philip Jacob I mentioned a moment ago, he says a few things about current student attitudes. Let me read to you one paragraph from that document.

"With remarkable consistency, current studies of student behavior and attitudes bring out four dominant, interrelated dispositions. First, absorbing self-interestedness directed essentially toward satisfying desires for material well being, privacy within ones own male-dominated family domain, and relief from boredom. Secondly, group dependence, which causes students to bring personal conduct and standards into line with the expectations of groups to whom they turn for a sense of belongingness. Third, social and political indifference and irresponsibility. And fourth, an instrumental approach to reason and morality which pulls both reason and the moral code into the service of preset personal goals rather than acknowledging them as guides to verity and controlling rules of conduct."

This seems to be the picture on college campuses across the nation. These seem to be the dominant values according to these studies which I've cited. They seem to be the dominant values that are now

held by college students. Other studies indicate that once they get to college these values are not changed. They become more sophisticated, students do, in pursuing their values with greater skill, pursuing their self-interestedness, in a greater way of appearing to be interested in others. Sophistication is added to this value structure.

I don't know what the answer is to this one. I don't know how well we succeed. I thought it necessary, however, to raise this question, because we do not know. Nevertheless, whatever may be the answer to this now, it is our intention at this University to expose students to wider horizons and deeper commitments. We believe that the greatness of a man is to be determined not by the usual criteria of success. We believe also that intelligence and information are not the crucial tests of greatness, though they are essential. A man is a great man if he is committed to things which are larger than he is. He is a low man, an insignificant man, when he is committed to things of his own self-concern and that alone. Greatness is not a matter of power or intelligence. Greatness is rather a matter of personal commitment to higher values. This, then, is our enduring goal at Washington and Lee. The goal of producing informed and also committed graduates.

MR. GRIFFIN

The final presentation will be given by Fred Mindel, senior from Toledo, Ohio. Fred is majoring in English and he is currently president of the Washington and Lee student body, a member of ODK, plays varsity basketball, is a dean's list student, and a member of the ZBT fraternity. Fred will talk to us about changing student values in terms of campus influences on values from a Washington and Lee student's point of view.

MR. FRED MINDEL
President of the Student Body

It's extremely difficult if not impossible to deal with the topic of changing student values from the student's point of view in any detailed or specific sense. The actual transformations and modifications in a student's values are subjective and personal. Consequently, I shall not deal with specific values and any particular changes which might come over them, but rather with some of the forces and pressures, both inherent in the college experience in general and also in the Washington and Lee experience in particular that tend to influence the student's values.

And, after outlining some of these forces and factors, I shall mention some of the general types of student action and reaction to them.

Beginning with the college experience in general, in which Washington and Lee is merely one specific example out of thousands, there seem to exist three particular forces which combine to confront any college student with three theoretical questions. These three forces, or perhaps I should call them factors, consist of freedom, demands, and increased awareness.

By freedom I mean the basic sense in which we are all on our own, subject to our own decisions. There is nothing or no one that dictates to us when we must study, or eat, or go to sleep, or have a date, and so on down the line. This point is obvious and needs no further delineation. Yet this fundamental freedom is not unqualified, and there are certain minimum standards which every student must meet. These I have termed demands.

Some of these absolute demands are uniform, such as the minimum academic performance which is required to stay in school, or, in Washington and Lee's case, the



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Student Body President

conditions of the Honor System. Others are flexible, relative to the individual, such as financial limitations or personal obligations to self, friends, or perhaps to fraternity. The point here is that regardless of the exact nature of one's demands, nevertheless we all have certain claims placed upon our freedom.

The third factor, and I again emphasize that these are interrelated and cannot be viewed in isolation, is increased awareness. By this I mean the new horizons and commitments to which we are exposed at college both in the classroom as well as in the realm of general experience.

I stated that these three factors combine to confront each student with three basic questions. They consist of: *What may I do?* This is determined by the degree of freedom the individual possesses. *What must I do?* This is determined by the extent of the demands placed on the individual. *Which should I do?* This is determined by each student's individual scale of values.

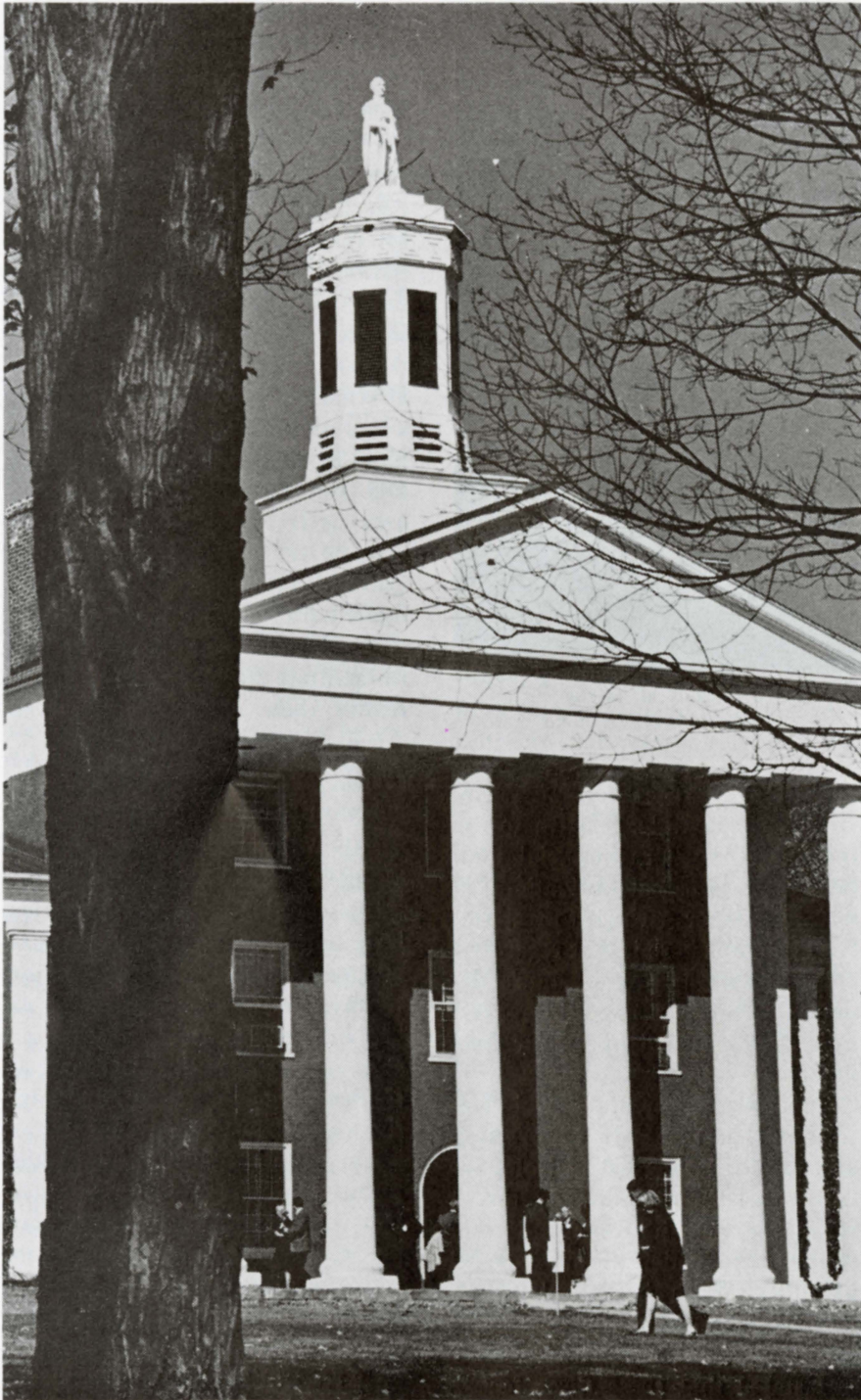
This latter one is the question I am mainly concerned with, for there is usually much room for flexibility of this decision between the other two rather fixed extremes.

Now we must shift to the specific area of Washington and Lee for the inherent nature of our situation here requires that this fundamental question of values, what should I do, be faced from a particular perspective, with subsequent alternatives to which differing amounts of value and importance must be assigned. The Washington and Lee student in three broad areas is faced with a hierarchy of alternatives which demand and require certain types of choices be made with respect to this question. Again, I've broken these down only to facilitate clear discussion, for, in reality, these areas are interwoven.

They consist of the academic, the social, and the ideological. And common to all three is the fact that certain value judgments and choices must be made.

The academic arena is particularly challenging at Washington and Lee. And three specific factors warrant further mention. There exists a substantial amount of pressure connected with classroom activities. The caliber of students and the work they are expected to handle are relatively very high. Added to this inherent pressure is the fact that we attend classes six half days per week and also the fact that the entire system seems to be geared to grades. Whether the faculty or the students themselves are primarily responsible, the fact nevertheless remains that the atmosphere here is basically academic as opposed to cultural or intellectual.

These pressures of high academic standards, of classes six half days per week, of intense competition for grades, force each student to make two types of value judgment. First, in any given course a student takes, there exists some material in which the student is in-



trinsically interested. At the same time there is certain material which must be learned if a good grade is to be achieved. Thus a choice confronts the student and requires him to assign values. Given a certain amount of time is to be spent studying, how is this to be proportioned between the material that interests him the most, material

which is necessary for a top grade, or some combination of both?

There is another type of decision to be made. Whether to study at all, as opposed to some completely different type of activity. This choice basically involves the value one places on knowledge and on grades, as opposed to the value one places on movies, dates, bull ses-

sions, or what have you. The social arena is most inspiring and at the same time confusing in the choices it offers. But there, different kinds of decisions and pressures confront the student. Obviously the central factor lies in our human drives, and this phenomenon is definitely influenced by the dual factors of a rigorous six-day school week and also the obvious fact that Washington and Lee is a men's school. Certain choices arise out of this situation which require little elaboration. Essentially, one must decide upon both the extent of his social life and also the type. A Friday night date versus Friday night in the library. A combo party *versus* a sedate conversation. A blind date, with all its hazards, versus an old friend. These are just several examples of the type of value judgments which are called into play. One must not underestimate the importance of these decisions. Especially, in light of the pressures which lead to the extremely high premium that students place upon the weekends. One might indeed be surprised at some of the modifications and transformations in social values that take place during four years here.

The ideological arena, once again, develops through practical every day experience as well as through the academic and intellectual pursuits. It is extremely hazardous to attempt to separate more abstract or intangible values from more practical and mundane ones, which I am doing to some extent in an effort to avoid complexity.

While at Washington and Lee, students are faced with three particular factors which almost universally influence one's consciousness and apprehension of himself and of his environment. And this lies at the heart of any scheme of values. The Honor System must obviously be cited here, although the specific way it colors or defines one's values is difficult to pinpoint. It has become so much a part of us that

it is difficult to chart its influence. Perhaps once we leave the University we will have attained the necessary perspective to gauge its effect on our values. The fact that the system does indeed exert some influence on our values seems to be confirmed through both the reverence and respect in which students hold it while at Washington and Lee, as well as through the place it always seems to retain in the hearts of those who have graduated.

Another force which can manifest itself as a very vexing pressure that influences one's ideological values has to do with the future and its claims once the Washington and Lee years are over. It should come as no surprise that the oft-referred to "real world" outside is extremely competitive, even to the extent, as Dean Atwood said, when graduate school is becoming a must in many fields. It is not surprising that some juniors and seniors are as undecided if not more confused than ever before as to their future plans.

One of the most powerful influences of this confrontation with the future has to do with a very real type of value change, namely, the assessment of all that is held to be meaningful with the specific end in mind of channeling the more meaningful ones into more practical directions, for college must be seen as somewhat of a detached ivory tower where the student assimilates all that he can into his entire sensibility. At some point before leaving Washington and Lee he must undergo a type of re-evaluation and re-orientation. Our future demands that we relegate certain values to the status of existing only theoretically, while at the same time carrying certain other values with us into the more practical world of adult, everyday experience.

There yet remains a whole line of thought which deals specifically with one's consciousness of himself and his relationship to others and to his environment. We are all, I

should hope, at least superficially familiar with such terms as identity crisis, with voices warning of rampaging conformity and their concomitant claim of individuality, commitment and meaning. I find it extremely difficult to accept that any student could go through college without at least acknowledging and confronting this whole type of thought, without at least asking and demanding some sort of personal answers to those, by now, trite questions: Who am I? What am I? Is there any validity or justification for my feelings and my actions? Most students do entertain thoughts of this nature during their college experience. To what extent they are caught up in them or to what degree one is confused, perplexed, or stabilized by them, is solely an individual matter.

My point is not so much the specific manifestations of value changes that these questions produce, but merely the fact that they do indeed exert an influence. Is this not what is meant by references to college as a time of maturity? As a time to progress? To progress toward finding one's self?

So much then, for a general outline of the major forces, pressures, and influences which confront the student, requiring or at least asking him to make and commit himself to certain value judgments. I should like, however, to briefly mention three very broad ways in which students react to these pressures and situations.

Up to this point, the one element common to every aspect of changing student values has been the individual's confrontation of various alternatives he must choose between, creating and establishing values in the process. Yet the type of choice which ends up as a definite commitment is not found to be made in every instance. On the contrary, commitment is only one of three ways a student may react upon being confronted with the necessity of choice. The alterna-

tives of escape and apathy still remain. The fact is that all three of these general forms of reaction seem to be present to some degree in all of us.

By commitment I refer to the acknowledgment of the forces and alternatives which one confronts and the decision to somehow come to terms with them through making a choice which then becomes a commitment. By escape I refer to the conscious refusal to even confront the forces and influences which call for a value judgment. This is the suppression and repression of all internalizing tendencies which usually results in some form of hedonistic activity. Not only does the escapist fail to come to grips with real life alternatives but he also fails to even acknowledge that these exist. By apathy I refer to some type of middle ground between these two extremes, where the student acknowledges certain choices which confront him, acknowledges the fact that they call for some type of acceptance or reconciliation on his part, yet, nevertheless, refuses to go any farther than this recognition, refuses commitment. Few of us would deny that all of us have it some time and still do employ all three forms of reaction to circumstances.

The point is not so much that we do indulge in all three but rather the extent to which this is so. What becomes crucial is the extent to which one converts his lapses of escape and apathy into some form of personal commitment. To students who are wondering to what extent your values have changed so far during college, and to parents who are wondering the same thing about your sons, there can only be one response. And this lies at the heart of each individual's maturing process. It lies in his asking and successfully answering the question: "To what extent, through how profound a process, and how realistically have I committed myself?"

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EDWARD B. CROSLAND

Chairman, 1965-66, Parents' Advisory Council

AS PARENTS we believe in the kind of education offered at Washington and Lee, or we would not have sent our sons to the University. Perhaps some of us never have paused to analyze that program, but if we were to do so, we would recognize quickly its essential characteristics: a competent faculty, classes sufficiently small for a teacher to know his students, well-equipped buildings and laboratories, emphasis on the liberal arts curriculum, a background of tradition and academic excellence, and freedom from state and sectarian control.

Reflection also would indicate conclusively that both Washington and Lee's continued independence and the steadily improving quality of its educational program have been possible only through the generosity of many friends in many decades. Moreover, the University will remain strong, free, and healthy only through the continuing support of benefactors who believe in the worth of its educational mission.

Manifestly, the Parents' support has assumed real significance to Washington and Lee. Just as the Uni-

versity has in years past depended upon the generosity of its alumni and many friends, so it now depends on the annual giving of parents.

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Our sons and others like them are the beneficiaries of this generosity. The funds received are given to the University for unrestricted use, and are administered by the University. Our gifts to the Parents' Fund help make possible important faculty salary increases, and they also enable the University to meet other pressing needs.

We are grateful to each who contributes. We are grateful, also, to those who, though unable to make gifts, support this effort with interest and understanding.

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