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Basically, this issue of W&L is about the above five men, who have molded—and are continually molding—the admissions policy of the University. From left to right are: Lewis G. John, Associate Dean of Students and Director of Financial Aid; William B. Schildt, Assistant Dean of Students and Assistant Director of Admissions; James D. Farrar, Associate Dean of Students and Director of Admissions; Edward C. Atwood, Jr., Dean of Students and Chairman of the Admissions Committee; and Dean Emeritus Frank J. Gilliam, who today serves as Consultant on Admissions. Although Dean Gilliam no longer is active in admissions work, he remains, with his wonderful well of experience, an adviser on admission problems and a special adviser to the President.

On the cover: The cover is a true maze. It symbolizes the difficulties both students and admissions officials share in coping with what Admissions Director James D. Farrar calls the “imperfect science” of college admissions. Solving the maze takes patience and perseverance—qualities Washington and Lee University is applying to the solution of its admissions problems. The answers to many questions about the University’s admissions practices are on the following pages.

admissions its practices and problems

Work on this issue of *W&L* began almost a year ago. It seemed to us that a comprehensive survey of Washington and Lee's admissions problems and practices would be of great interest to alumni and others pondering the college futures of their sons. It would bring a better understanding to those outside the University of just what was happening inside to assure a good faculty that there would be good students on hand to teach. It would help answer a great many questions that our new President was getting as he made his rounds of the alumni chapters. Questions like:

"How tough is it to get into Washington and Lee now?"

"Who determines which students get in and which don't?"

"What about financial aid? Can I afford to send my boy to Washington and Lee?"

"How do you deal with sons of alumni when you pick your freshman class?"

Good questions in search of good answers. We think this issue gives intelligible answers to these and a great many other valid questions.

The trouble is that the rush of events has, to some extent, overwhelmed the theme of this issue. And these events have posed questions to which there are no quick, ready answers. Not only do we hear, "How do you deal with alumni sons?" but now we're getting "What about alumni daughters?"

Some questions, like those dealing with coeducation, are new, at least new to this campus. Others have been with us for a long time but

now are more demanding of answers—questions such as the proper size of the University.

Fifteen years ago, the University treasurer sighed with relief when the 1,000th student signed in at the end of the registration line. This, in his opinion, was the solvency point. Since then enrollment has crept up to its present level of some 1,450 students. Today, with the University contemplating its future more systematically than ever before, considering plans for a variety of urgently needed physical facilities, reviewing its curriculum, analyzing its faculty requirements, and studying the composition of its student body, the future size of the University is of vital import. A special faculty study committee is now at work, necessarily pondering the imponderables.

Also before the faculty now is the report of a special curricular study team. Its recommendations call for a relaxation of traditionally rigid "distribution requirements" and a reorganization of the academic calendar from two 15-week semesters to a sequence of two 12-week terms and a 6-week "short term" for intensified special study. There will be much debate before the faculty agrees to change in the existing curriculum, but important change is fairly certain to occur.

Early in March, Washington and Lee was invited to enter into discussions with seven other colleges—Davidson, Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon Woman's College, and Sweet Briar—concerning a pos-

sible student exchange program that would, among other things, provide a limited coeducational experience for all participants. In setting up a study of the implications of such an exchange program, President Huntley made it clear to the faculty that an exchange program would not preclude the possibility of a future decision in favor of general coeducation at Washington and Lee. He indicated that the analysis of the exchange program would be an immediate and logical first step toward an investigation of the broader question of coeducation.

All of these developments will have an impact on admissions policy and practice—however they may be resolved.

Certainly, this issue offers readers a deeper understanding of admissions policies at Washington and Lee and of the need to continue to strengthen admissions techniques and to expand financial aid resources. Readers will be reacquainted, too, with the University's intrinsic strengths in attracting students at a time of ferment in higher education. And through a thoughtful reading of the special insert, "Who's in Charge?" readers will be reminded that higher education at Washington and Lee, and elsewhere in the nation, is indeed everybody's business.

We believe this issue can be read with profit by everyone interested in Washington and Lee. And we hope that readers will place a copy in the hands of students they think might be interested in applying to Washington and Lee. A limited supply is available.

— THE EDITORS

an affinity with **young** people

Not many years ago Washington and Lee's admissions program could be managed in the main by one man. True, that man, Dean Frank J. Gilliam, was (and still is) a kind of giant, undaunted by prodigious tasks. A professor of English, he began admissions work shortly after becoming Dean of Students in 1931.

But as the clamor at the doors of the University intensified and the complexities of admissions increased, even the good gray Dean Gilliam had to have help. This laid the foundations for the present shape of the admissions staff.

In 1952, James D. Farrar, a '49 W&L graduate, joined Dean Gilliam as Assistant Dean of Students. Eight years later, his duties were expanded to include directorship of financial aid and scholarships, and in 1962 he became Associate Dean of Admissions of the University.

That same year, Dean Gilliam, at his own request was relieved of his responsibilities as Dean of Students so that he could devote full attention to admissions. Dr. Edward C. Atwood, Jr., a former associate professor of economics at W&L who had taken a consultant's job with General Electric, returned to become Dean of Students and to serve as Professor of Economics.

A few months later Dean Gilliam suffered a mild heart attack from which he quickly recovered. But in 1963, he retired to become Dean Emeritus, remaining a consultant on admissions and a special adviser to the President.

Dean Gilliam's retirement brought about an expansion and reorganiza-

tion of the admissions staff. Dean Atwood became chairman of the Faculty Admissions Committee—an advisory and review body for the admissions program. Dean Farrar became Associate Dean of Students and Director of Admissions. And Lewis G. John, a '58 honor graduate of Washington and Lee, was named Assistant Dean of Students and Director of Financial Aid.

This team carried the burden of admissions until this year when a fourth man was added to the staff to assist primarily in admissions work. He is William M. Schildt, a '68 graduate of the Washington and Lee School of Law, who has been designated Assistant Dean of Students and Assistant Director of Admissions.

Today the University's admissions staff is characterized by youth, brilliance, and an affinity with young people.

Dean Atwood, 46, is a native of New York City, who earned his A.B., M.A., and Ph.D. degrees from Princeton University. Before coming to Washington and Lee the first time, he was an instructor in economics at Denison University, and prior to that he was a teaching fellow at Buffalo University and an instructor at Princeton. He is a demanding teacher and popular teacher of economics, specializing in money and banking, business cycles, and banking problems. He is an inveterate pipe smoker, an avid amateur photographer, and a strenuous handball player. He is married and has two young sons.

Dean Farrar, 44, was born in Brooklynn and attended the Choate

School. He was graduated from W&L in 1949 with a B.A. in English, later doing course work for an M.A. in dramatic literature at Columbia University. He is a voracious reader of books and periodicals and misses little that goes on in sports, particularly lacrosse. He maintains rapport with young people by talking their language. Dean Farrar is married and has two sons and a daughter.

Dean John, 32, formerly of Cortland, N.Y., won Phi Beta Kappa and Omicron Delta Kappa honors at Washington and Lee, and later studied at Edinburgh and Princeton Universities under the Fulbright and Woodrow Wilson Fellowship programs. He took a two-year leave of absence in 1966 to complete work toward his doctorate in economics and political science and is now an instructor in political science at W&L. Upon his return to the University this year, he was promoted from Assistant to Associate Dean of Students in addition to resuming his work as Director of Financial Aid and Director of Placement. He is married and has two sons.

Dean Schildt, 26, a native of Hagerstown, Md., was graduated from W&L in 1964 and then compiled an outstanding record in the School of Law, receiving his LL.B. degree last June, *summa cum laude*, Order of the Coif, Phi Beta Kappa, Omicron Delta Kappa. He was editor of the *Law Review* and a member of the Moot Court Team that reached the National finals. A bachelor, he is now teaching business law in the School of Commerce.

admissions directors are worried here's why



by JAMES D. FARRAR, *Director of Admissions*

"It's been a very hard year for admissions directors at private colleges and they're worried about it. At issue is a continuing shift in the balance of enrollments at public and private institutions."

This comment from an article by Robert L. Jacobson in *The Chronicle of Higher Education* startled much of the public in apprising them of the trend in the number of applicants to colleges and universities, a trend which took direction roughly three years ago. Of concern to private institutions at present is not a drop in numbers enrolling each year (quite the contrary is true at Washington and Lee) but a drop in the numbers applying to private institutions each year. For the third consecutive year (1968-1969), Washington and Lee enrolled 360 freshmen, an increase of 30 freshmen over those who entered in 1965. The year 1968 is also the third consecutive year that the University experienced a drop in the numbers who completed applications to us:

Number of applicants for 1964: 1,480
Number of applicants for 1965: 1,599
Number of applicants for 1966: 1,421
Number of applicants for 1967: 1,301
Number of applicants for 1968: 1,153

This decrease in the number of applicants over the past few years has been reflected nationally and is certainly peculiar to the private men's and women's colleges in the mid-South area. Institutions with which we compete for students in this area have reported continuing decreases in the number of applicants.

Suppositions about these decreases are many and varied, but admissions people concur on two major reasons: a decrease in the birth rate in the late 1940's and early 1950's, and the increasing trend of secondary school graduates going on to state-supported institutions.

In 1966, studies reported a drop, over 1965, in the number of high school seniors, which reflected the decline in the nation's birth rate following the postwar "baby boom." An authority in the field of college enrollment, Dr. G. G. Parker, in his annual enrollment study last year pointed out that: "In view of the fact there were some 5,000 fewer 18-year-olds this year than last, it

“... a college applicant (and his family) will weigh long and carefully the advantages and disadvantages of the public and private institutions.”



is surprising there was any increase in freshmen at all.” With an estimated increase of only 8,000 in the same age group in 1968, Dr. Parker felt that “a large freshman gain is unlikely next year. Thereafter, the population data suggest steady increases through 1978.”

Admissions people, especially in the smaller private colleges, are well aware of the increasing tendency of school graduates to enroll at state-supported and private two-year junior colleges. The accelerated growth of facilities of the publicly-supported colleges and universities and their improving academic programs make the public institutions increasingly popular to college-bound students. Most obviously this trend reflects economics as a major determining factor in college-going decisions. With the expansion and improvement of public institutions, a college applicant (and his family) will weigh long and carefully the advantages and disadvantages of

the public and private institutions. Of perhaps greatest import will be the question of expense. Washington and Lee, in Virginia and neighboring states, seeks freshman students in competition with the public institutions in these states where the tuition is *over four times less*. Although we can anticipate larger groups of college-going young people in each of the immediate years ahead, a study by the Southern Regional Office of the College Entrance Examination Board revealed that in 1955, 60 per cent of entering freshmen enrolled at public institutions and 40 per cent in private institutions—and that in 1975, 73 per cent of entering freshmen will enroll at public institutions, 27 per cent in private institutions.

The table below, compiled from figures prepared by the College Entrance Examination Board and the Department of Health, Education and Welfare, reports freshman enrollments in all public and private four-year and two-year institutions from 1955 to 1968, with predicted enrollments through 1975.

Year	Total Enrollment	% Public	% Private
1955	670,000	60%	40%
1960	923,000	63	37
1965	1,445,000	69	31
1966	1,430,000	69	31
1967	1,440,000	70	30
1968	1,470,000	70	30
1969	1,598,000	71	29
1970	1,676,000	71	29
1971	1,750,000	72	28
1972	1,816,000	72	28
1973	1,877,000	72	28
1974	1,936,000	73	27
1975	1,990,000	73	27

The very recent decisions of a rapidly increasing number of the nation's leading private men's colleges to admit women students in 1969–1970 reveal another obviously important factor in young people's college-going decisions. These institutions are strong in their opinions that young men and women prefer coeducational institutions and that a truly comprehensive educational experience will include both men and women.

While Washington and Lee remains a men's college, studies are under way to determine Washington and Lee's future position with regard to coeducation. While

we can be encouraged that the number of applicants for 1969 is at this time already greater than the final number of applicants for 1968, established trends in college-going decisions pose a severe challenge to private institutions in general, Washington and Lee specifically, and to the Admissions staff and Committee immediately.

As a result of the University Self-Study, 1964-1966, steps were suggested and action has begun—and must continue and grow—in many areas. Foremost is the need to expand and strengthen our existing program of financial aid to students, a matter discussed at length in another article in this magazine. Over the past three years we have been able to provide each successful candidate for admission with the amount of financial aid necessary for him to attend Washington and Lee. While this is a record of which we can be proud, it is necessary that this fact be made known to all prospective students and their families—that while the tuition costs of the private institution are necessarily high, neither a young man's interest nor application should be discouraged because of a belief that he cannot afford to attend.

The first recommendation of the Self-Study Report pertinent to admissions was the addition of a full-time staff member whose time would be almost completely devoted to visiting secondary schools and seeking out young men interested in Washington and Lee as a college choice. For the past five years the Admissions Staff was comprised of the Director of Admissions (also Associate Dean of Students) and the Director of Student Financial Aid (also Assistant Dean of Students and Director of Placement), whereas admissions personnel at comparable private institutions numbered four or five men. The size of the staff and the combination of duties has greatly limited the number and extent of school visits. Joining the admissions staff this September was an Assistant Director of Admissions, Mr. William McClure Schildt, who assists with on-campus interviews, the processing and reading of individual applications, but whose main function is that of secondary school visitation. Now, two staff members have been able to be away from the campus at the same time during the peak period of visits, the fall and early winter, and we will be able to initiate spring visits by at least one staff member to meet with secondary school juniors. This addition

to our staff has enabled the Admissions Office to almost double our recruiting visits. A fourth member of the Admissions Staff remains an important need.

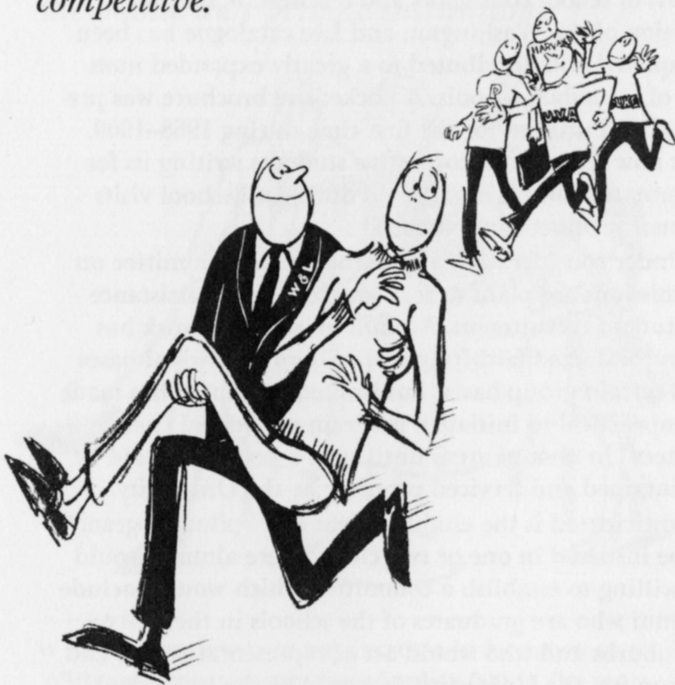
Expanded use of literature has become increasingly important in getting information about the opportunities of an education at Washington and Lee not only into the hands of secondary school students, but into the hands of school counselors and teachers. A thorough revision of the Washington and Lee catalogue has been completed and distributed to a greatly expanded number of secondary schools. A pocket-size brochure was prepared and utilized for the first time during 1968-1969. It is now sent to all prospective students writing us for information and is distributed during all school visits by staff members and alumni.

Under consideration at present by the Committee on Admissions are plans to seek greater alumni assistance in student recruitment. Alumni help in this work has been conducted faithfully and well on individual bases and certain group bases, but limited personnel has made it impractical to initiate a program of "School Committees" in alumni areas until such a program could be maintained and serviced properly by the University.

Anticipated is the establishment of a "pilot program" to be initiated in one or two cities where alumni would be willing to establish a committee which would include alumni who are graduates of the schools in their city or suburbs and who would act as representatives of, and liaison for, the University. It would be the individual alumni representative's responsibility to visit the school at intervals, to seek outstanding young men, and to encourage their interest in Washington and Lee. It would be his responsibility to send the University his appraisal of the candidate, through the local chairman of the Alumni Schools Committee. As such programs might grow, valuable help could be afforded the Admissions staff and Committee in receiving reliable information on candidates who might not have been able to visit the campus or who otherwise might have had no personal meeting with a Washington and Lee representative.

It should be recognized that a program of this scope, involving the responsibility of school visits and personal interviews, is complicated and demands preparation. A series of admissions study groups would need to be

*“... admission to
Washington and Lee
has remained
competitive.”*



established whereby a Schools Committee could come to the campus for a detailed study, with the Admissions Committee, of admissions requirements, the processing of credentials, and case studies of actual admissions cases. Similar programs at other, usually larger, institutions have met with varying degrees of success. They cannot be undertaken without adequate personnel to maintain and without thorough orientation of participants. The consideration and eventual initiation of a program will be contingent on these two vital factors.

We are all well aware of the excellence of, and the need for, the outstanding private educational institution. We are also well aware of the challenges facing

the private institutions. No college can afford to “rest” on its reputation. It must continue to innovate, to improve its educational programs and opportunities, and to increase its efforts to advise young people of its progress and those opportunities.

PROCEDURES

Washington and Lee continues as one of the outstanding private colleges in the country. It is an institution of excellence and, as is true for any educational institution, is as strong as its major parts—its faculty and its students.

Washington and Lee has been able to attract and retain superior teachers. Through a recent period of a decreasing number of applicants to college, admission to Washington and Lee has remained competitive. The students who enter the University will continue, with the faculty, to be major factors in maintaining academic excellence.

It is the aim of the University to seek out and bring here those young men—regardless of social, economic, educational, geographic, or racial backgrounds—best qualified to benefit from the opportunities of an education here and who will eventually be prepared to assume positions of leadership, responsibility, and influence in their professions and careers in private enterprise and in public service. The administration and responsibility of admissions is entrusted by the University to the faculty and its appropriate committees, the Faculty Committee on Admissions and the Faculty Committee on Student Financial Aid.

Consequently, admissions policy, recruitment of students, and individual admissions decisions are the major responsibilities of the Faculty Committee on Admissions, comprised of 13 members, four of whom remain permanent members, while each of the nine faculty members serve for a period of three years which overlap with the other faculty three-year terms. Serving as permanent members are Dean of Students and Professor of Economics Edward C. Atwood, Chairman; Director of Admissions James D. Farrar; Director of Student Financial Aid Lewis G. John; Assistant Director of Admissions William M. Schildt. Completing the Committee

are Professors Severn P. C. Duvall, head of English; Jefferson D. Futch, III, History; John B. Goehring, Chemistry; Edward B. Hamer, French; Delos D. Hughes, Political Science; John K. Jennings, Journalism; Emory Kimbrough, Jr., head of Sociology; Samuel J. Kozak, Geology; Harrison J. Pemberton, Jr., head of Philosophy.

Visits to secondary schools any significant distance from Lexington are made almost entirely by the Admissions Staff—the Director of Admissions, Director of Financial Aid, and Assistant Director of Admissions. Staff members will annually visit 75 to 100 public and private secondary schools in some 15 to 18 states in the South, Southeast, Southwest, Northeast, and Middle Atlantic areas.

Admissions Committee members share visits to schools in Virginia where visits to one or two schools can be completed without being away from teaching responsibilities for longer than one day. Virginia high schools conduct an intensive eight-week schedule of College Night Programs at which, with staff and Committee members and interested alumni, the University is well represented during each week of the program, but it is not possible to be represented at every scheduled day of visits during the period which extends from mid-September to mid-November. We are also committed to visits in areas a great distance away from where we traditionally draw students and to new areas we wish to visit for the first time.

As the numbers of between 30 to 35 states and two to four foreign countries represented by entering students each year indicate, the student body at Washington and Lee is drawn from a wide area. The majority of students, however, enter from southern, southwestern, and border states (Maryland, Kentucky, West Virginia, the District of Columbia). Among entering students during the past three years, between 64 per cent and 70 per cent have come to us from these three areas, and the number of students representing various individual states will vary only slightly each year. Recognizing that residence in a particular state or area is not a requisite in the admission procedure, we can expect the representation of states and regions to remain relatively static. The following tables indicate the regions, states and cities represented by the freshmen who entered in September, 1968:

ENROLLMENT BY REGION

	<i>Number applied</i>	<i>Per cent of applicants accepted</i>	<i>Number enrolled</i>
South and Southwest	734	67.57	246
Middle Atlantic	230	56.95	57
North Central	82	70.73	29
New England	70	57.14	21
West and Northwest	13	69.23	8
Possessions and Foreign	24	37.50	3
	<u>1153</u>		<u>364</u>

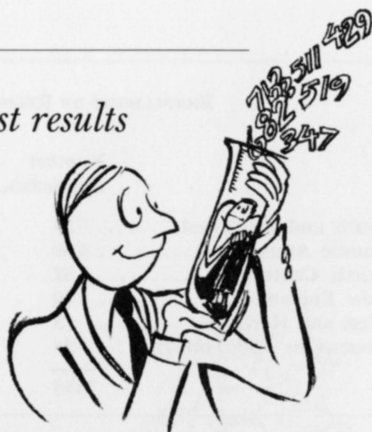
ENROLLMENT BY STATES, 1968-1969

Virginia	68	California	5
Texas	30	Oklahoma	4
Maryland	27	District of Columbia	3
New Jersey	21	Indiana	3
Florida	19	Missouri	3
Georgia	19	Delaware	2
New York	17	Illinois	2
Pennsylvania	17	Michigan	2
Ohio	16	Minnesota	2
Louisiana	15	New Hampshire	2
Kentucky	13	Rhode Island	2
Connecticut	10	Washington	2
North Carolina	10	Idaho	1
Tennessee	9	Maine	1
Alabama	8	Wisconsin	1
West Virginia	8	Puerto Rico	1
Arkansas	7	Thailand	1
Massachusetts	6	Virgin Islands	1
South Carolina	6		
			<u>364</u>

Cities sending 3 or more boys: New Orleans, 12; Louisville and Richmond, 10; Atlanta and Baltimore 9; Houston 8; Jacksonville 7; Alexandria, Va. and Lexington, Va. 6; Dallas, Fort Worth, and Little Rock 5; Birmingham, Fort Lauderdale, Memphis, and Norfolk 4; Cincinnati, Columbia, S.C., Greenwich, Conn., Midland, Tex., Petersburg, and Washington, D.C. 3.

The student body at Washington and Lee is indeed cosmopolitan, representing 46 states and ten foreign countries. However, as staff members visit various areas throughout the country, they are increasingly aware of the lessening influence of regional uniqueness. In this age of jet travel and almost instantaneous communications—for good or bad—there is an increasing, and discouraging, sameness in all geographic regions. The same modes and types of private transportation, the same national publications, the same broadcasting networks permeate all areas.

*“College Board test results
can serve only as
useful guides in
evaluation.”*



As important as geography remains in the composition of a group of students, an equally important and influential segment of a student body will be the social and economic cross section it may represent. An institution assisting approximately 22 per cent of its students with necessary finances seems to indicate that its body of students presents a rather static representation nationally.

Funds for student aid have permitted us to make an education possible for all students offered admission but who demonstrated financial need. In view of the increasing number of students of all races and backgrounds, no matter how disadvantaged, our funds must be expanded to assure these qualified young people of the opportunity of an education at Washington and Lee.

The first Negro student in recent times to enter Washington and Lee enrolled as a freshman in September, 1966. In September, 1968, two Negro students were among 364 entering freshmen. The Upward Bound Program, instituted by the U.S. Office of Economic Opportunity in 1966, has provided some 20,000 young people with academic potential from limited social and economic backgrounds with a “taste of college” during summer programs usually following the 10th and 11th grades of school. The Program has alerted colleges about these students who will be qualified and deserving of higher education, but who would not have planned further study without such encouragement. Three high school graduates—two from Southwest Virginia and one from New Jersey—demonstrated their qualifications for assuming work at Washington and Lee and entered with the freshman class in 1967.

Washington and Lee must, and will, continue to seek out and encourage qualified students from all areas and circumstances to help ensure its position as one of this country's truly outstanding national institutions. It must have greatly increased amounts of student financial aid to achieve true diversity.

Applicants for an entering freshman class at Washington and Lee are expected to meet a minimum of 16 secondary school units in the subjects of English, foreign language, mathematics, history, social science, and natural science. A candidate will take the Scholarship Aptitude Tests and three Achievement Tests of the College Entrance Examination Board. Included in the credentials requested to determine an applicant's qualifications is a Certificate of Recommendation to be completed by the secondary school the candidate attended. The form reports all of a student's work attempted in school and calls for the school head's degree of recommendation of the candidate under specific academic and personal headings and asks for an evaluation of the candidate as a college prospect.

The student's personal application requests personal data and the listing of two teachers to whom reference forms are directed. Because Washington and Lee has never excluded a candidate for reason of his background, race, or religion, reference to religious preference and the once-required candidate's picture have been excluded from all credentials on the recommendation of the Admissions Committee and the Self-Study Committee. Starting with application forms sent to candidates who applied for the freshman class which entered in September, 1967, religious preference and a photograph were not requested.

The three members of the Admissions staff begin their evaluation of applicants' credentials in early February and make initial decisions for those candidates who have demonstrated they are unquestionably admissible and for those who do not meet requirements and who clearly cannot be expected to complete successfully the work they will encounter here. (This preliminary consideration excludes alumni sons who, as discussed elsewhere, receive evaluation by each Committee member.) The remaining applications which will need consensus by the Admissions Committee are

then read by each member of the Committee and their evaluations recorded. Each member will normally spend between three to five hours each week in reading and evaluating applications in addition to his normal faculty teaching load. The Committee meets each week from February through May for discussion of applicants and to review the current status of admissions.

It is the difficult and unenviable task of the Committee to choose, among many more qualified applicants than we can accept, those who present the strongest claims for an education at Washington and Lee. No single criterion could hope to determine acceptance or rejection—nor should. Individual admission considerations must remain a most careful “weighing” of all of a candidate’s credentials. Decisions are reached after careful evaluation of school records, test results, school and teacher recommendations, honors, school and community activities, interests, and talents.

The factor most heavily weighed and most helpful in the evaluation is the student’s performance in secondary school as reflected in his school record for the past three and one-half years. Greatest attention is given to the quality of achievement reached in basic college preparatory courses, rather than the quantity of work as expressed by an accumulation of entrance units in a wide variety of courses. Even so, the Committee is faced with the great relativity of grades from the hundreds of different schools represented in the applicant group. A grade of A at one school might be only the equivalent of B or C at another school. Class rank reflects as much the degree of competition at a particular school (large or small, public or private, rural or urban) and courses pursued, as it does the potential of a candidate.

College Board test results and predictive regression formulae can serve only as useful guides in evaluation. They are objective data only, and we are all well aware that a test, taken on one prescribed day, cannot alone hope to measure accurately or finally a person’s ability. In the use of scores, consideration must be made of a student’s academic background, cultural influences, the school he attended. Predictive formulae anticipate first semester freshman grades utilizing College Board test results and class rank as variables, but low correlations must result when objective data only are used and the

relativity of grades, rank, and schools cannot be taken into account. Most glaringly, such objective data cannot consider, nor be sensitive to, the intangible factors of maturity, motivation, creativity, talent, sense of purpose—personal qualities which play such a highly significant part in the success of a student’s educational career, qualities we must continue to seek and determine among candidates to the University.

Evaluation of a young man’s true ability and potential at age 17 or 18 is a difficult and subtle task. The Committee is asked to make human judgments on human beings, and the responsibility is an humbling one. Nowhere is there a more imperfect science than that of admissions, and an admissions body must exercise its best judgment on an individual as a human being and on the experience that an admissions person has had as a teacher at the institution and as an adviser to young men who have come before.

Students entering Washington and Lee have achieved well in their school careers as the tables below for entering freshmen in 1968 indicate:

ENROLLMENT BY CLASS RANK

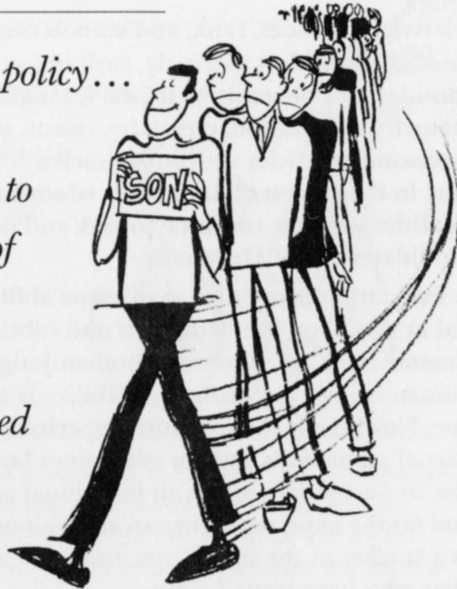
Public Schools

Class Rank	Number applied	Per cent of applicants accepted	Number enrolled
Top fifth	365	93.42	169
Second fifth	200	60.50	63
Third fifth	82	18.29	11
Fourth fifth	33	12.12	3
Bottom fifth	5	0.00	0
			TOTAL 246
			(67.58% of class)

Private Schools

Class Rank	Number applied	Per cent of applicants accepted	Number enrolled
Top fifth	107	78.50	28
Second fifth	132	78.03	48
Third fifth	99	60.60	32
Fourth fifth	73	15.06	8
Bottom fifth	57	7.01	2
			TOTAL 118
			(32.42% of class)

“... it is the policy...
to offer
admissions to
those sons of
alumni
who have
demonstrated
they are
qualified.”



SCHOLASTIC APTITUDE TEST SCORES

Score Intervals	Verbal			Mathematical		
	Number applied	Per cent of applicants accepted	Number enrolled	Number applied	Per cent of applicants accepted	Number enrolled
750-800	11	90.90	0	22	72.72	3
700-749	55	90.90	21	98	92.85	34
650-699	124	69.72	46	194	82.98	74
600-649	235	85.53	86	288	77.08	110
550-599	218	69.72	80	259	59.45	83
500-549	250	57.60	83	179	48.04	52
450-499	154	41.55	43	61	19.67	8
400-449	72	16.66	5	30	3.33	0
350-399	27	0.00	0	18	0.00	0
300-349	7	0.00	0	4	0.00	0
250-299	0	0.00	0	0	0.00	0
	<u>1153</u>		<u>364</u>	<u>1153</u>		<u>364</u>

Any admissions group is well aware of the degree of competition among candidates for college, but perhaps more keenly aware of the high degree of competition among colleges for outstanding young men and women. Candidates for admission to college apply to three or four institutions and the majority of colleges and universities do not require that a successful candidate notify them of his decision until May 1. While Washington

and Lee has experienced a drop in the numbers applying over each of the last three years, we have not seen a proportionate weakening in the credentials presented by candidates. Improved school guidance and counseling has certainly been the most prominent contributing factor in our experience of considering far fewer unqualified applicants. We have, however, felt heightened competition for these students from our natural competitors in the southern area, the northeast, and midwest. This increasing competition is reflected in numbers of those applying to us and those accepted in 1967 and 1968 to acquire freshman classes of 364 each year. Among 1,301 applicants for 1967, 733 were offered admission (56.3% of those applying) for the class of 364 freshmen. Among 1,153 applicants for 1968, 743 were offered admission (64.4% of those applying) for the class of 364 freshmen.

The competition with state-supported two-year and four-year institutions has been noted elsewhere, but competition for outstanding students is strenuous from both public and private institutions throughout the country. Enlarged facilities, broadened academic opportunities, reasonable expenses, and curricula innovations heighten an already keen competition. Our own facilities, curriculum development, increased student recruitment, and financial aid opportunities must be developed and expanded to meet the competitive situation.

SONS OF ALUMNI

Washington and Lee University progresses and prospers from a combination of many efforts, including, in a very real sense, those of numerous devoted alumni. Recognizing the vital importance of family continuity to the University, it is the policy of the Committee on Admissions to offer admissions to those sons of alumni who have demonstrated they are qualified to complete the work here successfully. A Washington and Lee son does not face the general competition of all those applying for admission to the freshman class in any one year. He is offered admission if there is sufficient evidence to show he is capable of successful work.

Applications of all alumni sons are read by *each* member of the Admissions Committee with great pref-

erence and care *and* with the hope of bringing each of these applicants to us. The candidate is not considered in the general competition for admission, but a determination must be reached whether, in the judgment of the Committee, he can be expected to meet the demands he will face here. Often the reasons for negative decisions cannot be revealed because they are based on confidential information.

Under existing circumstances today in the matter of college-going, there is no stigma on a student who may not be admitted to the college or university of his first choice. It is more imperative than ever before that a young person receive realistic counsel and guidance from school advisers and parents in making the best possible effort to attend the institution best suited to his particular talents and abilities. A young man's best interests and welfare are not being served if he is placed out of his depth academically or if the general program does not meet his needs, interests, and capabilities.

The Admissions Committee goes to extremes in offering admission to alumni sons whose records may indicate apparent risk in the probability of their success. We recognize the obligation to respect the motives which lead alumni to urge acceptance of their sons. We recognize also the injustice to a young man to offer him admission when, in the best judgment of the Committee, every indication is that he would not be able to do the work necessary to remain at Washington and Lee. At present, if a student is dropped from the University for academic deficiency, it is virtually impossible for him to continue his college career at an institution anywhere near comparable to Washington and Lee. Also, at this time, young men dropped from college will, in the great majority of cases, be required to fulfill their military obligations immediately. These are negative admission decisions which are not always recognized by alumni as being in the candidate's best interest and result, obviously, in disappointment and possible antipathy towards the University.

Among sons of alumni entering Washington and Lee as freshmen in each of the years 1960 through 1964, four to six young men were admitted each year as calculated "risks," as determined by their secondary school

records, school and teacher recommendations, and test results. Their total credentials were weaker than those of non-alumni sons who were not admitted. A comparison of the college records of alumni sons who entered during the five-year period, 1960-1964, in "risk" and "non-risk" categories reveals significantly less successful performance among risk cases than those who were admitted without risk.

Among the six, five, five, four, and five alumni sons accepted as risk cases in 1960, 1961, 1962, 1963, and 1964, respectively, *nine of these twenty-five (36%) were graduated with their classes* in 1964, 1965, 1966, 1967, and 1968. Twelve (48%) left under the Automatic Rule, and four (16%) withdrew before graduating.

Among the 30, 34, 29, 21 and 37 alumni sons accepted in 1960, 1961, 1962, 1963, and 1964, respectively, as non-risk students, *120 of these 151 (79%) were graduated with their classes* in 1964, 1965, 1966, 1967, and 1968. Twelve (8%) left under the Automatic Rule, and 19 (13%) withdrew before graduating.

A summary of the percentages of those accepted for admission from among Washington and Lee sons and all other applicants over the past seven years reveals the preference which the University has consistently afforded sons of alumni:

PERCENTAGE OF APPLICANTS ACCEPTED

Year	Alumni Sons	All Other Applicants
1961	67%	42%
1962	71	45
1963	69	49
1964	65	42
1965	63	40
1966	57	48
1967	76	56
1968	71	63

At a time when increasing numbers of colleges report policies of no preference for alumni sons, Washington and Lee recognizes the importance for such preference, and the policy of strong preference for Washington and Lee sons will continue. In our anxiety to have alumni sons at the University, we must exercise, however, care and judgment in admissions decisions so as not to jeopardize the college careers of those young men for whom we feel academic success here would be improbable.

admissions and the law school



The admissions policy of the School of Law is now being affected most directly by three factors: uncertainties of the draft, limited scholarship funds, and limitations of space.

The draft situation is hopefully a temporary problem. Under existing law and regulations, law school stu-

dents are no longer entitled to an automatic deferment. This is a recent phenomenon, and the response to it has been inconclusive.

Shortly after the draft laws were changed, the Armed Forces developed new programs designed for prospective law students under which a student without prior ROTC training

would be allowed to attend school and enter the Judge Advocate General's Corps upon graduation. Because of the expanded "right to counsel" concept in court martial proceedings, the military services now have need for additional lawyers. Thus, to some extent the draft problem has been counterbalanced by the various armed forces programs designed for prospective lawyers.

The School's experience with the present law is limited. Last year, a class of 70 was anticipated. There were 60 when school opened, and a few have been taken since school started. Until the situation is clarified, two things could happen. The School may accept a few more students than in past years; or returning Vietnam veterans may offset the draft calls. Presently, about 40 per cent of the First Year class have ROTC deferments or have previously served in the Armed Forces.

The need for additional scholarship funds is a more chronic problem. There is keen competition for the exceptionally qualified student today. Law schools that did not exist ten years ago now have seemingly limitless resources to attract this kind of student. Many state universities with low tuition for in-state students have upgraded the quality of their law school programs.

Thus it is becoming more difficult for a student who would like to attend Washington and Lee to afford the tuition costs of a private institution when he could attend his home state law school at one-third the cost. Efforts are being made to relieve this financial problem, and in the years

ahead this effort will require the energies of the entire University.

Space limitations must be considered in any discussion of the School's admissions policy. With approximately 185 students the School is currently operating near capacity. From the 300 to 350 applications received each year, the School could substantially increase the size of the entering class without compromising its continuing efforts to improve the quality of the student body. As it is, a class of from 60 to 70 students is sought from the applications received. The ratio of applications to space for students is roughly 5 to 1. This ratio should be refined somewhat to account for multiple applications, students who never enter law school, and the like. But the School could still accept more students than it has room for without any loss in the quality of the entering class. Plans to expand facilities of the Law School can obviate this difficulty.

An Admissions Committee—composed of Dean Roy Lee Steinheimer and three members of the law faculty, Charles V. Laughlin, Joseph E. Ulrich, and Andrew W. McThenia, Jr.—screens each application. Basically the committee considered the Law School Admissions Test scores of the applicant, his undergraduate record, the applicant's recommendations, and his own stated reasons for undertaking the study of law. The committee does not require personal interviews, but an interview is often helpful to the committee in evaluating individual applications.

Although the actual determination of admission is left to the Admis-

sions Committee, the whole law faculty is engaged in admissions work. Faculty members visit several—perhaps 20 to 25—undergraduate institutions each year to talk with prospective students about the study of law. These recruiting efforts, though of recent origin, are now an integral part of the admissions program. And in the future the School hopes to enlist the help of alumni in its recruitment program.

Washington and Lee is perhaps unique among small law schools in the composition of the student body. Less than one-third of its students are from Virginia, and only one-third are graduates of Washington and Lee. Some 85 undergraduate institutions are represented in the present student body, which includes residents from 35 states. In the judg-

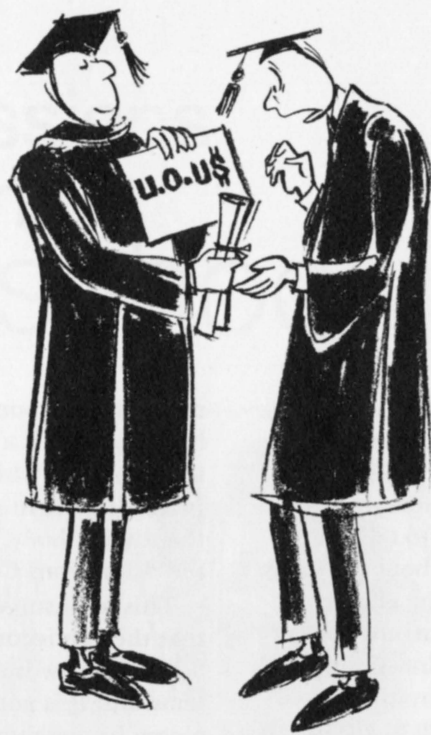
ment of the School of Law, this heterogeneity is a valuable asset, and to preserve it, while at the same time increasing the intellectual quality of the student body, is a major goal of the Admissions Committee.

This brief survey acknowledges that the admissions program of the School of Law is not without problems. But it is not a picture of gloom by any means. As the draft situation is clarified, as more scholarship money is found, as facilities are expanded, the faculty has reason to be enthusiastic about the future. The School is already strong, and its stated goal is to add strength to strength.

(The above information was compiled from observations furnished by members of the faculty of the School of Law.)



The Law School Admissions Committee is made up of (left to right) Joseph E. Ulrich, Charles V. Laughlin, Andrew McThenia, Jr., and Dean Roy L. Steinheimer.



by WILLIAM A. NOELL

One can scarcely argue with the proposition that the costs of an undergraduate education have risen sharply in recent years. Anyone who reads a good newspaper or magazine is *aware* that such expenses are on the increase; any parent currently underwriting his son's education *knows* all too well what demands are made on the family exchequer and doubtlessly views with alarm the results of those studies which have correctly predicted even-more-substantial costs in the 1970's. The reasons for such increases—the need for higher faculty and administrative salaries, more modern physical facilities, and the like—are not critical to the theme of this report. Rather, Washington and Lee's Office of Student Financial Aid is concerned almost exclusively with the effects, and not the causes, of this phenomenon.

Some specific figures may be usefully employed to put Washington and Lee's experience in perspective. When I entered this University in 1960, tuition and fees were \$740.00 per year; in 1968–1969, that cost is \$1,800.00. In 1960, total expenditures for necessities, including tuition, approximated \$1,750.00; for 1968–69, expenditures for the same items are budgeted at about \$2,950.00. To this amount must be added outlays for "personal" expenses—including, but not limited to, clothing, dating, fraternity membership, and transportation. These amounts vary so widely from individual to individual that even an average figure for the expense category may be misleading; however, based on information received from both parents and students, such expenses aggregate \$525.00. Thus, the average (mean) cost of a Washington and Lee education in 1968–69 is roughly \$3,475.00.

increased financial aid

one way
to remain
competitive

Manifestly, virtually no low-income, and very few middle-income, families can realistically undertake to meet these costs from their earnings and assets. If the University desires to attract to its campus those students who appear best able to benefit from its various programs, it cannot allow money to stand in their way, either at the time they are selecting the colleges to which they will apply or at the time they must decide which college's admissions offer they will accept. Similarly, entering students should know that in the event of ensuing family financial difficulty, the University will make available the funds necessary for them to continue their studies at this institution.

In recognition of the desirability of these objectives, the University is committed to meeting in full the computed financial need of each of its applicants who are qualified for admission and of each of its upperclassmen. Working closely with the Office of Admissions, we are constantly engaged in an effort to be sure that guidance counselors, secondary school students, alumni, and friends know of our commitment to an effective program of financial aid. If a student wants to come to Washington and Lee, and if his record satisfies admissions standards, the University's policy and practice are to assure that funds in the appropriate amount are available to him for the duration of his undergraduate career here.

But what is meant by such terms as "computed financial need" and "funds in the appropriate amount"? With a large number of other American colleges and universities, Washington and Lee participates in the program of the College Scholarship Service. The aid applicant's parents or guardians are required to complete a Parents' Confidential Statement, (PCS), which is then mailed to one of the Service's evaluation centers. The Service sends us a copy of the PCS together with its evaluation and estimate of financial need. Broadly stated, "need" in this context refers to the difference between the budgeted or anticipated costs of attending Washington and Lee—a figure which we submit to the Service—and the amount which the applicant's family can be expected to contribute toward the expenses of higher education. That family contribution is based upon the income and assets of both the parents and the

applicant; other relevant factors include the number of dependent children in the family, taxes on income, outlays for medical care and insurance, expenses for the education of other children, debt outstanding, and other extraordinary expenditures or circumstances indicated by the family. The Service's evaluation is carefully reviewed by the financial aid officer, who, in my experience, often makes adjustments to reflect more satisfactorily the family's financial situation. This approach allows for reasonably consistent treatment of all applicants and continues to be the basis for aid awards which are both adequate and fair.

In 1968-69, the University's financial aid program is investing approximately \$400,000 in some 22 per cent of its undergraduate student body. A sizable, but worthwhile, investment, it currently draws upon the resources of the institution, state and federal governments, banks, and foundations. The following breakdown will give some indication of the various financial aid programs in which we are involved:

THE UNIVERSITY

University Grants—Such grants are gifts and come from that part of the University's endowment which donors have specified be used for scholarship purposes.

University Loans—Such loans are made to students in accordance with the donor's stipulation that his gift be used for that purpose. Three per cent interest is charged from the date the student leaves the University.

United Student Aid Fund, Inc.—Washington and Lee's deposit with the Fund allows students to borrow from commercial banks, with the Fund guaranteeing repayment of the principal sum should the student default. At the time our deposit was made, the Fund agreed to guarantee loans up to 25 times the amount of that deposit; under the terms of our agreement, future deposits will produce Fund guarantees of up to 12½ times the amount of the deposit.

Dining Hall Jobs—Jobs as waiters are made available to some students. Compensation takes the form of three free meals per day.

Robert E. Lee Scholarships—These scholarships, endowed by an anonymous benefactor, provide full grant assistance in the amount of a student's needs. Recipients

must come from designated states and plan to engage in a vocation of "public service."

George F. Baker Scholarships—The Baker Trust selects schools to participate in this program. The scholarships provide full grant assistance in the amount of the student's need. With the class entering this past fall, Washington and Lee concludes its ninth year of participation in this program. The terms of the Trust require that the trustees not allow one school to participate for more than nine consecutive years. While the scholarships will no longer be available here, Washington and Lee expresses deep appreciation for the opportunities the Trust has made available to its students.

The Warner Scholarships—Endowed by a generous benefactor, these scholarships provide full grant assistance in the amount of need to outstanding men majoring in pre-med.

STATE GOVERNMENTS

The Guaranteed Loan Program—Virtually all states now offer this form of loan assistance. An authorized agency of the government will act as guarantor for loans made to students. If the student's family's adjusted gross income is less than \$15,000 per year, the federal government will pay the interest on the loan—up to seven per cent—while the student is in school. Thereafter, the student and the federal government each pay part of the interest.

State Scholarship Programs—Such programs are separated in a limited number of states, and provide direct grant assistance to qualified and needy residents.

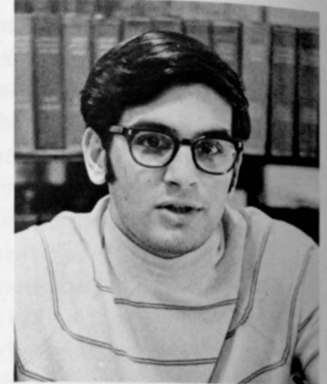
THE FEDERAL GOVERNMENT

In each of the programs to be noted in this section, the government makes a cash allocation to the institution, which is to be administered in conformity with applicable federal regulations and the institution's own financial aid policies.

National Defense Student Loans—Loans are repayable at the rate of three per cent when the student ceases to pursue his undergraduate study. Both principal and interest payments are deferred for stipulated periods of graduate study, military service, and certain other activities. Provision is made for the forgiveness of



Richard O. Kimball, sophomore from Louisville, Kentucky, holds a University Grant, while Mel I. Cartwright, junior from Martinsville, has a University Loan.



Walter S. Blake, freshman from Lexington, comes under the United States Student Aid Fund, and Mark R. Eaker, senior from Dallas, holds a Dining Hall job.

part of the loan if the student teaches in schools or in areas designated by the Department of Health, Education and Welfare.

Educational Opportunity Grants—This is gift assistance made available to students whose families cannot contribute as much as \$600 to the costs of college education. The awards vary from \$200 to \$800 (\$1000 maximum, beginning in the fall of 1969) depending on the amount of the expected parental contribution and family income.

College Work-Study Program—This program allows a student to earn some portion of the money he needs by on-campus employment. Typically, the value of the job reduces the amount of money the student is asked to borrow; the total amount of his grant assistance is not usually affected.

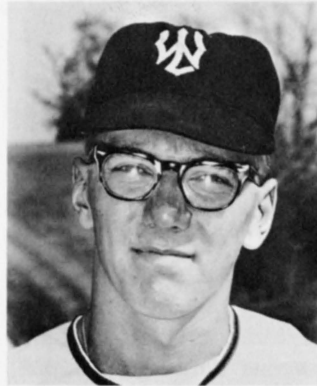
Before leaving this general area, I should note that the existence of state and federal programs has eased substantially the demand on University resources to support its financial aid program. As grateful as we are for them, and as frequently as our students have made use of them, we dare not engage in the luxury of becoming dependent upon them. As time goes on, national priorities change; as those priorities change, governmental budgetary considerations necessarily limit the funding of one or more programs. For instance, there are indications that federal student aid programs will be somewhat reduced next year. Such reductions could cause

serious and immediate problems for the University. If National Defense Student Loan funds are cut significantly, as seems possible, for loans the University might be forced to use funds now earmarked for grants. On the demand side of this spectrum, a larger number of students will be attempting to participate in, and will be in need of, programs to support their education. With increasing assurance, I foresee the day when state and federal programs become more selective—or require that participating institutions do so with respect to those economic or academic categories of students who are to receive preference in the awards of such funds. Conversely, some limitation in the annual or aggregate amount of governmental monies which may be awarded an individual student is not an unlikely option. I do not argue that any such choice would be irrational; rather, I intend to stress that the University's position vis-a-vis financial aid can be bolstered, indeed assured, only if our alumni and friends continue to be convinced that Washington and Lee should educate and develop the best men we can find, even if you and I have to pay a significant portion of the cost.

The Committee on Student Financial Aid is charged with formulating—and through its chairman, the Director of Student Financial Aid, with implementing—the University's financial aid policies. It is composed of both administrative officers and members of the faculty. It approves all financial aid awards for upperclassmen



William C. Bauer, sophomore from Largo, Florida, won a Robert E. Lee Scholarship, while Samuel D. Hinkle, senior from Shelbyville, Kentucky, was awarded a George F. Baker Scholarship.



Stephen J. Kalista, a junior from Erie, Pennsylvania, holds a Warner Scholarship, and R. D. Kinney, senior from Birmingham, comes under the State Guaranteed Loan program.

and freshmen applicants. The Director frequently takes to this committee his "problem cases," so that he may have the benefit and direction of a collective judgment. The committee also interviews candidates for and selects the recipients of Lee Scholarships as well as recipients of other special scholarships.

Virtually no listing of the committee's responsibilities and concerns could be exhaustive. Its members work hard, and have a sincere interest in, dedication to, and personal involvement in the program.

The University's financial aid program is performing several significant functions. Viewed strictly from the standpoint of institutional advantage, the program is essential to effective admissions work; if that staff determines that it wants to offer admission to a young man, it can do so in the foreknowledge that he will also be offered appropriate financial assistance. Too, the very existence of a sound aid program is a valuable admissions tool, in that we can directly and indirectly encourage applications from qualified young men for whom a Washington and Lee education would otherwise be impossible to finance.

Nor is the program without advantage to the student. He is, of course, receiving an education, but by hypothesis he could have attended another school with a financial aid program. Significantly, however, he is attending Washington and Lee, the school of his choice. If a financial aid office is doing its job properly, money

is not a factor in the student's decision. If he has been accepted by several schools, and has been offered financial assistance in the amount of his need by each of them, the student's final decision must then be predicated on his preference of size, curriculum, quality of instruction, social life, extra-curricular activities, and other relevant considerations. The financial burden on the applicant's family simply should not be relevant to his choice of a particular college or university; a good financial aid program is designed to assure that money remains irrelevant.

Yet, I cannot conclude this section without first calling attention to what is, in my judgment, the program's present single greatest disability: the amount of money we often have to ask a student to borrow. Although exceptions are made for upperclassmen whose academic work is truly outstanding, and for a quite limited number of freshmen with fine secondary school records, normally a student can expect to receive his assistance in the following form every four years:

	<i>Grant</i>	<i>Loan</i>
Freshman	75%	25%
Sophomore	50%	50%
Junior	25%	75%
Senior	—	100%

These proportions of grant-loan assistance are necessitated by the amount of the University's endowment



Stephen J. Hannon, II, sophomore from Pittsburgh, benefits from the State Scholarship program. Homer F. Gamble, junior from Kingstree, South Carolina, holds a National Defense Student Loan.



Harry J. Zelif, senior from Staunton, has an Educational Opportunities Grant, while Robert W. Wipfler, senior from Elmira, New York, attends the University under the College Work-Study plan.

for general scholarship purposes. In 1968-69, in excess of \$128,000 is committed to such grants; that figure does not include special scholarships such as Bakers, Lees, and Warners.

Adherence to these proportions does not portend any real difficulty for a student whose need is, say, \$1,200 per year; every four years, he would borrow \$300, \$600, \$900, and \$1,200, or a total of \$3,000. However, if he contemplates graduate study, with the prospect of additional borrowing, he may well be facing a considerable debt when he completes his education.

But let me suggest the not infrequent case of a student who needs \$2,000 per year to attend Washington and Lee. When he completes his undergraduate work, his total indebtedness would be \$5,000. In the class of 1972 alone, there are at least seven men whose needs are in excess of \$2,000.

Directly put, if Washington and Lee's Office of Admissions hopes to remain competitive, its Office of Student Financial Aid must become more competitive. We need a vastly increased endowment for general scholarship purposes, so that we can put some limit on required student borrowing. Assume a student has concluded that School A and Washington and Lee are roughly equivalent in terms of what he desires in an undergraduate institution; assume further that his expenses at A will be \$2,475 per year, and at Washington and Lee, \$3,475 per year. The expected family contribution is computed to be \$1,475 per year. The student's "need" at A is

\$1,000; at Washington and Lee, \$2,000. Even if we were to assume that A and W&L offered assistance in identical grant-loan proportions, the student would borrow a total of \$2,500 at A, as against \$5,000 at W&L. Where would you decide to go? You would probably choose A, as did several fine young men last year.

Even though we can truthfully say that we will meet a student's need and that the burden on family resources will not vary appreciably regardless of the student's choice of schools, *the form in which we now make assistance available* may become a critical, and quite relevant, factor in the student's decision.

In quite broad strokes, this is a general outline of Washington and Lee's program of financial assistance. From personal experience, I know that it is a good one—most probably an excellent one. I know, too, that it can be a better one; the rising costs of an education at a private institution demand that considerable attention be given particularly to its scholarship program. Only in that way can the University be assured of remaining competitive in an increasingly competitive market.

NOTE: William A. Noell, a '64 graduate of Washington and Lee, wrote this article while serving in 1967-68 as Assistant Dean of Students and Director of Financial Aid. He has returned this year to the study of law at the University of Virginia. Parts of the article were updated by Lewis G. John, the present Associate Dean of Students and Director of Financial Aid.

what is a typical freshman?



*"91 per cent earned
an average of B or better . . ."*

by EDWARD C. ATWOOD, *Dean of Students*

Each Washington and Lee applicant's folder is crammed full of statistical measurements, past performance records, and opinions expressed by schoolmasters and friends of the family. Despite this seemingly complete dossier we are never quite sure what we are getting each September. There are a multitude of factors we know little or nothing about: attitudes, beliefs and personal objectives.

For the last few years Washington and Lee has participated in a questionnaire survey of freshmen conducted by the American Council on Education. Approximately 450 institutions participate in the survey, requiring freshmen to complete a rather comprehensive questionnaire during their first week on the campus. The summarized statistics, with no individual identification of the students, provide some additional insights into the type of student Washington and Lee is currently attracting.

The great danger in presenting such statistics is the natural tendency to concentrate on the answers which receive the highest percentages, ignoring lesser percentages and thereby underestimating the diversity present in the class. The class is more diverse than this short report will indicate, but I would hasten to add that we could benefit from considerably more diversity than we now attain.

As you might anticipate the class has been successful academically, 91 per cent earning an average of B or better, and 72 per cent standing in the top quarter of their secondary school class. Almost without exception our freshmen have been admitted to at least one other college, and in some cases as many as three or four other colleges. A very healthy 75 per cent of the class stated that Washington and Lee was their first-choice school.

When requested to indicate the major influences affecting their decision to enroll at Washington and Lee, the largest number (87 per cent) indicated they were influenced by the academic reputation of the college (good reason), while 45 per cent were influenced by a parent or relative (fair reason), and 3 per cent were attracted by the social life of the college (wrong reason). Other lesser reasons in the order of their impor-

tance were: an opportunity to live away from home (27 per cent), influenced by graduate or other representative from college (22 per cent), friends attending (19 per cent), most of the students are like me (17 per cent), and influenced by teacher or counselor (15 per cent). There is considerable overlap here, of course, and I can assure you that those who came solely for the social life have a fine time—for about one year.

A substantial number of the freshmen in the class of 1972 achieved some renown in their previous school. The class included:

- 195 varsity letter holders
- 144 presidents of student organizations
- 150 members of scholastic honor societies
- 86 high school newspaper editors

Also included in the class were 90 freshmen who had a major part in a play, 126 who had original writing published, 48 who had won speech awards, and 21 who had participated in state music contests. More than 125 freshmen indicated that they played a musical instrument, but unfortunately for the Washington and Lee band, the instrument was almost always the guitar.

The large number of "big men in their class" coming to Washington and Lee accounts in some measure for the frustration of the freshman year. The competition intensifies for extracurricular honors; only two of the 86 editors can earn that honor at Washington and Lee.

While social and economic diversity is considered to be a very desirable student-body characteristic from an educational point of view, the family backgrounds of our freshmen indicate a lack of diversity in these areas: about 85 per cent of the fathers and 83 per cent of the mothers have attended college, figures substantially higher than parents of all freshmen. Family incomes (as estimated by the freshmen) are startlingly high. Only 10 per cent of the families have incomes under \$10,000 per year and about 65 per cent have incomes of over \$15,000. The increased financial aid program has made some progress over the last few years until at least 25 per cent of the class of 1972 are dependent upon grants or loans to pay for part of their educa-



"... one-third believe that automobiles should be limited."



"Marriage plans . . . are less stable than educational plans."

tional costs. As you would expect, the financial aid students come from the families with lower incomes and less education. Hopefully, increased financial aid funds will allow us to increase the social and economic diversity in the future.

The educational explosion is evident from the fact that only 15 per cent of the entering freshmen plan to conclude their education upon graduation from Washington and Lee. The other 85 per cent already plan some further graduate or professional education. This is substantially higher than the statistics for all freshmen entering college, and also for all freshmen entering all four-year colleges (69 per cent).

We seem to attract a disproportionate number of freshmen interested in pursuing a legal career. Over one-third (36 per cent) of the class indicated that they planned to secure a law degree and pursue a legal career after graduation, 25 per cent plan a master degree, and 12 per cent a Ph.D. degree. Approximately one out of every eight freshmen plans to attend medical school, although the science requirement sometimes changes their mind. There is no doubt that the young men we are attracting are very professionally motivated. This is substantiated by the fact that only 15 per cent of the class indicated that they intended to become businessmen. This move away from business as a career is nation-wide, but seems more marked among our freshmen than in the nation as a whole. Sons do not seem to be "following in their fathers' footsteps" to any great extent since 53 per cent of the fathers are businessmen and only 14 per cent are lawyers.

Marriage plans, which are probably less stable than educational plans, indicate that 70 per cent of the freshmen have no plans to marry until they have been out of college for at least one year. Interestingly, 6 per cent of the class plans to marry while in college.

At the time the freshmen filled out the questionnaires they were heavily involved in fraternity rush on the campus and 90 per cent of them indicated that they planned to join a fraternity. Since only 80 per cent of the class did join a fraternity it would appear that 10 per cent, or 36 freshmen, who wanted to join did not

receive a bid, a terrible blow to an 18-year old freshman. Hopefully, the new student center and some relaxation of dorm regulations will make non-fraternity life somewhat more enjoyable than it is at present.

Unfortunately, controversial subjects are only touched upon briefly in the national survey, making it difficult to judge the number of activists in the freshman class. Fifteen to 20 students indicated that they had participated in demonstrations against the Vietnam war or against racial discrimination. A much greater number, 68 students, had participated in demonstrations aimed at their school administration. That is the kind of statistic that makes a Dean's life interesting.

Cigarette smoking has been adopted by about 20 per cent of the class and 82 per cent have already been introduced to beer (there is no question on hard liquor). The closest approach the questionnaire makes to the drug question indicates that 11 per cent of the incoming freshman class had at some time taken either tranquilizers or sleeping pills. Almost one-third of the class believed that marijuana should be legalized.

Indications of things to come appear in opinions expressed by more than one-half of the freshman class indicating that students should have some say in the design of curriculum, and that faculty salaries should be based, at least in part, on student evaluations. Strangely enough about one-third of the class believe that automobiles should be limited to reduce air pollution (their automobiles?). On the other hand, two-thirds of the freshmen indicated a belief that colleges were too lax on student protests. I have a feeling that opinions in this area are most likely to change, although at the moment I do not wish to predict in which direction they will change.

The information developed in the questionnaire is of some assistance in that it provides a general picture of the type of freshman coming to Washington and Lee. Our present class is largely white, affluent, protestant, smart, socially sophisticated, and professionally oriented. We could benefit from a greater diversity than we now enjoy, and admission efforts in this direction are being made, but progress in this area is slow.

f as the faculty see it



by SIDNEY M. B. COULLING,
Professor of English

There are many reasons why I think students should choose to attend Washington and Lee. Some of these, of course, are self-evident reasons one would consider in choosing any superior institution—a competent and dedicated faculty, a highly selected student body, a sound curriculum, and exacting standards. But apart from these I would stress four qualities which I regard as indispensable in education and which I believe Washington and Lee possesses to an exceptional degree.

The first is that its character and location contribute to the primary end of education—the cultivation of the mind. Admittedly, to be sure, a small college located in the rural South labors under certain limita-

tions and difficulties, especially at a time when we are told to prepare funeral rites for the small liberal arts college, and to encourage the social and political activism that colleges, in their privileged isolation, have too long neglected. But in conceding the limitations that Washington and Lee's environment necessarily imposes on it, I am unwilling to ignore advantages that are equally inseparable. There is still something to be said for smallness, as the neglect of students in the so-called multiversity has demonstrated. And there remains much to be said for the medieval notion that a place of learning is, after all, just that, and that such a place requires the opportunity for study and quiet reflection. When activism becomes destructive of true intellectual freedom, it is well to be reminded again of the truth contained in Goethe's maxim: "To act is easy, to think is hard."

But a university is clearly more than an assemblage of solitary scholars. It is also a community of teachers and students bound together by a mutual respect and a common purpose. Here, it seems to me, Washington and Lee has had an enviable record, and in ways more subtle than can be indicated by statistics about faculty-student ratios or the usual platitudes concerning close relationships between faculty and students. They are, instead, the faculty's predominant interest in teaching rather than in research; an advisory system which, if imperfect, nevertheless attempts to counsel a student throughout his four years and even toward his future career; the careful consideration faculty committees give to

student opinion before the formulation of major policy changes; the autonomy students enjoy in governing their own affairs, most notably in the honor system they support and administer. Even recent departures from the concept of *in loco parentis* that prevailed for many years reflects not a loss of concern for students but rather an increasing regard for their maturity. No less than in the past the faculty and administration express today a personal interest in individual students that is one of the most distinctive features of Washington and Lee.

This generally harmonious relationship between faculty and students suggests a third distinction of Washington and Lee—its balance in the crucial areas of college life. Both the structure of the University—comprising the College, the School of Commerce and Business Administration, and the Law School—and the curriculum, recognizing the natural and social sciences and the humanities, express the claims of various disciplines and of graduate as well as undergraduate instruction. Such rivalries as exist serve the useful purpose of encouraging excellence and are essentially subordinated to the overall ends of the University. The student body itself is extraordinarily cosmopolitan, remarkably so for a college whose roots are regional, and within it are myriad degrees of conformity and protest. Student life, moreover, reflects a generally healthful balance of academic, social, and athletic pursuits, and in recent years a gratifying increase in intellectual, artistic, and political interests. The total emphasis of the University, I

think, is certainly to promote the end of producing the well-rounded man.

At Washington and Lee, finally, there is a profound sense of tradition, not in some empty and sanctimonious regard, but rather in a proper respect for history. One goal of education, surely, is to transmit knowledge from one age to the next, to bridge the gap between generations. This cannot be accomplished, obviously, by ignoring the past or violently breaking with it. It is to be accomplished, on the contrary, by seeing neither the old nor the new as intrinsically good or bad and thus by being willing to change and experiment, but always with the wisdom to test and examine the new before adopting it. The dominant philosophy at Washington and Lee, I think, is a kind of Burkean conservatism, building the future while preserving continuity with the past.

Just over a century ago John Henry Newman declared that a university "aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life." No one would claim that Washington and Lee has perfectly realized all of this. But the values and aims Newman describes are the values Washington and Lee seeks to inculcate and the aims it tries to achieve. Its thousands of alumni are testimony to the considerable success it has had.



by WILLIAM BUCHANAN,
Professor of Political Science

"Now *here*, you see, it takes all the running *you* can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that."

All of us who teach the social sciences today often feel like Alice, with the Red Queen tearing along before us, shouting "Faster! Faster!" Of the eight books our students read in the introductory courses, only two were on the list three years ago. That's the challenge that faces us and the students who join us in trying to unravel the complexities of a modern society, economy, and government and to understand what goes on in the minds of the people entangled in them.

At Washington and Lee there is no separate division of the social sciences, and indeed no distinct line

which separates them from other elements of a broad, liberal education. Political science and economics are taught in the School of Commerce and Administration; sociology, psychology and history in the College. Psychology has as much in common with the natural as the social sciences; history is traditionally a part of the humanities; and journalism has both social and artistic aspects. And all of them require some understanding of composition, mathematics, philosophy and languages, as well as an understanding of one another.

What do we look for in an entering student? Mostly a drive to know, to think things through, to question familiar ideas, to get to the root of complex phenomena. The secondary schools from which our freshmen come are good, and they too are running faster and faster, covering the sort of things most alumni had in college. We provide opportunities for students who have already had the fundamentals to move ahead. Although some social science courses start at the sophomore level, many capable freshmen are taking these courses from the very outset.

Students who wish to major in any social science will do well to have *both* verbal and quantitative abilities, for we are becoming increasingly dependent on elementary statistical tools to understand our complex environment. But no student need feel that he is at a disadvantage because he has not had some particular preparatory course.

What do our social science majors *do*? In the last two years individual research projects include the analysis

by sociologists of the contrasting behavior patterns in two nearby low-income housing projects, a survey to determine the religious beliefs of Lexington church members and the dynamics of status in the fraternity system. Psychology majors have operated on the hippocampus of white rats to try to understand certain behavioral processes and are testing students to understand their memory. Economists and political scientists conducted a survey of graduate admissions practices, discovering patterns that were reported to the professional associations and appeared in the educational press. A political science student in a term paper last year explored the tendencies of certain states to mirror the national presidential vote, finding to his surprise that New Mexico was the most typical state. But why New Mexico? He has a Robert E. Lee research grant this year to pursue the answer.

Of course, students can't begin on projects like this until they master the basics. Beginning classes still wrestle with the age-old problems posed by Plato and Aristotle, the debates in the Constitutional Convention, the perversity of demand curves, and the taxonomy of mental illness. Dr. Leyburn remains, as alumni remember him, one of the truly great teachers of America. His sociology sections still overflow, and student papers still receive the same meticulous, penetrating, and occasionally devastating comments. Psychology classes test their perceptions in the distorted rooms. A political science and journalism group spent two days in Richmond observing the

General Assembly in action and getting the inside view from alumni members of the House, the Senate, and the press corps. Along with this, all students read, report on, and discuss a large number of books. None of the social science departments in the University is easy.

Learning doesn't take place just in the classroom. There is a steady flow of prominent figures to the campus. Most of them, in addition to their formal addresses, sit down around the seminar table for a give-and-take session with the students. Among those on campus in the last two years are President Nixon, Senators McGovern, Morton, and Goldwater, Governors Kirk, Bellmon, and McKeldin, Congressmen Weltner, Conable, and Brock (W&L '53), Cabinet Members Fowler and Boyd. Sociologist Robin Williams, liberal economist Walter Heller, conservative economist Milton Friedman, and a number of other prominent figures have met with the students.

Last year the Mock Republican Convention was right in its prediction, as usual. This year the students went farther afield and staged a mock session of the Organization of American States, arranged by a student from Colombia. Young Republicans are numerous and active; Young Democrats less so, but two of them hold office in the state organization. Other students work with underprivileged children of the Lexington community during the year, and their home town in the summer. Every year a group of Commerce students visits the major financial institutions of New York City.



by EDGAR W. SPENCER,
Professor of Geology

If you knew the winner of a local science talent search, would you urge him to take his undergraduate training at a liberal arts college—at Washington and Lee—with the confidence that your advice would be sound? Most high school councilors and science teachers, few of whom have ever had much direct association with liberal arts colleges, advise science-oriented students to go to the larger state or private universities, many of which are famous for the outstanding scientists who work there and for the importance of their discoveries. My own discussions with high school science teachers has shown that many of them think of liberal arts colleges as good places for those students who have no definite professional plans for the future.

Few students who plan to make a career of science, not including medicine, apply to Washington and Lee. But more students graduate with science majors and go on to graduate school in science than come to Washington and Lee with that intention, and in this respect liberal arts colleges in general differ markedly from most universities. Surveys of the undergraduate origins of scientists have shown that a surprisingly large proportion do come from liberal arts colleges. Such schools offer unusual opportunities for the development of the motivation and background needed by scientists, but there are limitations as well. Colleges do not offer the physical plant, the broad array of sophisticated equipment, the highly diversified and specialized staff, the variety of courses, or the great scientists available at the better major universities.

How then can we compete for students? What do we offer of value? I believe the past success of liberal arts colleges in training scientists has been due primarily to the opportunities they afford for contact at a personal level between the student and the science teacher, and that the relationship which may develop between the competent scientist who is also an interested teacher and a student is the most powerful influence on the development of the student. Thus, one of the main challenges to the college science program is finding, attracting, and holding competent teachers at a time when competent scientists are in great demand, when teaching is held in low esteem, when the prime criteria for recognition among today's scientists is research

and publication.

To meet this challenge the college must provide the facilities, equipment, library, and the time necessary for the scientist to maintain his level of competence. Washington and Lee has responded to this challenge. We are well equipped; our physical plant is good; the staff in each department is diversified in interest and background, well trained, and competent. We have active programs of both professional and undergraduate research; outstanding scientists from government and from other schools regularly visit the campus; seminar programs are found in each department; and our teaching staff is freely available to any student for consultation and discussion. A second challenge to the University is to make optimum use of this science program by attracting more students with high qualifications and interest in science.

A liberal arts college offers another very different kind of advantage. Scientists are called on to interpret science and its implications. Many of the problems now facing our society are a direct outgrowth of scientific and technological developments. Solutions to such problems as environmental pollution, population explosion, food supply, and the intelligent development and utilization of our natural resources will depend on scientific as well as political, sociological, and economic understanding. Our society must produce broadly educated as well as professionally competent scientists, and must make greater efforts to insure that all educated men have some understanding of science.



by JOHN F. DEVOGT,
Associate Professor of Commerce

"I plan a career in business; so I'm working toward a B.S. in Business Administration."

"I don't know what I want to major in. I suppose I will wind up in business; so I might just as well major in it."

"I'm not going to waste my time in college taking business courses. I'll get all that I want and need in graduate business school."

These statements, though fictitious, are representative of the attitudes held by the young men arriving at Washington and Lee who are interested in, or at least leaning toward, a business career. Each represents, in its own way, an apparent misunderstanding about either the nature of the business courses offered by the University or about the relationship of the undergraduate degree to a specific career objective.

The first statement implicitly conveys the conviction that if one wants to be a businessman, one majors in business just as one who wants to be a geologist majors in geology. Un-

fortunately for those who teach business subjects, this is not a valid conviction because a business career can be reached from dozens of routes. This fact of life does not mean that an undergraduate degree in business is necessarily valueless or that one wastes his time taking business courses, but it does mean that a student should not elect such a major without understanding something of the study program he is expected to follow and nature of the coursework he will be undertaking.

The student whose attitude is reflected in the second statement should heed the admonishment given above and, in addition, should be cautioned that his motivation may not be strong enough to carry him through the rigors of the program in business administration at the University.

As for the third attitude expressed, it will be made clear later how the student interested in a business career can enrich his academic experience by taking some of the business courses even if he does not major in the area.

The primary purpose is to provide some useful background material to the business-oriented student by explaining the rationale of the business administration program at Washington and Lee, what the student may expect from it, and how it is related to the other courses of study.

The undergraduate program in business administration has its roots in some suggestions and recommendations made by President Robert E. Lee. His ideas were finally implemented in 1905 when the School of Commerce and Administration was

authorized by the Board of Trustees. Even with the 40-year delay from conception to implementation, it is the oldest collegiate school of business in the South and one of the oldest anywhere. From its inception, the programs offered have been oriented toward advancing the public welfare through the liberal education of skilled and responsible business leaders. As times have changed and knowledge has increased, the structure of the program has been modified regularly and the course material altered almost continuously.

At present, the curriculum is structured around the basic functions thought to be common to all economic enterprise—finance, marketing, personnel, information and control, and production—plus the legal environment within which the business firm must operate. The principal unifying element in the curriculum is the utilization of the managerial point of view in the classroom. This emphasis makes an important contribution to the overall program as will be pointed out later. Because of the orientation of the program toward the liberal education of future business leaders, specialization in any of the functional areas is made impossible except in the area of accounting, and even here course offerings are quite limited. Exposure to the basic areas and the primary underlying social science disciplines begins in the sophomore year (the freshman year has traditionally been a transitional phase with common intellectual experience expected of all students at the University) with required work in political science, economics, and accounting. It is ex-

pected here that he will become familiar with the American view of governance of human organizations, will become conversant with basic economic concepts as well as develop some facility with their use in analysis, and will learn the language of business in addition to mastering basic accounting principles. In his junior and senior years, the student is required to take work in applied statistics, marketing, finance, personnel, and the legal environment of American business. He may elect to take work in production in his senior year and is required to put all the knowledge gained in his excursions into the various functional areas to work in an integrative course known as business policy and reports. This course, usually taken in the student's final semester, makes extensive use of case material, and students run their own companies in a complex, computer-supported management decision-making exercise. Along the way, a student may elect to take a second course in any of the functional areas except production and may elect some additional work in the closely allied field of economics. However, in keeping with the dedication to the concept of a liberal education, the extent of the elective work in business, accounting, and economics is severely limited.

The structure of the curriculum and the sequencing of courses are only supportive. Of critical importance to the program is the nature of the experience in and out of the classroom. Most of the student's time in his business classes is devoted to developing his capacity to reason logically, precisely, and creatively

as the students see it

about managerial problems and to the development of his capacity to express effectively the results of his reasoning. To perform adequately, he must have significant acquaintance with several disciplines. Many of the problems will involve quantitative reasoning, such as mathematics and statistics can help provide; others will demand considerable qualitative judgments such as are supported by sociological and psychological theories; still others will involve ethical or moral issues. Regardless of the level of the abstraction he follows in his analysis, he must arrive at a viable solution to the concrete business problem at hand. Ample opportunities (such as field trips to neighboring industrial installations and to New York's financial district, visiting speakers and informal discussions with faculty members) are provided outside the classroom to meet and talk to business leaders and scholars. In addition, many small-scale research projects may be carried out under the supervision of a faculty member.

It should be clear by now that the program in business administration at Washington and Lee is a rigorous one in which the student is expected to perform at his best level, in which he must bring his theories, concepts, and values to bear on concrete situations expecting them to be evaluated honestly and thoroughly, and in which he is led to develop confidence in his ability to deal constructively with the needs and problems of our complex modern society. The demanding nature of the program requires good students and good faculty. Washington and Lee has been quite successful in attracting both.



ELLIS ZAHRA

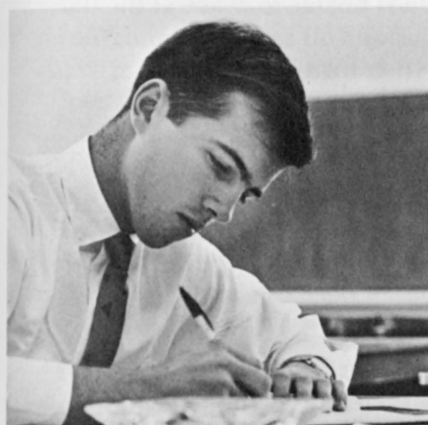
Ellis Zahra Jr. of Jacksonville, Fla., was a June, 1968, graduate. During his senior year he was president of the Interfraternity Council.

When my junior year in high school rolled around and I began considering which college to choose, Washington and Lee was among my top three choices. At first glance, this institution appeared to possess the qualities I looked for in a university. It was small, academically sound, socially well situated, and located in a pretty section of the country. After four years, W&L has done far more than fulfill these few qualities. It has been a way of life and has left an impression that will never be lost.

I had no relatives to attend Washington and Lee before me and knew only one person enrolled when I selected it. My decision was made for me by my admiration for the alumni of Jacksonville, the members of the administration who visited our city, and the general impression received from a day on the campus.

I can truthfully say that I have been more than fully satisfied with W&L. The knowledge and experience

I have gained surpass any of my expectations. But, above all, the greatest amount of my satisfaction with W&L has been derived from its smallness. The ability to be close to both a large number of students and faculty sets my *Alma Mater* apart from many other universities. One is not a number at Washington and Lee, but an integral part of a working organism. This is as it should be.



LEE HALFORD, JR.

Lee Halford, Jr., a senior from Richardson, Tex., is a commerce major, holder of the Scott Paper Co. Award for Leadership, and was one of the University's nominees for a Rhodes Scholarship.

As I look back to the spring of 1965 when I decided to attend Washington and Lee, I realize that a combination of factors influenced that decision. A native of Texas, I wanted to go to college in another part of the nation, preferably in the east. An alumnus, hearing that I was interested in schools in the east, recommended that I visit W&L. I did, and was delighted with the beauty of the campus and the countryside.

Washington and Lee was my first choice among colleges I could have attended, and would still be my first choice. I selected W&L over Yale and Harvard on the basis of my assessment of several of the University's strong points. Although Ivy League schools are possibly more widely known than W&L, I felt that W&L was superior in quality of teaching, in size, and in social life.

These superior qualities that influenced my decision to attend W&L also define what I wanted from the University. In every respect my expectations have been satisfied. I have found the teaching excellent, the opportunity for contact with the faculty great, the social life entertaining, and latitude for participation in extracurricular activities wide.

When a student is in the process of selecting a college, the first step, of course, is a determination of what he is looking for. If a student is looking for those aspects in which W&L excels—a teaching faculty, close student-faculty relations, a challenging academic program balanced by a good social life, and opportunity for participation in a wide variety of extracurricular activities—I strongly advise his consideration of Washington and Lee.

As one who has grown more fond of W&L during each year of residence there, I am most interested in seeing the University remain competitive in attracting outstanding students. To this end, I believe there are certain improvements that may be made in the admissions program, largely in the area of recruiting. While alumni presently engage in re-

cruiting prospective students, I think they can do more to spread the word about W&L. In particular, I recommend that alumni visit with students in all schools in their areas in an effort to get prospective applicants interested in W&L early in their high school career. I also recommend that an effort be made by present W&L students to seek out prospective students through visits during vacations to their local schools. W&L has much to recommend it; all of us—students, faculty and administration, and alumni—need to spread the word about our school.



ROB BAUER

Rob Bauer is a senior from Largo, Fla. A commerce major, he is a member of the Student Body Executive Committee, has been a superior basketball player, and is a student assistant in the Admissions Office.

Washington and Lee was my first choice of universities mainly because of the encouragement and advice I received from one of W&L's most active and loyal alumni, Roger Doyle.

I came to W&L with several objectives in mind. First, I wanted to receive a fine education, and the per-

sonal contacts with students and faculty have helped me to achieve this.

Second, I wished to play inter-collegiate basketball. This was possible at W&L. I have also been able to participate in campus politics and social activities. All of these have contributed to making the past four years the most enjoyable of my life.

W&L has been quite successful in the past recruiting young men who will not only work to attain their own goals, but also strive to contribute to the benefit of the University.

Deans Farrar, John, and Noell have done an exceptionally fine job, but it is my opinion that they would be able to do an even better job with more help. I think it would be most effective to have two more men on the admissions staff, used primarily as recruiters. They could visit high schools and prep schools to talk and advise prospective students. "College nights" and high school guidance counselors could be used much more extensively.



ROBERT KEEFE

Robert Keefe is a 1968 graduate from Milford, Conn. Last year he was editor-in-chief of the Ring-tum Phi Tuesday edition.

I came to Washington and Lee, it seems, for all the wrong reasons.

Looking back to my senior year in high school, I cannot even recollect all of the considerations that entered into the decision. In fact it frightens me now when I remember how close I came to not applying to W&L at all.

I have no idea how I first became acquainted with Washington and Lee. As best I can recall, I had never heard of W&L when I began looking at colleges; neither had anybody in my Boston-oriented family. I had no interest (blasphemous though it sounds) in Robert E. Lee. I had never been south of Newark in my life. My idea of the college I wanted to attend was a large state university, perhaps because my high-school guidance counselors were militant against academic smallness and privateness.

So I cannot imagine how Washington and Lee came to my attention, much less what moved me to write for an application.

What I do remember—and here is where the "wrong" reasons begin to show themselves—is receiving a magnificently thick and interesting catalogue with an embossed cover; it was followed closely by a letter from Dean Frank Gilliam. I was impressed beyond description by that first letter: engraved stationery, and typed just for me, not mimeographed or printed like the letters from the big universities.

It seems, though, that wasn't enough to convince me to apply. I still have a letter dated January 29, 1964—the deadline for applications was February 15—from James D. Farrar (who had become Director of

Admissions since my first letter of inquiry). Dean Farrar wrote: "We have never received your personal application for admission. . . . I am most anxious for your application to be complete so that there will be no delay in considering your papers."

This time, it wasn't the engraved stationery that impressed me. Dean Farrar's letter seemed to demonstrate a certain concern, an interest, which I was unable to define at the time, but which I sensed was the rule rather than the exception at Washington and Lee—My high school record was not such as to make anybody, much less W&L, go out of his way to "rush" me—a concern and interest which so obviously were utterly lacking from the big universities in their printed letters of acceptance addressed with computer labels.

I took another look at the catalogue. Washington and Lee's "credentials" were undeniably excellent; even my guidance counselors conceded that (though it grieved them to have to say it about a non-big, non-state university). As I read on, the advantages of smallness became more and more evident; and at the same time so did the quality of the faculty, the history and the traditions, the student life, the opportunities.

Now, four years later, I can contrast what Washington and Lee has done for me with what the two big state universities I almost went to have done to friends from home who didn't have the fortune to stumble onto W&L.

It was not until I arrived in Lexington for freshman camp that I began discovering the distinctive quali-

ties about Washington and Lee that *should* have been the reasons why I decided to come here. Dean Gilliam and his engraved stationery, a superb, absorbing catalogue, the all-important insight with which Dean Farrar almost by accident provided me—What if I hadn't delayed my application and he hadn't written?—they're nice reasons for picking a college, but now I know they represent and symbolize only a tiny bit of what to my mind makes Washington and Lee not only distinguished, but a pretty good place to go to college, too. Every day Washington and Lee seems to offer new proof that while my reasons were neither excellent nor complete, my decision couldn't have been better.



LARRY HONIG

Larry Honig, a junior, is from Houston, Tex., and is editor-in-chief this year of the Tuesday edition of the Ring-tum Phi.

We all have an insatiable desire to make something of ourselves, to become as complete a person as we can

—to achieve that nebulous end when we fully realize our capabilities as well as our shortcomings. The four years we spend in college afford a splendid opportunity to so scrutinize our very being. We are then in a state of mini-society under semi-control, free to set the pace we will later demand from ourselves.

In deciding which college to attend, I realized that Washington and Lee—and few other schools—could afford me the chance to make such careful observations about myself. Her small student body guaranteed identity; the outcome of that identity would test my ability to sustain meaningful relationships with people and to find for myself a position in the value scheme of the University.

From a purely selfish standpoint, Washington and Lee was by far the most appealing school I considered. Her small-town location, temperate climate, and commitment to the traditions of a gentleman and his honor promised exactly the atmosphere which I wanted.

One of the more appealing aspects of Washington and Lee to me, as I was deciding, was her capacity to educate the total man. This implies more than excellent professors, facilities, and resources—all of which she has—but a very pleasant and personal rapport with professors, full access to facilities, and resources generously committed to higher education.

If I may be permitted the use of hindsight, this University has not only been all she promised to be, but has come to mean much more in a manner uniquely that of Washington and Lee.



BILL TIMMERMAN

Bill Timmerman is a senior from Ridgewood, N.J., who spent a year as a student in Paris. He is a philosophy and history major.

Our minds, like our muscles, grow and develop in proportion to the use they get and the resistance they must overcome. If a university is to aid us in our intellectual development it must provide an environment in which we can exercise our minds.

At W&L one would hope that diversity would be the goal of admissions policy. According to the Catalogue (page 10), the University "tries to choose young men who will benefit from its educational programs." But if we look around, we get the notion that there is only one type of person who can benefit from "its educational programs." By and large, we come from the same backgrounds (suburbia or the deep South); we have the same ideals to succeed in business, but quietly; we want to look alike; conventional dress, although dying, has the support of a majority.

Lacking broad diversity, the W&L student has little against which he

can test what he knows. Here at W&L we lack a challenge that could easily come from a larger proportion of black and low-income students, and foreign students. The poor and the blacks challenge American society, but this beneficial stimulus is not felt here.

"The University's policy is to provide financial assistance to any admitted student who without such aid would be unable to attend the University," says the Catalogue. In my four years at W&L, I have yet to find a scholarship student (although there may be some) whose father made less than \$8,000 a year. This amount is some \$2,000 above the national average income per family head. By drawing so heavily upon the economic hierarchy of the nation, we have unnecessarily limited and homogenized the student body. And, in my opinion, this homogeneity has adverse effects in the classroom. Because we are alike, professors often tend to treat each class alike, with a consequent diminution of intellectual challenge.

If a student entering the gymnasium needs exercise to develop his weak muscles, coaches and trainers should give it to him, using a variety of techniques and equipment. Likewise, I think W&L has a duty to help students exercise their minds by providing a diverse student body. All that is lacking is the money for more scholarships to bring in more students from poor and average income families, to bring in more blacks (even urban militant blacks), and to bring in more students from Europe, Africa, Asia, and South America. If

the money were here, and if admissions policies were geared to bring in more students from diverse backgrounds, perhaps professors would be more inspired to give us greater challenge in the classroom. The resulting strenuous exercise that would come to the classroom and from a diverse student body, would, perhaps, enable us to leave W&L stronger than when we came in.



JODY KLINE

Jody Kline of Sault Ste. Marie, Mich., was graduated last June. He was secretary of the Student Body Executive Committee and an outstanding basketball player.

I came to Washington and Lee from northern Michigan. People often ask me—and I, myself, have often wondered—what attracted me to a small university in such a far-away state. To this day I have never really decided and can only conclude that there were many factors that I found pleasing. My concern now, however, is not what interested me, but what will interest others in W&L.

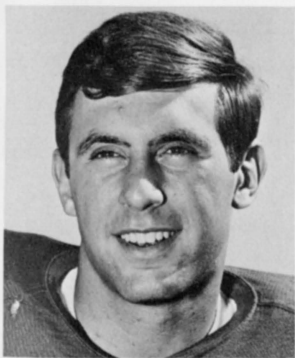
I have repeatedly commented to Dean Farrar that some sort of personal contact should be made with each applicant. Preferably, this should be a personal interview at the University. This is not always feasible, but an acceptable alternative, which is being used increasingly, is the Dean's or Assistant Dean's traveling to speak at various schools and members of the Admissions Committee interviewing applicants when they are in the field. The recommendation of a respected alumnus should also be helpful, particularly after a personal interview.

The reason I stress personal contact is that Washington and Lee can *sell itself* if it is given the chance. My personal experience of being host to prospective basketball players and serving as president of Student Service Society has proved to me that if we can show a high school junior or senior our campus and introduce him to students and faculty members, that alone is enough to entice him to attend W&L. Prospective students are *always* impressed. Furthermore, our alumni are the best testimony of how fine a University we have; therefore, they should be utilized more in admissions work.

My primary concern about the admissions program, then, grows out of the image that I know W&L is capable of projecting. My worry is that the name of Washington and Lee is not reaching prospective applicants soon enough. The advantages we find in being a small college also hamper us in terms of national reputation. There was a time when W&L knew it could attract the men that it wanted,

but today the competition for good men is stiff. We were aided by the *Chicago Tribune* survey that ranks W&L high among colleges, and then the 1961 *Sports Illustrated* article on our athletic program. But today it seems that W&L is being forgotten. The Admissions office claims that it is not overly alarming that applications are down, but I believe that it indicates that relatively fewer people of college age know about Washington and Lee. I think W&L should be more aggressive in spreading its name around the nation.

Washington and Lee is fortunate that its student body and alumni have such a geographical distribution, for this spreads the reputation of our University, but more active recruitment and publicity is necessary if W&L is to continue attracting the type of man we choose to call the "W&L gentleman."



DEAN KUMPURIS

Dean Kumpuris, a junior from Little Rock, Ark., is a member of the Student Body Executive Committee, and an excellent athlete. He will be a captain of the football team next year.

I chose Washington and Lee be-

cause I wanted a good sound undergraduate education that would prepare me for medical school. But, I also wanted to be an active participant in the other two aspects of the "college trinity"—the social and athletic aspects of college life.

Reflecting back on the last two years, I can see that in general I am getting from the University as much, or more, than I anticipated, but this is with several reservations. In the most important aspect of the "trinity," a sound education, I have been very pleased. The courses I have taken so far have for the most part been very stimulating and I feel have provided me with the beginning of a sound intellectual base. My only reservation in this area is that some of the "required" courses have proven to be a chore, resulting in a below-par return in knowledge. Also, I am now encountering the problem of finding "good" courses because of the somewhat limited curriculum. I feel that an improvement in these areas would provide an opportunity to attain a sounder intellectual base.

In the second aspect of the "trinity," the social life, I have been very fortunate. As a freshman I received a fraternity bid and pledged at that time. Before I arrived at Washington and Lee I felt this was the ultimate in social life. I still feel that the fraternity is the proper base, especially in Lexington, for social life, but now I realize that it should be slightly altered. As the system now exists, it is difficult for an individual to see members of his own class past his freshman year. As a sophomore, most students move either to a fra-

ternity house or to an apartment. Sophomore dormitory facilities are limited and not required. Under this system, social intercourse between a large number of individuals in a class is stymied after the freshman year. I would like to see the university move to a system of housing all students, either in new, attractive dorms with facilities for entertaining female guests, or in fraternity houses, preferably located on campus property. Under this type of system the fraternity would still be the basis for social life, but there would be an opportunity for discourse among large numbers of people, centrally located on campus.

The third aspect of college life, athletics, needs no revision but only encouragement to keep up its high degree of excellence. One of the reasons I chose Washington and Lee was because I wanted to participate in intercollegiate football. Because of the short length of time required to practice a sport and the attitude of the coaches that studying comes first, participation is not at the sacrifice of studying or good grades. If a person doesn't wish to compete at the intercollegiate level, he can at the intramural level, which has 90 percent student body participation.

To me Washington and Lee is not perfect, but few schools are, and Washington and Lee has one big advantage. It is moving in a positive direction. So, I feel, Washington and Lee is the place for any student who wishes to cultivate his aims in life or who just wishes to find himself through participation in all aspects of the "college trinity."



who's in charge?

Like almost all contemporary American institutions, a college or university has become increasingly complex in its functions and organization, and is getting more so all the time. Concurrently, college management and governance (to use the current phrase) have also lost whatever simplicity they may have had. As the accompanying article, "Who's in Charge?" points out, simple or authoritarian answers to complicated institutional problems are no longer effective.

It has become a truism to state that in education, as elsewhere in the civilization of the second half of the twentieth century, the only permanence is change. The important thing is what should be changed at Washington and Lee or at any other college or university, and how the changes should be made, and what features must be preserved. "Who's in Charge?" summarizes the role the various elements of a university—the trustees, the president, the faculty, and the students, past and present—are playing in the effort to effect a proper climate and balance in which the academic community can survive and thrive.

A characteristic feature of American higher education is its diversity. Thus, not everything in the essay may be directly pertinent to Washington and Lee, but much is. This summary of the various organic parts of a college or university should cast significant light both on American higher education in general and on Washington and Lee in particular.

—WILLIAM W. PUSEY, III
Dean of the College

NOTE: Dr. Pusey was Acting President of the University from September 1, 1967, to February 8, 1968.

Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

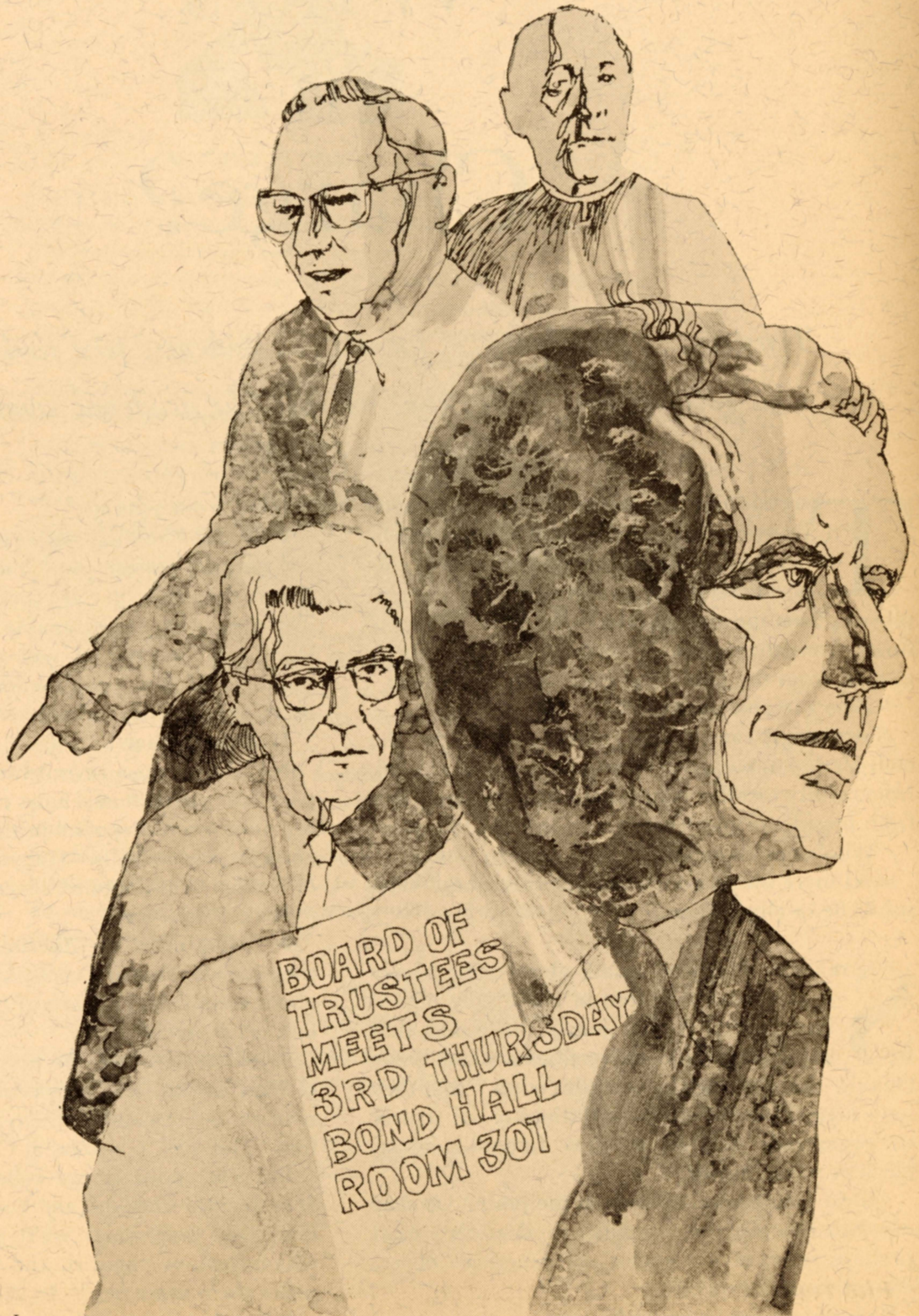
But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

Who's in charge there?

Who's in Charge - I
The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

“In the long history of higher education in America,” said one astute observer recently,



“trustees have seldom been cast in a heroic role.” For decades they have been blamed for whatever faults people have found with the nation’s colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution’s board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not “reconcile effectively the conflicts between the trustees” and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees’ understanding of higher education’s problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

“The university may seem [to students] like just one more example of the establishment’s trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

“Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable.”

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving “knee-jerk” reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education’s trustees often is misinterpreted and misunderstood

As others seek a greater voice, presidents are natural targets for their attack

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

“To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.”

“A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.”

“Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered.”

AS A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will “recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny.”

Mr. Boyer continued:

“A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.”

“And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues.”

WHO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, “the most crucial decision a trustee will ever be called upon to make.”

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

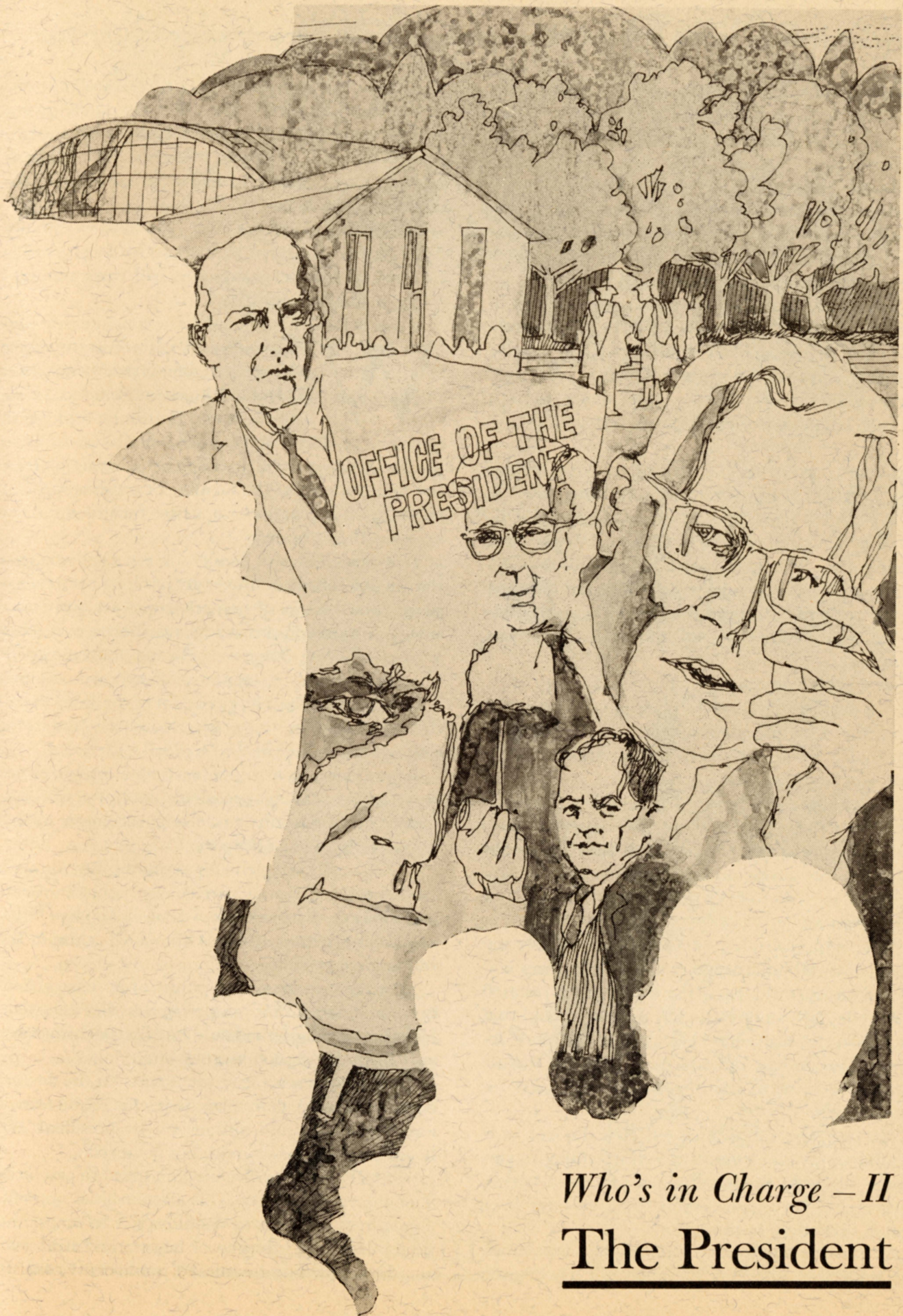
“Fellow targets,” a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

“Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity,” Logan Wilson, president of the American Council on Education, has said. “Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles.”

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a “staff” or “service” role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

“Without administrative leadership,” philosopher Sidney Hook has observed, “every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II
The President

A college's heart is its faculty. What part should it have in running the place?

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations"

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on

questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

“The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .”

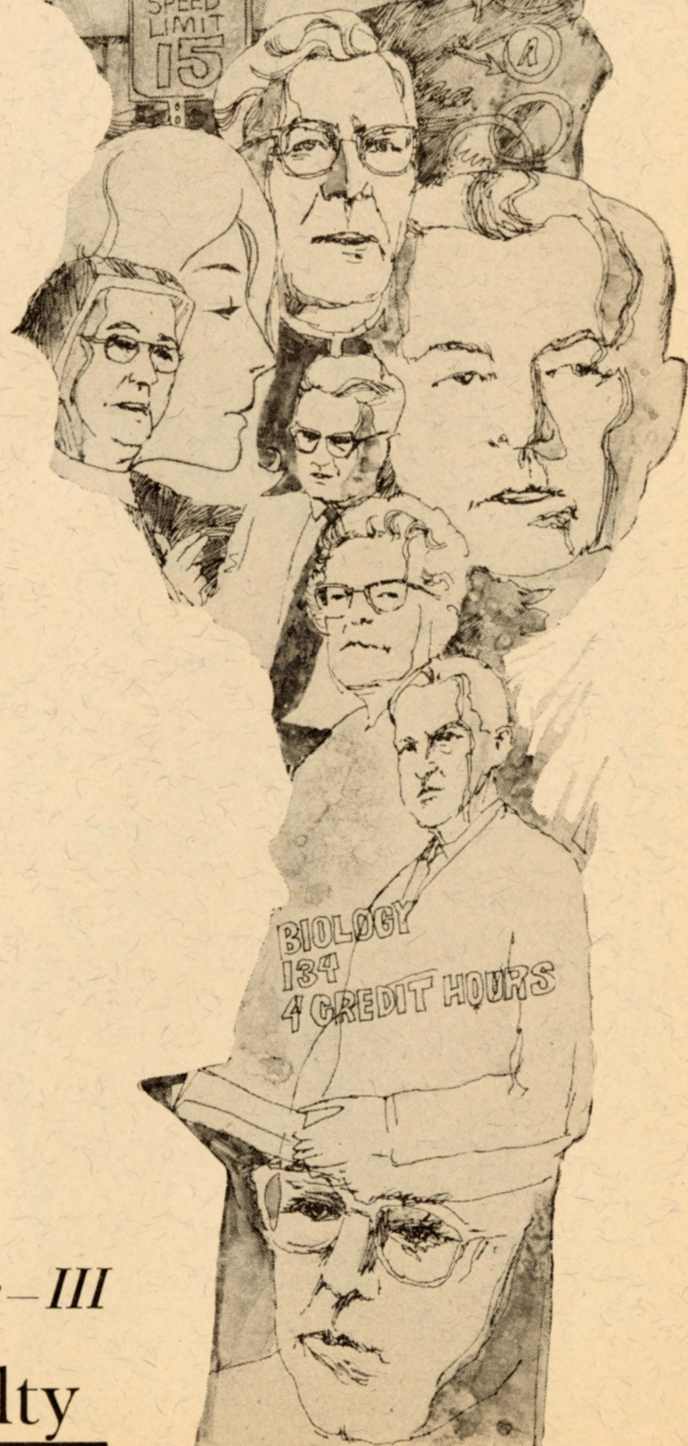
“Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . .”

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

“Under the banner of academic freedom, [the individual professor’s] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

“Even in departments where courses are sequential, the individual professor chooses the degree to



Who's in Charge—III

The Faculty

Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance



Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates,” not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

► Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

► Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

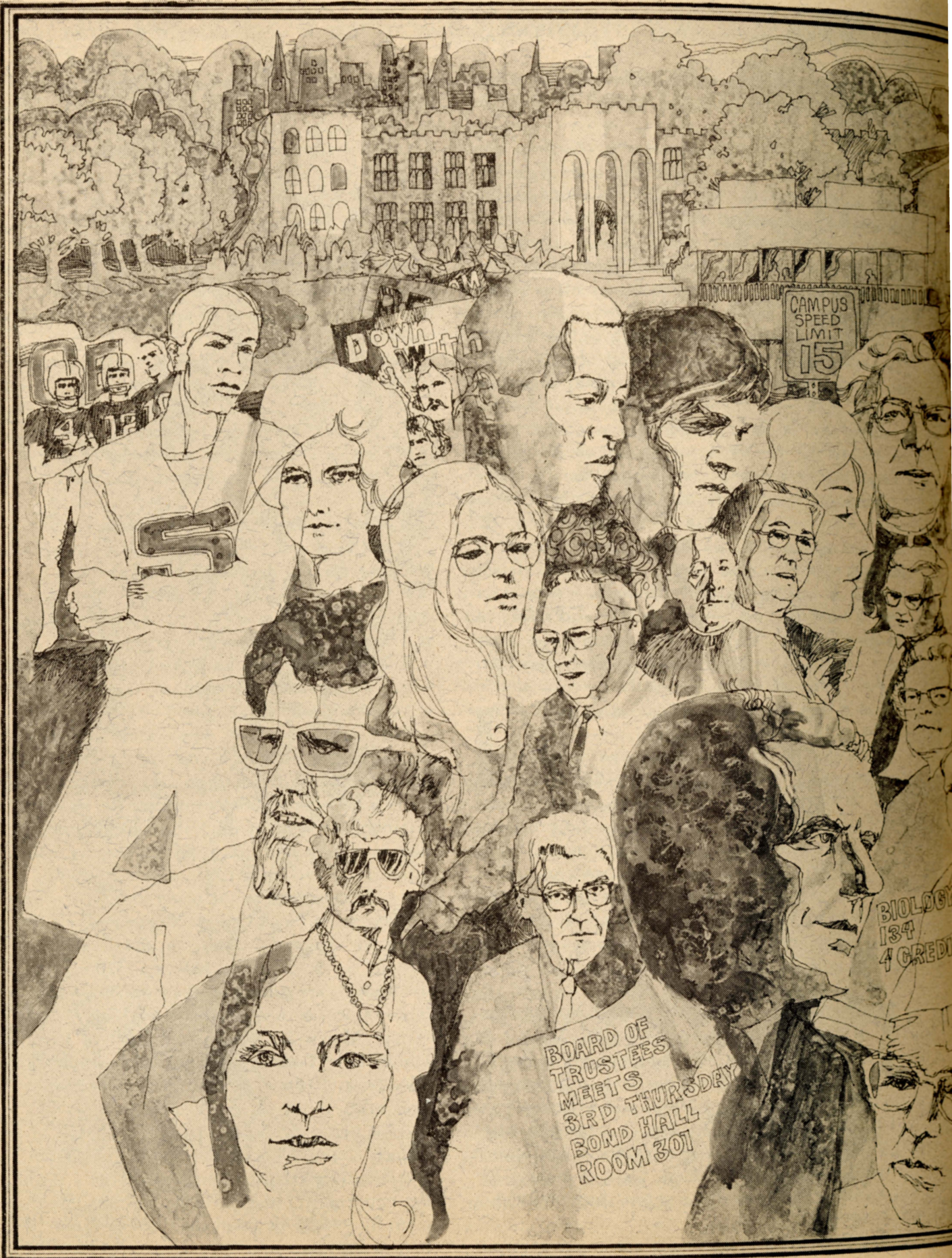
► Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

► The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."



DOWNTOWN

CAMPUS
SPEED
LIMIT
15

BOARD OF
TRUSTEES
MEETS
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Who's in Charge?

Ideally, a Community

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

"Decisions are being made in more places, and

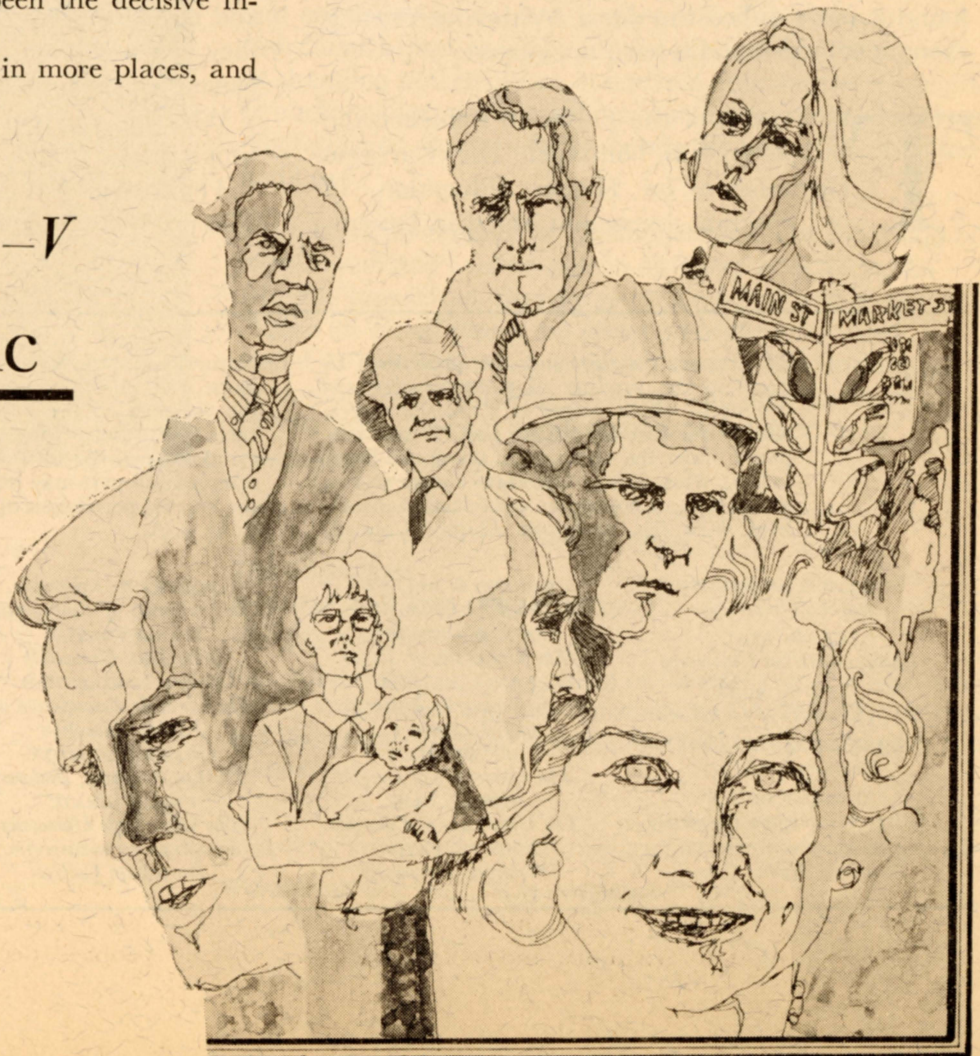
more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge - V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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