

the magazine of washington and lee university

WINTER, 1970

W  
& L





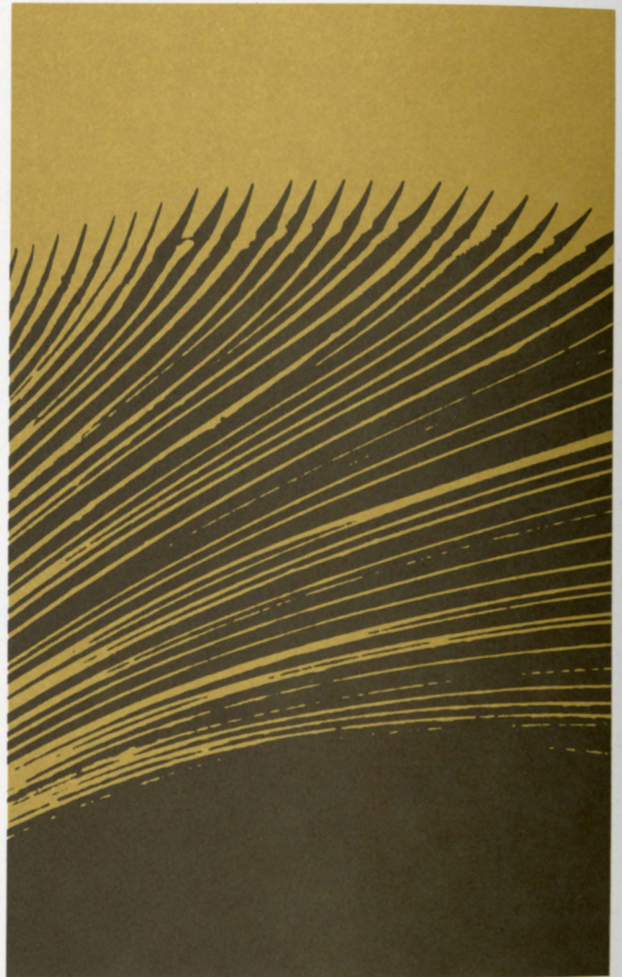
the magazine of washington and lee university  
Vol. 2, No. 1, Winter 1970

Romulus T. Weatherman \_\_\_\_\_ Editor  
A. Michael Philipps '64 \_\_\_\_\_ Associate Editor  
and Photographer  
Mrs. Joyce Carter \_\_\_\_\_ Editorial Assistant

### TABLE OF CONTENTS

How Should W&L Change? _____	1
What about the Physical Needs? _____	2
What about Incomes and Expenses? _____	9
Should W&L Go Coed? _____	14
How Big Should W&L Be? _____	17
Why Is the New Curriculum Desirable? _____	21
What Is Today's Student Like? _____	25
What about Student-Teacher Relationships? _____	30

*Published quarterly by Washington and Lee University, Lexington, Virginia 24450. Entered as second class mail at Lexington, Virginia 24450, with additional mailing privileges at Washington, D.C. 20013. All communications and P.O.D. Forms 3579 should be addressed to Office of Publications, Washington and Lee University, Lexington, Virginia 24450.*



*On the cover: As one flicks through the pages of Dr. Crenshaw's *The Rise and Growth of Washington and Lee University* one cannot escape the fact that the University is never static, that it is ever-changing, ever-growing. In our cover design, the artist caught the turning pages of our institutional history. What will appear on those pages is yet to be written by our students, our faculty, our administrators, our trustees — and by you, our alumni and friends.*

# QUESTION: how should W&L change?

Turbulence is buffeting higher education today. This is a well-documented, perhaps over-documented, fact. Washington and Lee, of course, cannot help being affected, and the University is responding by making changes and by exploring new frontiers.

President Huntley has an apt way of putting these challenges into perspective. He said recently:

*"Neither Lexington nor Washington and Lee is insulated from the trends of our time; neither Lexington nor Washington and Lee is insulated from the restlessness of the generation of young men who come to us as students, nor from the restlessness of the older generation which makes up our alumni. We would not wish to be insulated, even if we could. It is clear that we cannot be. What Washington and Lee is attempting to do, is doing, and has done with a high level of success is to face the changes of the restlessness of a new age with the values which all of us cherish—to face it with a conviction that we can give these values a new meaning for a new age that will bring Washington and Lee a future even brighter than its past."*

And again:

*"The history of Washington and Lee points to the fact that it has always been a changing institution. Its history is characterized by hardship, by perseverance, by dedication; but it is not characterized by sameness. And its future clearly will not be characterized by sameness."*

And again:

*"We don't expect to have tomorrow or next year—or indeed in any year—the once-and-for-all answers to Washington and Lee's role. I doubt if we will ever be able to state in clear, succinct*

*language the precise objectives and goals of this school. And I must admit that I would be somewhat suspicious if we could. I think, however, we are motivated here—the faculty, the administration, and the students—by a common sense of purpose to achieve on this campus an educational opportunity that is as good as we can make it. Whether it is unique by comparison with someone else's school is not the question we are asking. Whether it satisfies us and our tradition and our urge to be significant in the higher educational future of America—this is the kind of criterion we are applying. We think this has already yielded and will increasingly yield an institution which has truly unique qualities."*

In this perspective and in this spirit, W&L presents in this issue discussions of some of the major changes and issues that the University is implementing or examining—physical needs, financial conditions and outlook, studies of coeducation and optimum size, curriculum revisions, student attitudes and characteristics, student-faculty relationships, and the learning process.

The texts were excerpted and adapted from among the many presentations made by members of the faculty and administration at a special conference held on the campus last October for alumni chapter representatives, class and regional agents, and members of the Robert E. Lee Associates.

Although many questions remain unanswered at this time, the discussions, taken together, show that Washington and Lee, far from shrinking from these turbulent times, is seizing the opportunities these times afford to modernize and strengthen its programs and to enlarge its capacity to serve mankind.

THESE DAYS  
WORLD  
BLUONZ  
LAW

**QUESTION:**

# what about the physical needs?

by ROBERT EDWARD ROYALL HUNTLEY, *President of the University*



I want to discuss the planning that has been under way at Washington and Lee in the last year and a half—in some cases longer—to meet the physical needs of the University.

I don't wish to imply that the most important thing in the University's future will be its ability to lay bricks and mortar. Nor do any of us intend to frighten you about Washington and Lee's financial status. I believe you should have some understanding about what Washington and Lee will need in the way of costly physical facilities in the years ahead as an appropriate background against which to discuss the many deeper questions which have faced the University in the recent past and which will clearly face it in the near future.

Regarding plans for future physical facilities, I should note that Washington and Lee has made some rather impressive strides in the years since World War II. It may be helpful for me to restate briefly some of the physical improvements that have occurred here in the last 15 years.

The physical plant has been expanded and improved at a cost of more than six million dollars. All of this was done with only one significant fund-raising campaign and that a campaign of relatively short duration in 1959 for new science facilities.

With the assistance of alumni, we have provided a very nice Alumni House, which houses the office of the alumni secretary and also provides a place where returning alumni can gather informally. When alumni are not making use of it, informal gatherings of faculty members frequently occur there.

duPont Hall, the "fine arts building" built about 13 or 14 years ago, now houses the Fine Arts Department, the Psychology Department, and some of the language departments. It is a relatively new structure, although it may seem old to some of us who have been here all the while. Next, we have renovated Howe Hall—once the major science building—and next to Howe Hall, we have built a new science building, completed eight years ago, slightly larger than Howe Hall. Both science buildings are equipped in superior fashion.

Reid Hall, which formerly housed the Department of Physics and Engineering, was renovated at the same time to house the Department of Journalism and Communications and the Journalism Laboratory Press.

The "Co-op" in the middle of the campus was renovated about three years ago, and a very popular bookstore was added to the back of it. New dormitories were constructed across the street from the old freshman dorms, again about seven or eight years ago to house a small number of our upperclassmen. The new dining hall was constructed less than a decade ago to provide an adequate eating facility for the freshman class and those students who do not wish to dine in fraternity houses.

The Student Union facility was expanded at the same time, and a significant new addition to it was completed this past summer and opened at the beginning of this session. Lee Chapel was completely restored in 1963, and the President's House was extensively remodeled.

All of these improvements represent investments of money and faith in this institution by alumni and by its other friends and supporters in the last 15 years.

As to the needs for physical facilities that lie directly ahead, it has been obvious here for a long time that a new or improved athletic facility is required. The matter was studied by succeeding generations of persons and many suggestions over the years came from the studies for such a facility. Finally, we arrived at a plan which is both feasible and wholly adequate for the indefinite future. It involves an addition to the rear of Doremus Gymnasium which will virtually triple its size. It will give us every gymnasium facility Washington and Lee requires for its 13 intercollegiate sports, for its extensive intramural program, and for its physical education program.

At the same time, or shortly after, we hope to construct a field house—not an arena—but a field house of the type that will accommodate the indoor practice of outdoor sports in winter weather.

The gymnasium plans are complete. Recently, the Board of Trustees authorized the University to award a contract for construction of the gymnasium addition and the renovation of the old gym. We decided to begin construction of this \$3-million project even though at the time we began all of the funds for its completion were not in hand.

While the gymnasium plans are complete, that is not the case with the other facilities to which I will refer.

In discussing plans we have found that as soon as we put down anything that suggests shape, location, or



anything tangible, the attention of everyone is attracted to that detail. At this point we are far from knowing what details we ought to have. In this phase of our planning, we are discussing the function of structures and the functional needs that we have and can only mention some preliminary plans about where they might be located.

Now, it is quite clear to us that the University's main library, McCormick Library, is not adequate even for the present and clearly not adequate for the years immediately ahead. One of the projects on which we are now hard at work is trying to define the kind of library needs the future will require. In short, we are planning a new library facility.

We spent much time in trying to determine whether the existing structure of McCormick Library could be made adequate for the indefinite future. With the assistance of our resident architect, Mr. Henry Ravenhorst, we did conversion studies as to how it might be changed to make it adequate. We concluded, after a good deal of effort, that there is *nothing* we can do to make McCormick adequate as a library for the years ahead.

Fortunately, that conclusion meshed well with another conclusion which we had reached about the same time. Newcomb Hall, which houses the School of Commerce, Economics, and Politics, is clearly inadequate for the school's present needs, not to mention the needs that the future will bring. We concluded that a suitable solution to the problem—probably the best solution—would be to convert what is now McCormick Library into new quarters for the School of Commerce and to construct a new facility for the library. McCormick can be made adequate to handle all of the needs of the School of Commerce for a foreseeable future, and Newcomb Hall would be renovated to house some departments of the College which are now homeless.

At the same time, we have been attempting to decide where Washington and Lee could go for building site locations. Obviously there is plenty of room on our undeveloped property to the west of the existing plant. We have, at times in the recent past, examined the

---

*Eventually, Newcomb Hall, now quarters for the School of Commerce, will be renovated to accommodate departments which are "homeless."*

possibility of acquiring other properties near the campus in the city of Lexington. On balance, however, it seemed that we should not move in that direction, considering the costs involved in acquiring semi-urban property when Washington and Lee already owns what everyone would agree, I think, is about the prettiest property in Rockbridge County.

Of course, there is a little creek that flows through the property, and there are those who have been so bold as to suggest that there is a ravine behind the present buildings. We prefer to call it a valley—or even a vale, perhaps. We have retained expert landscape architects to advise us about the proper treatment of this area. We are convinced not only that this is the logical direction for us to move in planning new facilities, but that it is an opportunity to achieve architecturally aesthetic beauty here. It is an opportunity we should not overlook, even if we had other alternatives. So we have been studying rather hard, with landscape architects and others, the possibility of finding some way of making use of the area

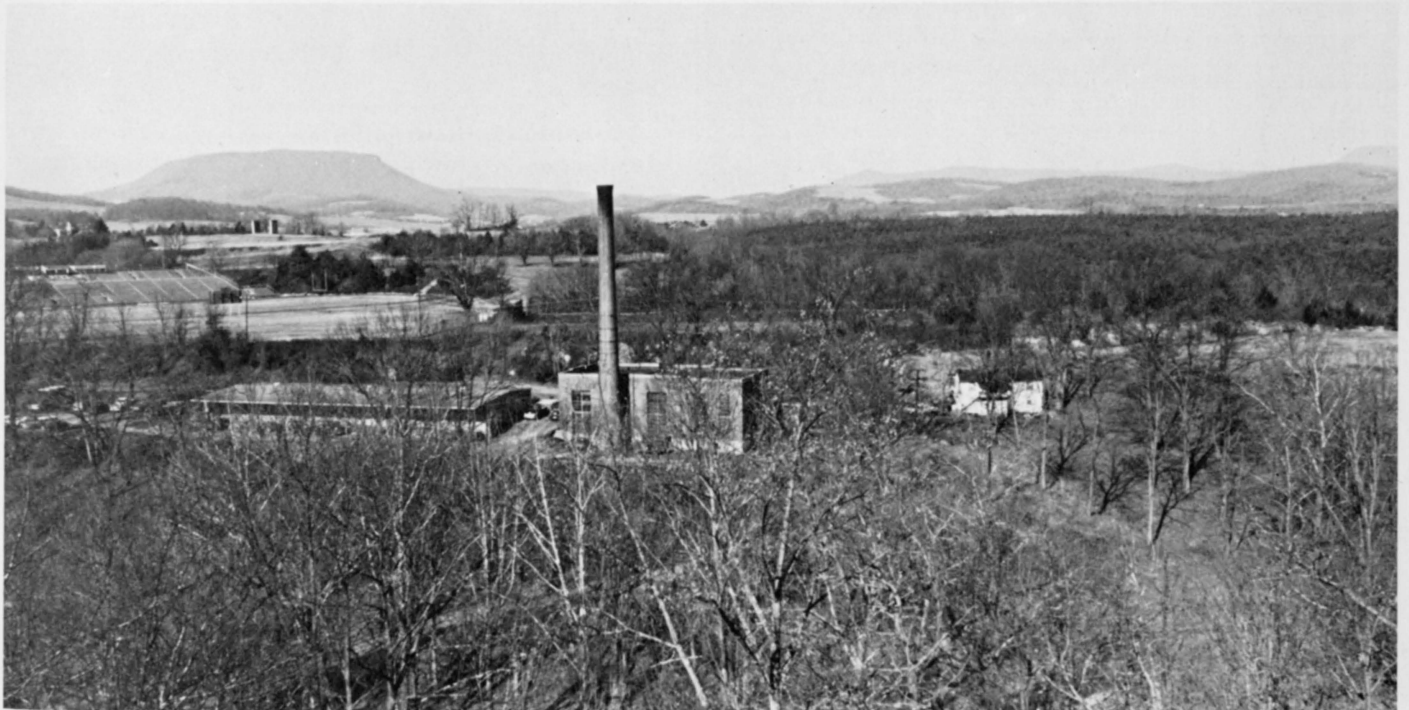
in and immediately beyond the valley.

The distances involved are not very great, even by Washington and Lee's compact standards. There must be some way, of course, of providing access, but just as important to us, we must overcome any psychological barriers—any feeling that any new facility located across the valley would somehow be on another campus. Our thinking is still in a preliminary stage, but we think that we can find a way of constructing a library somewhere on the east edge of the valley that would be the center, or hub, of the academic facilities of the University as they exist right now. At the same time, the new library would serve as a projection or extension—both physical and psychological—into the area across the valley.

Architecturally, we don't know what it would look like, and we are not at this point concerned about that. We are convinced that it can be done in a way which would be an advantage to us architecturally. We would be able to achieve some of the advantages of the newer, functional kinds of architecture because the terrain will

---

*To the eye of the landscape architect, the valley behind the present campus holds promise of becoming a beauty spot for campus expansion.*



require that approach, although we would not wish to depart radically from the traditional style of architecture which we all love on the front campus. We believe this *can* be done, and before long we will be developing precise conceptions of *how* it can be done.

If we can do this successfully, and I am convinced we can, we will have opened up a new opportunity for utilizing the properties just beyond the valley for the other needs which the school will have in the immediate and long-range future.

What are the other needs that we have identified? I think it is agreed that Tucker Hall, which houses the School of Law, has been for more than a decade now far less than adequate for the school's current enrollment and seriously inadequate for an even modestly increased enrollment which the law faculty feels will be necessary to support the curriculum the school is now offering and wishes to offer in the future. There is no intention to make the School of Law a large school, but even a moderate increase in enrollment, or an increase in library holdings, or increases in the faculty cannot be accommodated in the present building. There is no nook or cranny which is not being utilized.

So we feel that a new law structure will be necessary before very long, and we have made some plans in that direction which are exciting to those of us who are aware of them.

The planning has gone through many stages of thought. For a while we considered the construction of a new law building on the front campus. We spent a lot of time discussing, and did drawings on, an addition to the present building. We concluded that the construction of another building on the front campus would be a serious mistake. We concluded that it could not be quite the structure that we would want because of space limitations. But aside from that, it would crowd an already crowded ridge with an additional building which we think would detract from the traditional beauty of the front campus.

So we concluded that the School of Law will need to find a location just beyond the valley toward the northwest. We feel this can be done successfully if the new undergraduate library is built, providing a physical and psychological bridge into and beyond the valley. Again,

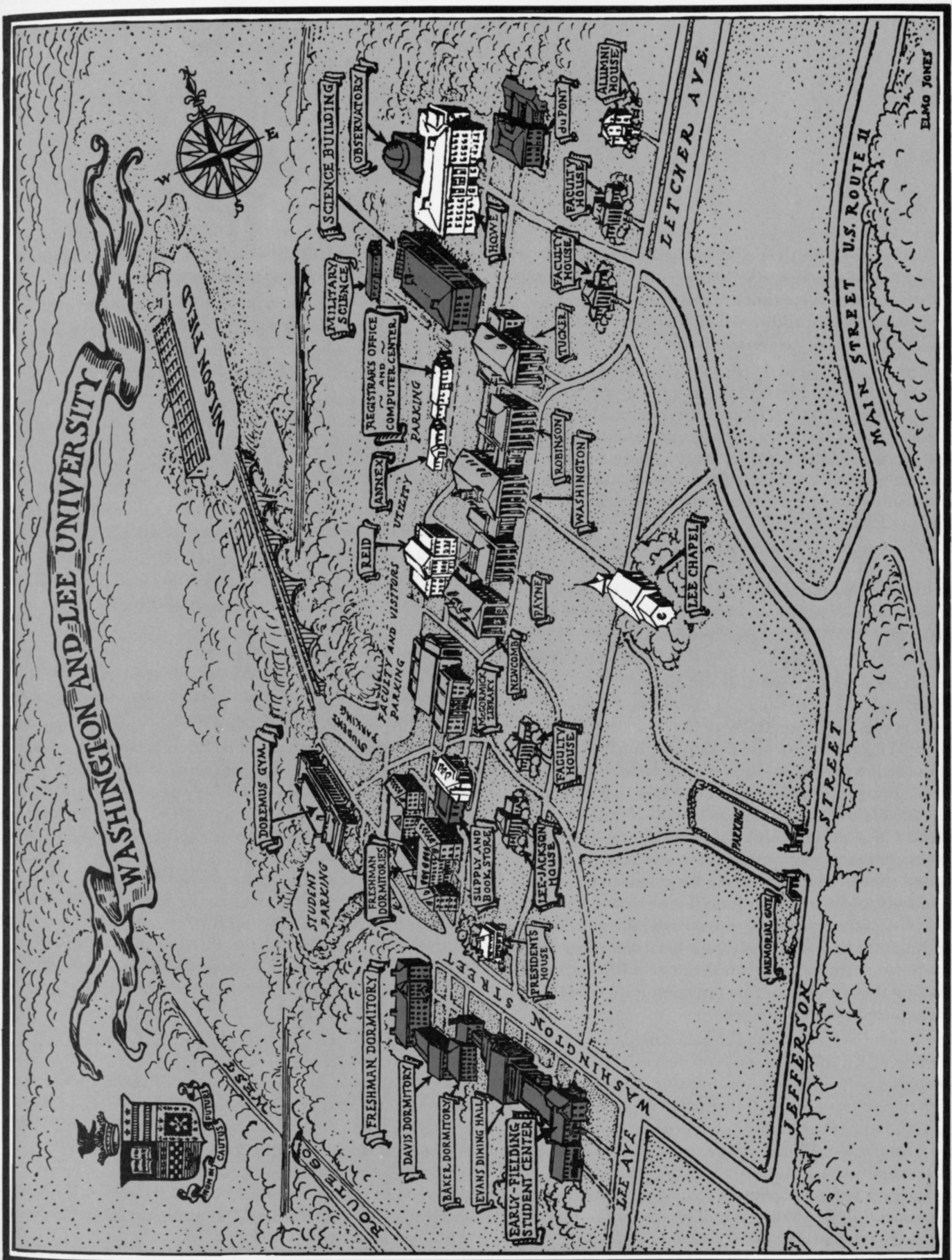
the distances are short. We can put the School of Law in a location which will be truly beautiful—a location in which we will have somewhat greater freedom architecturally than we would have if we were required to put it in line with the Colonnade. We would have greater freedom to utilize techniques of modern construction and architecture which we would not wish to use if we had to crowd the building onto the front campus. So our feeling—again in a preliminary stage—is that we can develop a plan which will make it attractive to place the School of Law in the area just beyond the valley.

Associated with the studies we have undertaken are considerations of ways of providing both pedestrian and vehicular access into the areas that might be developed. We hope to be able to develop a concept that will keep most of the vehicles on the periphery of everything that we do. The campus will seem to be included within a circle, with vehicles, we hope, somewhere outside of it. We hope to develop parking facilities to prevent the intrusion of that unsightly horse that we all ride into the middle of what we hope will be a very beautiful development. Also associated with these plans are thoughts about how the natural beauty of the parts of the valley to be developed can be enhanced and made an integral part of a compact campus community—and we think there are ways of doing that.

In addition we have in the last three years given a lot of attention to the growing need for additional upperclass dormitory housing. Let me say, in brief, that it is clear to all of us here that the living patterns of students who come to Washington and Lee now place upon the University a responsibility and an opportunity to provide for some fraction of the upperclass student body an alternative of living in attractive University-owned housing. We think that this is an alternative which we are going to need to offer upperclassmen if we are going to keep them at Washington and Lee and if we are going to attract the kinds of students we want to attract in the future.

Beyond that, we think it is going to be necessary to offer such housing to prevent an increasing fragmentation of our student body into smaller and smaller sub-fraternity cliques. We feel that this will indeed strengthen the best features of the fraternity





New in past 15 years.
  Renovated or Enlarged in past 15 years.

system and at the same time tend to blunt the sub-fraternity system which is developing on this campus and on every campus in these times. Ideally, I think our objective is to provide additional alternatives and not to eliminate alternatives that now exist for our students.

If, let us say, we should decide that some 200 to 300 dormitory units would be an appropriate step in this direction, we feel we could locate them beyond the new law building, perhaps along the edge of the valley on the far side. Because of the beautiful space available and because we need not cramp the structures that we might add, we could locate them attractively with regard to the terrain on different levels. We think we could create a dormitory complex as large as we might ever need and could expand it as the needs of the future might require in the area beyond the valley. And we can do this as soon as we have found a way to create the impression that all of this is part of the Washington and Lee campus.

In general terms, these are the major physical plans on which we are working hardest at the moment. Obviously, there are, and will be in the years ahead, other kinds of physical needs. For example, there has long been the stated need for an auditorium at Washington and Lee. I do not mention that as one of the top priorities. We have survived a long time without it, and as nice as it would be to have an auditorium and as much as all of us hope eventually to meet that need, it is not central to the major purposes of Washington and Lee. I would hope, though, that some time in the future an auditorium can be constructed. And again, if we have found a way to begin to make use of the other property we own, the location of a building such as an auditorium, or whatever other needs the future may bring, would not be difficult. So it is our feeling that a thrust in that direction is inevitable and is required by circumstances.

The timetable for meeting the major needs which we have identified, I think, depends on events. We began construction on the gymnasium addition this winter even though the project was not fully funded at the time we began. The cost of the addition has been estimated at approximately \$3 million, and we are around the million-dollar mark toward funding the gymnasium. With the gym plans complete, it seemed unwise to delay doing something we knew full well we had to do. It didn't make sense to wait on it, even though in the

process of construction, short-term financing may have to be arranged to make it possible to finish it.

As far as the other parts of the puzzle are concerned, timing is far less certain than parts of the planning. Nor do we have firm estimates of the costs although it is obvious a great deal of money will be required.

I would guess that we are not far away from providing the dormitory housing for upperclassmen. For one thing, this will be somewhat easier to plan. For another, I think we can finance most of our dormitory housing on a self-liquidating basis through a loan. I would estimate that we could begin within two years, but I wouldn't wish to proclaim that two years from today we will dig a hole and build a dormitory.

The library is going to be more difficult to plan than, for example, was the gymnasium. And it is going to be a very costly structure.

We have made some good progress in planning for the School of Law building, and I think we will be ready within a year to move with it, if our thoughts about developing the valley prove to be feasible.

The major factor then will be funding. We will clearly have to embark on a major, long-term fund-raising campaign for Washington and Lee in the very near future. We are attempting to fund all of the gymnasium, if possible, from among those people who have indicated to us a special interest in helping us with it. We have not mounted a general fund campaign for the gymnasium, and we hope not to have to do so, because we foresee the need, as soon as plans are a bit further along, for an indefinite campaign—indefinite as to length—and with a very large goal. We don't think it is good fund-raising strategy to embark on a limited fund-raising campaign for a single need.

Looking at it more affirmatively, we think that a demonstrated ability to fund a major facility like the gymnasium from just among those who have indicated an interest in helping us with it will be an appropriate way to begin a major fund-raising effort. So our thought—and we may or may not be able to stick to it—is generally along these lines: to mount a long-term development program, with our announced and demonstrated ability to accomplish its first phase—the gymnasium—as a beginning.

**QUESTION:**

# what about incomes and expenses?

by JAMES W. WHITEHEAD,  
*Secretary and Treasurer  
of the University*

Two years ago the prophets of the future of higher education were sounding the death knell of the private small liberal arts college.

But, for the most part, the small liberal arts colleges have survived. Many, however, have changed in character. Some have sharply reduced course offerings; some have become larger, some smaller; some have gone from private to public, from sectarian to non-sectarian, from male to male-female, from female to female-male—and on some campuses it is really difficult to distinguish what's what and which is which.

Some colleges, of course, have survived without a change in their basic character. Washington and Lee is in this category.

This University has operated, at least through 1968-69, on a balanced budget, which is quite a feat for any small liberal arts college these days. It is even more remarkable when one considers the quality of the academic program offered at Washington and Lee. The Washington and Lee program is expensive—highly expensive—and the prospects for a continued balanced budget cannot be assured unless additional sources of income are found or present sources are greatly increased.

In addition to implementing extensive changes in the curriculum, studies are under way relating to coeducation and the optimum size of the University. These discussions relate for the most part to the University's academic program as they rightly should. However, a change in any of these areas could affect the financial condition of this University. The impact on the financial picture, therefore, must by necessity become a part of the decision-making.

Our income and expense budget for 1969-70 amounts to \$5,252,191.

Of our income, in approximate figures, we receive 49 per cent from tuition and fees; 16 per cent from endowment for general purposes; 3 per cent from endowment for designated purposes; 8.3 per cent from dormitories, rentals, and dining hall; 0.7 per cent from the Parents' Fund; 5 per cent from the Alumni Fund for unrestricted purposes for current operations; 8.3 per cent from trusts, special, and corporate gifts; 6.3 per cent from auxiliary enterprises; and 3.1 per cent from other sources.



**APPROVED BUDGET**

1969 - 1970

**Income**

Tuition & Fees _____	\$2,584,000
Endowment — General _____	718,700
Endowment — Designated:	
Scholarships, Etc. _____	136,000
Non-Endowed Scholarship Funds _____	160,000
Dormitories, Dining Hall, Rentals & Other Auxiliary Enterprises _____	770,500
Parents' Fund _____	35,000
Alumni Fund _____	250,000
Virginia Foundation for Independent Colleges _____	90,000
Evans Fund, duPont Trusts & Corporation Gifts _____	345,000
Special Gifts & Reserves for Salaries _____	162,991
 <b>TOTAL INCOME</b> _____	 <b>\$5,252,191</b>

**Expenses**

Instructional Purposes:	
Salaries, All Departmental Expenses & Libraries _____	\$2,713,586
Student & Public Services:	
Scholarships & Financial Aid, Student Activities, Infirmary, Catalogues, Auxiliary Enterprises & Parents' Program _____	1,275,932
Administrative Purposes:	
Salaries of Officers, Secretaries & Office Expenses _____	365,641
Plant Operation & Maintenance:	
Utilities, Staff, Campus Upkeep & Building Repairs _____	645,257
Alumni Office:	
Salaries of Staff, Magazine Publication, Fund Expenses & Operation _____	104,525
Fees to Fiscal Agents _____	20,000
Payment on Loans (Principal & Interest) _____	127,250
 <b>TOTAL EXPENSES</b> _____	 <b>\$5,252,191</b>

Of our expense budget, again in approximate figures, 51 per cent goes for instructional purposes; 12 per cent for student and public services; 11.6 per cent for auxiliary enterprises; 7 per cent for administrative purposes; 12 per cent for plant operation and maintenance; 2 per cent for alumni office operation; and 2.5 per cent for fees to fiscal agents and payment on loans.

Over the past 10 years, our budget in terms of income and expense has grown from \$2,113,482 in 1959-60 to \$5,252,191 this year. Alumni giving has grown during this period from 3 per cent to 5 per cent of our operating budget, increasing from \$80,000 to \$245,000. From tuition and fees, we received \$816,000 in 1959 and \$2,500,000 this year. During the same period, our expenses have been in approximately the same range. Instructional expense stays at approximately 45 per cent; student and public service at 22 per cent; and administrative, plant maintenance, alumni program, and general expense at approximately 30 per cent.

I think the most significant figure in terms of income is tuition and fees. Our income from this source remains under 50 per cent. At some institutions income from tuition amounts to as much as 95 per cent of total income. Fortunately Washington and Lee has continued to have other sources of income that permit it to provide quality education to its students—students who pay less than half of what it actually costs the University.

In 1960, the University adopted a budget system whereby each department submits in February its anticipated budgetary needs for the coming year. We now have 99 departmental budgets at the University. To give you some idea of departmental costs, here are several examples: biology, \$104,000; chemistry, \$136,000; English, \$143,000; journalism, \$69,000; romance languages, \$128,000; mathematics, \$93,000; physics and engineering, \$120,000; physical education and intercollegiate athletics, \$273,000; economics, \$80,000; political science, \$85,000; the School of Law, \$300,000; McCormick Library, \$212,000.

Each year we also ask our departments to give us an idea of their projected needs for three years. Based on estimates we have received, we expect our operating budget to be somewhere over \$6 million for the 1971-72 academic year.

In 1959, the tuition at Washington and Lee was \$750, and this year we have a tuition of \$1,900. We have a projection in the undergraduate school, carrying us through 1972-73, to \$2,300. In the School of Law, our tuition this year is \$1,300; for 1970-71 it will be \$1,400, and for 1971-72, \$1,700. Tuition is subject to review and change each year.

Our undergraduate tuition of \$1,900 compares with \$2,500 at Amherst, \$2,245 at Bowdoin, \$2,200 at Franklin and Marshall, \$2,350 at Dartmouth, \$2,000 at Duke, \$1,980 at Emory, \$1,960 at Randolph Macon, \$1,800 at Hampden-Sydney, \$1,500 at Southwestern, \$1,785 at St. Andrews, and \$1,880 at the University of the South. Tuition at Hollins is \$2,100, at Mary Baldwin, \$2,000; and at Sweet Briar, \$2,250.

Our financial aid program affects our total financial picture. I think it interesting to note that if we increased our tuition by \$100 at Washington and Lee, it would mean that we must find an additional \$32,867 in income to adjust the amount of financial aid that we give to our students. With approximately 23 to 25 per cent of our students on financial aid, this means that we would need an additional endowment of \$800,000 for every \$100 of increase that we make in tuition. Our endowed scholarship fund at the moment stands at \$2,900,000. This year the University is distributing \$373,087 in University funds in financial assistance to 329 undergraduates and 62 law students.

The University has made dramatic progress in faculty salaries in the past few years. In 1960-61, the average salary of our full professors was \$10,000, and this year the average is \$17,720. Including fringe benefits, we have in the past 10 years come from \$11,000 for full professors to \$20,247 this year. This puts us in the B category in the report of the American Association of University Professors. The A rating would be \$22,680.

The combined salary and fringe benefits for an associate professor at Washington and Lee in 1960 was \$8,700; this year the average is \$14,530. For an assistant professor in 1960 the average was \$7,200; this year it is \$12,139. Both the associate professor and assistant professor are in the A category of the AAUP report. We are in the AA category for instructors with a combined salary of \$10,301. The average 10 years ago was \$5,754.

#### AVERAGE FACULTY COMPENSATION

Professors	Number Full-time	Average Salary	Fringe Benefits	Combined	AAUP Grade
1960-61	35	\$10,000	\$1,152	\$11,152	C
1961-62	29	10,717	1,214	11,931	C
1962-63	31	11,300	1,365	12,665	C
1963-64	31	12,003	1,708	13,711	B
1964-65	33	12,809	1,686	14,495	B
1965-66	34	13,335	1,799	15,134	B
1966-67	39	14,187	1,859	16,046	B
1967-68	40	15,253	2,251	17,504	B
1968-69	50	16,495	2,798	19,293	B
<b>Associate Professors</b>					
1960-61	20	7,825	970	8,795	C
1961-62	20	8,510	1,088	9,598	B
1962-63	17	9,035	1,124	10,159	B
1963-64	23	9,457	1,317	10,774	B
1964-65	21	10,109	1,335	11,444	B
1965-66	15	10,540	1,536	12,076	B
1966-67	18	10,928	1,627	12,555	B
1967-68	23	11,496	1,746	13,242	A
1968-69	21	11,998	1,771	13,759	A
<b>Assistant Professors</b>					
1960-61	19	6,420	854	7,274	B
1961-62	21	7,238	882	8,120	A
1962-63	26	7,603	951	8,554	A
1963-64	28	7,671	840	8,511	B
1964-65	28	8,061	1,053	9,114	B
1965-66	31	8,494	1,197	9,691	A
1966-67	28	9,125	1,254	10,379	A
1967-68	29	9,648	1,150	10,798	A
1968-69	32	10,398	1,652	12,050	AA
<b>Instructors</b>					
1960-61	12	5,017	737	5,754	A
1961-62	15	5,620	810	6,430	A
1962-63	15	6,080	812	6,892	A
1963-64	14	6,393	570	6,963	A
1964-65	17	6,912	507	7,419	A
1965-66	18	7,344	602	7,946	A
1966-67	20	7,535	646	8,181	A
1967-68	22	8,359	1,122	9,481	AA
1968-69	22	8,827	944	9,771	AA

We have had a 55 per cent increase in our faculty since 1960. There were 63 full-time faculty members in 1937 when our tuition was \$275. In 1947, the faculty rose to 73 members, in 1957 to 98; today we have 133 full-time professors.

The average compensation of all full-time faculty, including fringe benefits, is \$15,493. The average salary, excluding fringe benefits, is \$13,713. The total amount of our budget that goes for faculty salaries this year is \$1,824,000, with an additional \$236,000 going for fringe benefits.

The combined salary budget, including fringe benefits, for faculty members alone—out of our budget of slightly over \$5 million—is \$2,060,582. The salary budget for administration is \$404,000; for clerical and staff, \$313,000, and for buildings and grounds, \$317,000.

We are proud of our fringe benefit programs at Washington and Lee, which are vital factors in helping us attract and retain an excellent faculty. In addition to the regular items such as social security, we have life insurance of \$40,000 for all faculty. The University pays half and the faculty member pays half. This amounts to about \$16 per month per faculty member and costs the University a like amount. We also have salary insurance, total disability insurance, basic medical insurance, and major medical insurance. And after spending a certain amount of time at the University, usually two years, a faculty member becomes eligible for participation in the TIAA-CREF retirement annuities. When this occurs, Washington and Lee matches up to 7.5 per cent of a faculty member's salary, and this goes into an annuity program for the faculty member.

Washington and Lee also provides a college tuition grant program for its faculty and staff that permits children of our faculty to go to Washington and Lee or to a college of their choice. Washington and Lee pays up to the same amount that it would cost that child to attend Washington and Lee. With the University's tuition this year at \$1,900, this means that a son or daughter of a faculty member may go to any institution they choose, and Washington and Lee will pay up to the same amount toward their tuition. We are also proud of our fringe benefit that permits a faculty or staff member to borrow from the University (at 2 per cent less than the going

interest rate at a local bank) 90 per cent of the cost to buy or build a home in the Lexington area. The loan is usually for a 20-year period.

Another important element in our financial picture is our endowment. Following our self-study of several years ago an investment committee was appointed by the Board of Trustees made up of three members of the Board. The members are Mr. Joseph Birnie of Atlanta, chairman; Mr. Joseph Lanier of West Point, Ga., and Mr. John Hendon of Birmingham. These men worked closely with the treasurer's office and with the United States Trust Co. and the United Virginia/State Planters Bank in the investment of the University's endowment.

As of June 30, 1969, the book value of our endowment was \$15,650,000. The 1960 book value was \$10,283,000; so we have seen a 50 per cent increase in book value in the past 10 years. This increase is attributable mainly to reinvestments rather than to new money. The market value of our endowment on June 30 was \$20,421,000, a 25 per cent increase over a market value of \$16,279,000 in 1960. However, June 30, 1969, was not a favorable time to figure market value.

A summary of our assets may be of interest. As of the audit of June 30, 1969, the University's assets stood at \$28,483,000, and that is a very conservative estimate. The breakdown of assets is: endowment, \$15,667,498; plant, \$10,455,494; student aid fund, \$578,092; designated fund, \$908,025; and current fund, \$875,559. Total assets increased 50 per cent over our assets of 1960-61.

We have the following designations in terms of endowment in round figures: \$11 million in general endowment, the income of which goes for current operations; just under \$1 million for designated purposes; a little more than \$1 million for professorships; more than \$2 million for fellowships and scholarships.

Funds held in trust by others that are not counted by the University as endowment have a market value at the present time of around \$6 million. These include the Jessie Ball duPont General Trust held in Jacksonville, Fla., and the Letitia Pate Evans Foundation Trust held in Atlanta.

The custodians of our endowment are the United Virginia Bank of Richmond, holding 59 per cent for a market value of \$12 million; the United States Trust Co.,

holding 23 per cent or \$4.5 million; and the University Treasurer, holding 18 per cent or \$3.8 million, most of which is housing mortgages of faculty and staff.

In 1961-62, the University borrowed \$1.5 million to construct new dormitories, the dining hall, and to assist in the construction of the new science facilities. As of July 1, 1969, we have a loan outstanding of \$900,000. We pay 5.5 per cent interest to the Life Insurance Company of Virginia. Our payment is \$75,000 on the principal plus the 5.5 per cent interest.

Our endowment investments break down into the following categories: 6.58 per cent in preferred stocks; 54.53 per cent in common stocks; 33.99 per cent in bonds; 11.47 in real estate mortgages.

To give you some idea of the diversification of our investment in common stocks, here are some examples: 14.91 per cent in automotive, 12.6 in chemical, 11.1 in cosmetics, 9.8 in electric utility, 12 in oil and gas. Some of our larger holdings include \$2,291,000, or 16,000 shares, in General Motors; \$1,802,000, or more than 10,000 shares, in duPont; \$459,000, or about 8,000 shares, in American Telephone and Telegraph. We are low on tobacco, and we have no cyclamates in our endowment at this time.

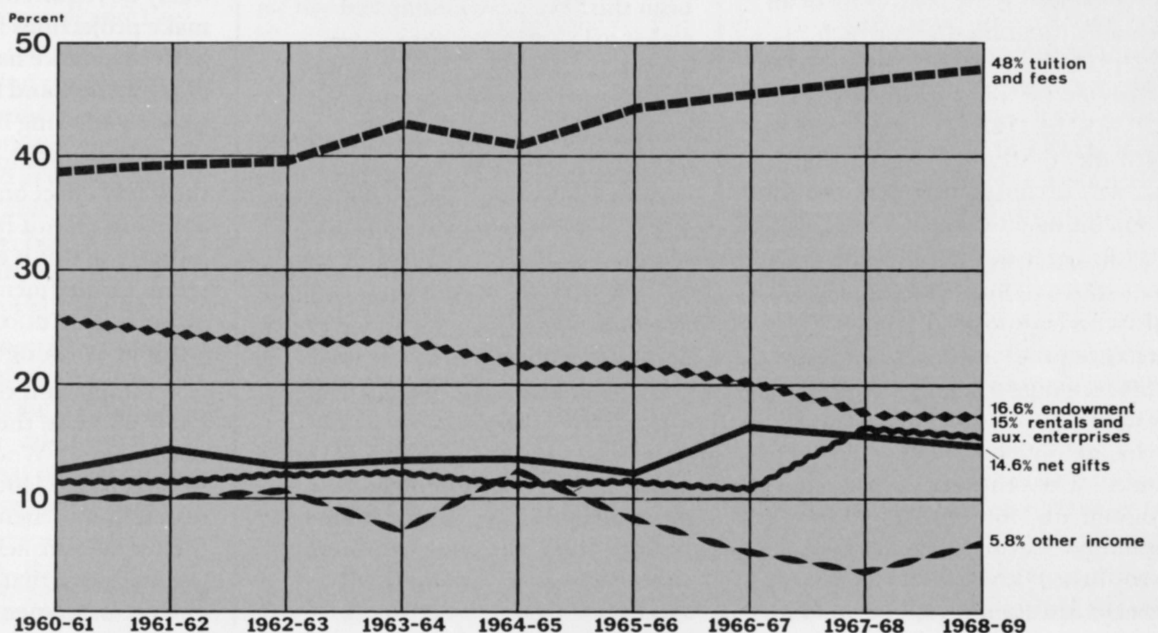
As reported by the Boston Fund, Washington and Lee's endowment ranks 59 among the 71 principal endowment funds in the country. Of the 58 endowments that are larger than Washington and Lee's, 39 exceed \$20 million. Among the larger ones are Boston University with \$25 million, Brown with \$86 million, Carlton with \$24 million, Amherst with \$96 million, the University of Chicago with \$323 million, and Harvard, of course, with more than \$1 billion. There are many institutions, however, that have far less than Washington and Lee.

The message that I carried to alumni 11 years ago, when I was working on the campaign for the new science facility, is not wholly unlike the messages that supporters of the University will be hearing in the years ahead. Really, only the priorities have changed. Washington and Lee is a stronger institution because alumni listened, became concerned, worked and gave to assure its productive future.

And as we approach each new fiscal year, with its demands for seemingly ever-increasing funds for both current operations and capital expenditures, we place great faith—far more than is perhaps realized—in the continuing, and always hopefully, increasing support of our alumni.

#### SOURCES OF INCOME

(in percentages of total income)



# QUESTION: should W&L go coed?

by LOUIS HODGES, *Professor of Religion and Chairman of Coeducation Committee*

Let me explain first what the task of the committee on coeducation is. It is a study committee. It is not a committee that has anything to do directly with policy. President Huntley appointed the group with the expectation that we would try to answer some questions so that whoever must decide whether Washington and Lee shall become coeducational or not would have sound information on which to base the decision.

The job of the committee, then, is to predict as accurately as we can the effects on the University of a decision to educate women as well as men. Simultaneously, we are examining the effects of a decision not to educate women.

Among the things that we are considering is the possibility of a coordinate college which would be an adjacent campus, primarily female, perhaps altogether female. We are also considering the possibility of an exchange program under which students from other schools would be exchanged for one year or maybe two years of work. We are considering the possibility of straight coeducation. And we are considering the possibility of remaining all-male.

[Editor's Note: Washington and Lee will participate, beginning this fall, in an eight-college student exchange program that will bring up to 30 exchange students to the campus for their junior year. Most of these exchange students are expected to be women. The other participants in the program are Hollins, Mary Baldwin, Randolph-Macon Woman's College, Sweet Briar, Davidson, Hampden-Sydney, and Randolph-Macon. This



program will provide a limited experiment in coeducation at Washington and Lee as well as a limited experiment in cooperative ventures with other colleges. The question of general coeducation at Washington and Lee, however, remains a separate issue.]

The committee's procedure has been this: We have established — rather arbitrarily perhaps—two models, and we have been asking certain questions relating to those models. One model is a Washington and Lee in which 40 per cent of the present male enrollment is replaced with women, with the University remaining about the same size. The other model is a Washington and Lee in which 800 women are added to the present undergraduate enrollment, giving a total student body size of about 2,000 students. Over against these models, we are looking at the possibility of Washington and Lee's remaining all-male, with a student body of about the same size, maybe slightly larger or maybe slightly smaller.

With these possibilities in mind, we have asked a series of questions concerning the academic program, physical plant, admissions, student services, and many other aspects of University life. The complexity of these questions is apparent from these examples:

For instance, if women were admitted to the University in substantial numbers, meaning 40 or 50 per cent of the total enrollment, what would be the anticipated student shift within the curriculum? In this connection we are trying to find out where, if we had women at Washington and Lee, we would have surplus faculty and in what departments we would have an insufficient number of faculty members.

What changes, if any, in course offerings would be desirable and feasible? For example, would additional instruction in fine arts likely be required? We are trying to make projections in this regard on the basis of data we have received from other schools and from information we are gathering here.

Another question is what would be the likely effect on the University's ability to recruit faculty? Some studies indicate that it is easier to attract and retain faculty members at coeducational institutions. How valid is this factor at Washington and Lee?

An important consideration is the likely effect on the quality of teaching and learning. Would the presence of women in the University serve as a distraction to men so as to jeopardize their scholastic achievement? There is the reverse of that question: Does the absence of women in the University



community distract men so as to jeopardize their scholastic achievement? Would the presence of women on campus serve to broaden the perspective of men, and vice versa, meaning would the presence of women enlarge their perspective?

Would the pattern of women's course enrollment affect classroom and laboratory space and the scheduling of the use of these facilities? How could problems in this area be handled? For instance, could the addition to the gymnasium be adapted to accommodate women? The answer to that seems to be yes.

What additional obligations would the University assume for meeting the housing needs of students? Is the construction of dormitories a precondition for admitting women? If women were admitted, would the infirmary be adequate?

What is the desirable ratio of men and women at Washington and Lee? We have found that the ratio of male and females in existing coeducational schools tends to be somewhere between 70/30 and 50/50 men to women. If we arrived at some predetermined desirable ratio at Washington and Lee, how would we go about achieving that particular mix in as short a time as possible?

Would the admission of women affect the calibre of male applicants? In what way? Would we be able to attract women of the intellectual ability we want? What special kinds of counseling would women students



*In studying coeducation, the committee had to envision how the Colonnade would look if W&L were coed.*

require? What staffing problems would arise in student services to meet the needs of women students?

The resources that the committee is using consist primarily of similar studies done at other schools. We are supplementing those studies with the data we are able to compile about the reasons students who are offered admission to Washington and Lee do not come. And we have to determine how heavily we can rely on this information.

[The Admissions Office sent a questionnaire to 406 men who did not accept the University's offer of admission last spring, asking them for some of the reasons they decided not to come. Of the 305 who returned the questionnaire, 36 per cent said they preferred a coeducational institution. This was the second most frequently checked response. The leading reason listed was geographic location, checked by 47 per cent.]

We have other data being gathered at Washington and Lee as well as the study conducted by Princeton, the most basic of all the studies in this area.

The Princeton study contains raw data that we can make use of. It contains, for instance, information on the preference of high school seniors in the upper two-fifths of the class in the high schools and preparatory schools covered by the survey. Of those ranking in the upper two-fifths, 80 per cent—male and female—expressed a strong preference for attending a coeducational college. Those in the lower three-fifths also expressed a strong preference for coeducational colleges, but their preference was only 70 per cent. It's this kind of data that

we are trying to fit somehow into the total picture. We have in addition to the Princeton report, studies from Franklin and Marshall, Sewanee, Trinity, Yale, and others.

Concerning the questionnaire sent to those who were admitted to Washington and Lee but did not come—those 36 per cent who checked coeducation as a reason for going elsewhere had College Entrance Examination Board scores 20 points higher in both verbal and mathematics than the class that we actually admitted.

We think that we will have enough data to give us a fairly clear index of what would likely happen to our admissions picture if we did decide to go coeducational. We are dealing with some unpredictables. But it appears that we will be able to come up with

answers that will be more or less adequate.

I have cited many of the questions and issues that seem to us to be the most crucial. These matters indicate the kinds of things we are studying. The questions are not easy to answer. It is not simply a matter of the social life of the students while they are on campus, although that is part of the equation. More important is the attempt to attract to Washington and Lee students who are academically able and financially able to benefit from our educational program. Another important factor is the recruitment of faculty. Another is to provide for our students, once they are here, the best and broadest possible liberal education. These are the major dimensions that make this question of coeducation a vital issue.

*The Princeton University classroom, once the lair of the male animal only, today looks like this.*





**QUESTION:**  
**how**  
**big**  
**should**  
**W&L**  
**be**  
**?**

by JOHN GUNN,  
*Associate Professor  
of Economics and  
Chairman of the  
Committee on Size*

The study of the optimum size of Washington and Lee had its origin in a resolution passed by the faculty at its meeting of February, 1969. Some faculty members had observed what they thought was a drift toward larger size in the University over the years, without the consequences of that drift having been examined. Their initiative led to the resolution and to subsequent appointment of the study committee.

The fact is that the undergraduate enrollment of Washington and Lee has increased by a little more than 200 men in the past 10 years, to its present level of 1,250. It has increased at a rough compound average rate of 2 per cent a year. This increase had its origin in two different sources. The first is an improved retention of students. A larger fraction of those who enter Washington and Lee now graduate than was the case in former years. The percentage of freshmen who graduated four years later has risen from 48 per cent in 1959 to 69 per cent in 1969. The other source of increase is that beginning in 1966 the size of the freshman class was increased by about 30 men, when the University leased the old Dutch Inn; this increase has been retained.

There is particular need at this time for examination of the optimum size of the University because of the extensive planning which is under way for new physical facilities. I refer to the plans for the new gymnasium, new facilities for the School of Commerce, a new library, and new residence halls, to mention some of the most pressing needs. I leave out the School of Law here, because that School has made its own study of its

optimum size, and our committee is concerned only with the undergraduate enrollment.

I do not think that anyone plans a dramatic change in the size of the University. We are not inquiring whether we should have 1,200 students or 4,000 students. Rather, the nature of our inquiry is whether a continued moderate increase is desirable, whether we should attempt to hold the line at the present size, or whether, perhaps, we should attempt to cut back moderately over time. Then, of course, if a decision is made at Washington and Lee to admit women, a very important question would be whether these women should be admitted as replacements for some of the present male students or whether they should be an addition, which would produce a rather sudden, substantial increase in enrollment.

Our committee has a nice conceptual answer to the question of how big Washington and Lee should be: It should be big enough to have a ball game, but small enough so that every student can play.

How big is "big enough to have a ball game"? The answer to that must surely lie along these lines: We should be big enough to offer instruction in each of the major fields of liberal learning; big enough so that most departments can offer a good variety of courses in their fields, with faculty numerous enough that some professors have specialized competence in most of the major branches of each field; and big enough to afford the specialized library and laboratory facilities needed by faculty and students alike in their common

striving for learning that is both broad and deep.

And what is "small enough so that every student can play"? That must be small enough that the students know each other as individuals and know the members of the faculty; small enough that the minds of the students rub against the minds of the faculty and against each other in stimulating and fruitful dialogue; small enough that the members of the University can feel a strong sense of community; small enough that the Honor System and other constructive traditions of the University may be preserved as vital influences within the Washington and Lee community.

It is a happy fact that we have an uncommonly broad curriculum for a college our size. For a small college to maintain such breadth of course offerings, however, is expensive. A number of our departments have

relatively few students in their upperclass courses, with consequent waste in resources both in terms of the faculty and of physical facilities. There is no doubt that costs-per-student increase markedly when classes become small, especially when enrollment in upperclass courses becomes very small.

We might consider selective recruitment of students as an alternative approach to filling up the small departments—that is, we might make special efforts to attract those students who indicate that they would major in these departments. It appears, however, that this would not be very successful. Look, for example, at the National Merit Scholars, a group of students who might be presumed to know more about what they want to do than do typical college students. Yet, of all the National Merit Scholars in the United

States over a 10-year span, ending last year, only about one-third graduated with majors in the disciplines in which they said they were going to major when they entered college. The rapidity of change in student interest seems to be such that an effort to engage in selective recruiting would not offer a very high prospect of success.

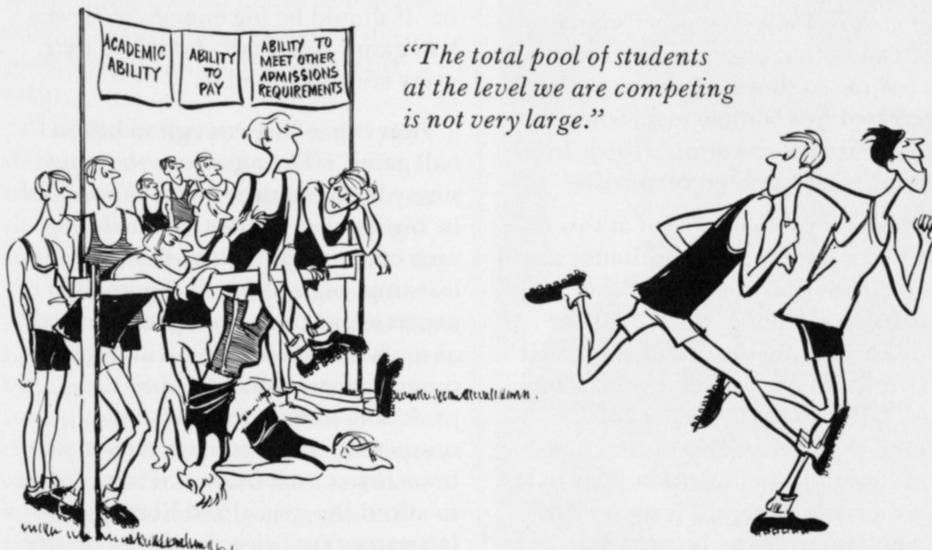
Let us consider this matter of small enrollment in certain departments in relation to certain other facts.

First, after half a century of moving more or less in step with the general price level, the cost of college education since 1957 has been increasing quite rapidly and increasing notably faster than the increase in the general price level. This rapid increase in the cost of higher education is expected to continue, according to most studies devoted to forecasting developments in higher education.

Second, the moderate increase in enrollment at Washington and Lee during the past decade and the increase in cost-per-student have not been matched by proportionate increases in income from endowment.

The third fact is derived from the previous two: Since income from endowment has paid a smaller and smaller fraction of the total operating costs each year, it has been necessary to increase tuition fees sharply, up to \$1,900 for the current year, with announcement already made of \$100 increases each year for the next three years. (This compares with a \$400 tuition for an in-state student at the University of Virginia.)

Fourth, some studies done elsewhere have revealed that the total pool of



students whose academic qualifications are comparable with those currently admitted to Washington and Lee is very much smaller than commonly supposed. When the ability to pay for education in a private college is considered along with the promise of good academic performance, this pool shrinks to an even smaller size. There are perhaps 50 or so select colleges in the United States that are competing for this limited number of able students.

As the cost of education continues to increase and as the number of colleges rising to compete at our level for entering students also increases, it appears we face three alternatives:

The first is to acquire more endowment and more current gifts in order to retard the rate of increase in tuition and also to increase the amount of financial aid to students.

The second is to allow Washington and Lee to become more and more the preserve of the sons of the rich, to lose diversity in its student body, and thereby to diminish the educational experience of those who are admitted to the University. This development would proceed from our present condition, in which most members of the faculty and of the student body itself are persuaded that we do not have enough diversity now.

Third, we might admit freshmen with perceptively lower academic promise than those we are now admitting.

We must consider, too, in contemplating the possibility of change in the enrollment, that it is not certain we could expand if we wanted

*“W&L should be big enough to have a ball game and small enough so that every student can play.”*



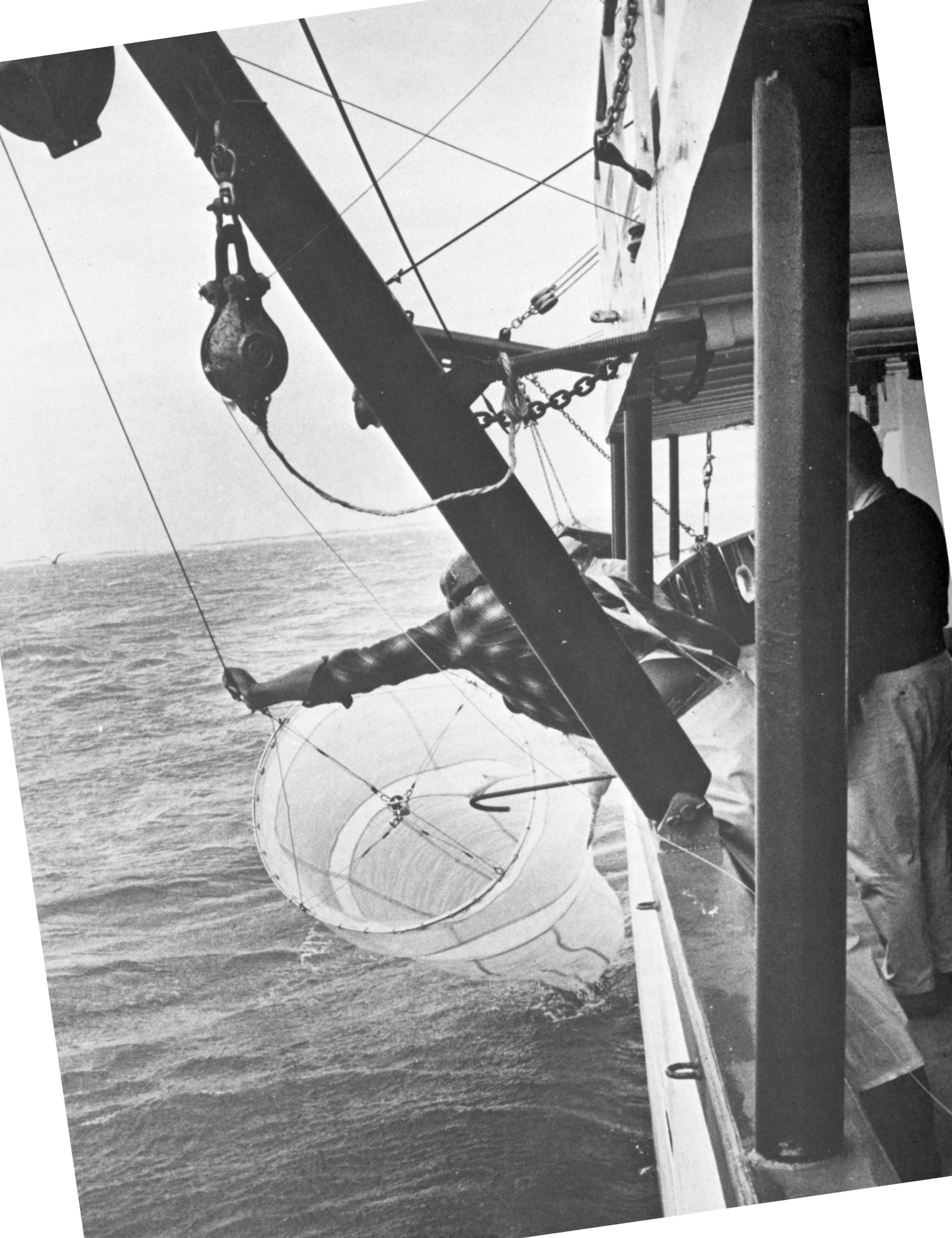
to. I have already pointed out the studies which indicate that the total pool of students at the level we are competing is not very large. Moreover, we know of several colleges, not dissimilar to Washington and Lee, that currently are failing to accomplish expansion that is desired.

It appears that this matter of the optimum size of the University is entwined in an intricate web with several other matters, namely, the effectiveness of our educational program, the variety of specialized resources, the diversity of our student body, and our ability to increase financial resources. Perhaps the sex of our student body—gender, that is—will become another variable in this complex web.

Reduced to an over-simplified but brief statement, we seem to face a conflict between the need for larger size on the one hand, to support the

specialized personnel and specialized facilities needed to offer a broad curriculum, and on the other hand the need for small size in order to gain the benefits of cohesiveness and intimacy in the University community.

It may be that we will be fortunate enough to gain the financial resources to be both specialized and close-knit. In any case, as we seek to understand better the alternatives before us, we hold to a belief in the value to the nation of diversity in educational experience and educational institutions, belief in the future of the undergraduate college of liberal studies, belief in the special advantages of private educational institutions. Most specifically we hold a belief in the unique and valuable educational experience that is Washington and Lee. We hope that we can find the best roads to extend that experience and the means to travel down those roads.



# why is the new QUESTION: curriculum desirable?

by HENRY S. ROBERTS, first Chairman of the Curriculum Committee, and EDGAR W. SPENCER, present Chairman of the Curriculum Committee.

*Introduction:* Far-reaching changes in Washington and Lee's curriculum will go into effect in September, 1970. What follows is necessarily a general discussion of those changes and the rationale behind them. The details of the new curriculum will not be fully known until mid-spring when the appropriate faculty committees complete the work of implementation. Each department is responsible for the development of its own course offerings under the new curriculum.

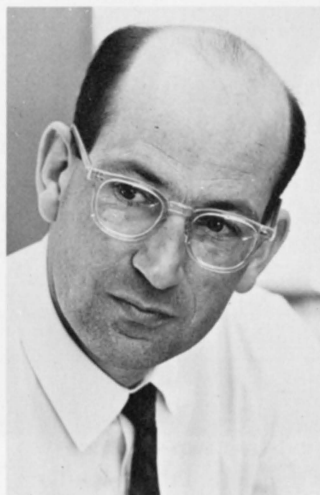
Here Dr. Henry S. Roberts, professor of biology, and Dr. Edgar W. Spencer, professor of geology, describe the changes, their background, and their implications for the University in broad terms. Dr. Roberts was chairman of the Curriculum Committee during the period that the changes were formulated, and Dr. Spencer is chairman during the implementation phase. Their remarks will be followed by a summary of the principal features of the new curriculum.

#### *Dr. Roberts:*

This work began more than two years ago when Dr. William W. Pusey, III, then acting president of the University, appointed 10 faculty members to study the curriculum with an eye toward any needed revisions. This action grew out of the University's Self-Study of 1964-66. Dean Pusey very appropriately selected faculty members with widely different points of view. This was as it should have been. But partially as a consequence of these divergent views, it took us a long time to come to general agreement.

One of our first considerations was how to work with the Student Curriculum Committee that was organized at the same time. Because we recognized that this was not to be a short task, we decided that the faculty committee would remain separate but would communicate its actions immediately to the student committee. And, as a matter of fact, some joint meetings were held. This continued and is continuing.

Perhaps a good part of the two years was spent removing the constraints of past habits and experience from our thinking so we could move in somewhat different pathways. All of us changed during the deliberations, and we finally came up with general agreements. General agreement here does not imply unanimity; few of our actions were unanimous. I will list



*Dr. Edgar W. Spencer*



*Dr. Henry S. Roberts*

some of the factors that explain how the thinking of the committee developed.

We agreed that after more than 30 years, with very minor changes in curricular requirements, that some change was needed. One of the points that affected our thinking was the need, as we saw it, to provide a curriculum at Washington and Lee which would attract the kind of student that we want—the bright, imaginative, capable student that we most like to have. There was a feeling on the part of many of us that we were losing students on just this basis.

Another point was the conviction that the changes in secondary school education have not only made it possible but perhaps imperative that our rather rigid requirements of the past be modified. We were thinking somewhat of the difference in the quality of secondary education, but perhaps even more so of the change in the breadth of that education. Thirty years or so ago, when the previous curriculum was being installed at Washington and Lee, high schools in this country were just shifting from an 11-year to a 12-year system. Thirty years ago, high schools did not teach courses in psychology or economics or social science. The whole breadth and scope of high school offerings have changed so that today we are dealing with a far different high school product. And the committee felt that Washington and Lee's curricular requirements should fit the present pattern in our secondary schools.

---

*Under the new curriculum, students may avail themselves of such opportunities as study at the Duke University Marine Laboratory.*

We felt also that it would be desirable to recognize that the number of times or hours a class meets per week does not necessarily reflect the real value or credit that should be received from a course. Other things are important, such as the depth in which a student involves himself in his work and the amount of time he spends outside of class, in the library, in study and in reading. So the committee suggested the substitution of a unit of credit, which we simply called the "credit," for the old semester hour to divorce the concept of the number of class meetings from the credits to be received.

We felt in our general debate that there were many things which were highly desirable educationally which were not easy to achieve in our existing two semester calendar. And from this came a revision of the calendar to make it possible to achieve educationally valid things that could not be done under the old system.

I will not go into all the details of our deliberations, but simply say that after we had met and failed to agree on many things, we did come forward with some alternative proposals concerning distribution requirements and the calendar to present to the faculty.

These alternatives were distributed to all faculty members for study. Then after a few weeks, we held a series of weekly meetings of the faculty to discuss the proposals. These meetings went on for four weeks. Finally the committee's report was presented to the faculty and passed, after a series of amendments and alternatives were defeated. I wish I could say that the proposals were passed unanimously. They were passed by a majority of the faculty, and I suspect even some of those who voted in favor of them—and certainly I did—were not completely aware of the tremendous effort that would be involved in implementation.

Let me summarize the nature of the changes:

Previously 68 hours of required work was set forth for every student, and these requirements involved many individual specified courses. Under the alternative adopted by the faculty, requirements were reduced from 68 semester hours to 36 credits. No specific courses are involved. Rather the courses which were appropriate were grouped into four principal related divisions, and students are simply required, in terms of a reasonable breadth, to take electives within each of the four groups.

In general, the first group includes ancient languages, modern languages, and English; the second group includes humanities other than languages; the third group includes mathematics and natural sciences; and the fourth group includes the social sciences.

Each student must take at least six credits in each of these divisions and may not count toward distribution requirements more than 12 credits in each division. This is a major change.

The change in the calendar is rather unusual. Only three colleges in the country, I understand, have adopted it. This system involves a 12-week term in the fall, a 12-week term in the winter, followed by a six-week short term in the spring. Now the unusual features are the placement of the short term at the end of the year and its length—six weeks instead of four weeks.

The thinking behind the short term was that six weeks is long enough to permit a more flexible pattern. It will permit summer school types of courses, and we anticipate that such courses will be offered. It will also permit activities which could not take place in a regular semester because of conflicts with courses. Short term programs will include field courses and other courses involving travel or study in libraries in other areas, and other imaginative special offerings.

Since students will be taking four courses instead of five during a 12-week term, this may seem at first glance to be a lightened academic responsibility. But I think what it really means is that the student will be doing as much work for 12 credits in 12 weeks as he now does for 15 semester hours in 15 weeks. The program overall will be as demanding, but with this difference: with only four-fifths of the course load the student should be able to achieve greater depth in the courses he does take. He will have only four-fifths the quizzes, tests, term papers and exams; so he will not be as pushed.

As for the six-week term, during which students will normally take only one or two courses, it simply calls for imaginative thinking on the part of the departments. In general, we anticipate one major effect of the change in that each faculty member will need to evaluate what he has been doing, why he has been doing it, and how he's going to go about it in the future.





*The short term may bring more opportunities such as this: After interviewing 98 Rockbridge County flood victims, students Homer F. Gamble, of Kingstree, S.C. (left), and J. David Field, of Monroe, Ga. (center), appeared before a U.S. Senate Subcommittee on Disaster Relief. At the right is their teacher, Dr. William Buchanan, Professor of Politics.*

*Dr. Spencer:*

The major concern of all faculty members in implementing the new curriculum has been a complete reorganization and rethinking of course structure and the sequence of course offerings. Our problem has been to incorporate the meaning of those all-purpose wonder words "breadth, depth, and flexibility," used so frequently in our committee discussions, into those things we call courses. Many of the changes are necessary because of the new calendar.

What are our thoughts on the merits of this calendar and its application to Washington and Lee? A prime advantage of the new calendar is that a time is provided for the student to devote his full attention to a single course or a project without conflict with other course work. This arrangement should provide a significant improvement in the University's programs of independent work, of research and field courses, and in any subject in which sustained concentrated work is better than an intermittent schedule.

Four-fifths of the student's time will continue to be devoted to a schedule favorable to the traditional lecture oriented methods of teaching. In general, the objectives of these lectures have been to present a capsulated survey of some area of knowledge. Certainly, this is a valuable part of education. But in the face of the present knowledge

explosion, many educators think it is insufficient. And I believe that we are expressing this opinion when we act, by providing a short term, to place additional emphasis on the development of the ability to carry on independent research and study. Many departments will provide additional opportunities to do independent research that is a part of their major programs.

Interesting ideas are being advanced and some new courses and new study opportunities will be available in the spring short term of 1971. In some cases, it may take several years to work out certain new programs.

A program of language study abroad is being planned. This will be worked out possibly in cooperation with some of the neighboring women's colleges. The program would involve intensive preparation here on the campus, starting perhaps during a 12-week term and followed up during a six-weeks term. This would not be a vacation in Europe, but a time to learn the language through personal contact with the people and customs of the country.

Two-track programs are being developed in a number of departments. For example, some courses in the Department of History will be given on a summer school type format. There will continue to be lecture-oriented courses, but there will also be seminars. And some of these seminar courses, and perhaps even tutorials, will be available to freshmen. So the freshman will have an

opportunity under this new program to go directly into a very small class, where he will be expected to do some independent work and contribute his thoughts more fully to the discussion in the classroom.

It will be possible for a student in accounting and in other courses in commerce and administration to spend part of the short term in the offices of industries where they might study financial analysis or marketing procedures or administrative decision-making firsthand. We hope, of course, to be able to call on alumni for help in the development of such programs.

The Department of Sociology has plans to offer seminar courses which will be essentially problem or issue oriented, a seminar, for example, devoted to the study of the problems of the city or to the problems of black America.

In biology and geology we will utilize the short term for field-oriented courses, like ecology, or environmental studies, or field mapping methods. For example, we have a course in Appalachian geology—when we finish reading about the Smoky Mountains we plan to go to the Smoky Mountains and study the rocks firsthand. Advanced students will have an opportunity to do research work in the field just as they might at a graduate school. We hope to develop cooperative programs perhaps with laboratories in other parts of the country, for example, the Duke Marine Laboratory.

The Department of Politics will offer its course in research methods during the short term. Students in this course interview government officials, and they conduct surveys of voter attitudes. Other students could spend part of this term working in some government agency.

Continuing efforts of the Curriculum Committee will be directed toward the creation of a more effective honors program which might be open to more students and available to students at some time before the senior year. We feel there is a pressing need for improvement in the faculty advisory system for students, and we also hope to see the development of interdepartmental courses.

When our committee made its recommendation to the faculty, we incorporated what we called a self-destruct clause. The idea was that the committee would self-destruct in the event the faculty decided it did not agree with the basic philosophy suggested by the committee. I

suspect that the mechanism is still intact. If we do not find that the motivation of our students has improved, if we find that we are not attracting better students, and if we feel that the academic program is not generally being improved at Washington and Lee, I think you can be sure the reject button will be pushed.

*Major features of the new curriculum:*

—A three-term academic calendar, consisting of a sequence of a 12-week fall term, a 12-week winter term, and a six-week spring term. Classes will begin in mid-September and the first term, including examinations, will be completed before Christmas vacation. The second term will start after the Christmas vacation and end, including exams, before spring vacation. The final six-week term will end about the same time as the current calendar ends. During the 12-week terms students will normally enroll in four courses instead of the currently customary five, and during the six-week term, students will have opportunities for independent or intensive study in just one or two subjects of special interest.

—Substitution of the term "credit" for "semester hour" as the unit of academic credit. The intent of this change is to disassociate the value of a course from the number of times or hours the class meets.

—Liberalization of distribution requirements. Under this plan, the academic disciplines have been placed in four broad groupings as follows:

Division I—English, French, German, Greek, Latin, Russian, and Spanish.

Division II—Fine arts, history, philosophy, and religion.

Division III—Biology, chemistry, geology, mathematics, and physics.

Division IV—Economics, politics, psychology, and sociology-anthropology.

A student must offer, as the minimum requirement for any degree, 36 credits from the four divisions with a minimum of six credits from each division. A maximum of 12 credits in one division may be counted toward satisfaction of the 36-credit distribution requirements. These requirements replace previous specific course requirements. It is expected that students will complete these distribution requirements in the freshman and sophomore years.

**QUESTION:**  
**what  
is today's  
student  
like?**

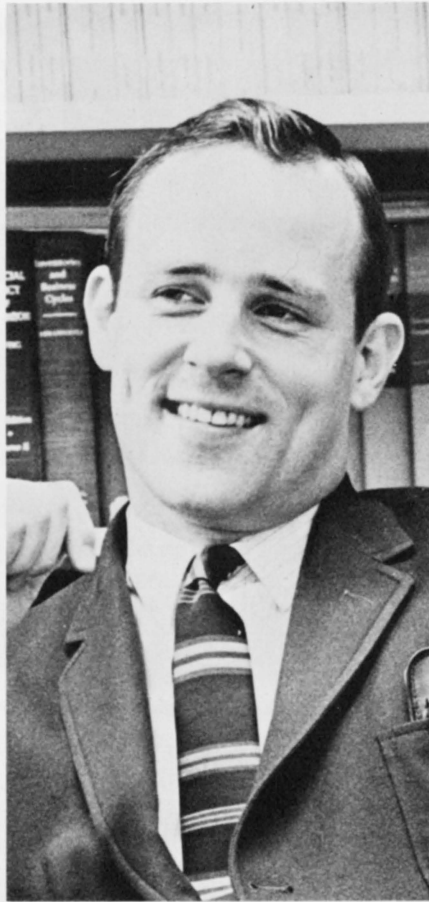
by LEWIS G. JOHN, *Dean of Students*

Although I am just a freshman in my job as Dean of Students, I shall attempt to report on some of the recent developments in the area of student life and give you some of my impressions and reflections on the current student generation at Washington and Lee.

As I view our task at Washington and Lee, in the general sense as well as in the more specific area of student life, I think we have a two-fold purpose. First, we must retain the traditional strengths that, over the years, have made Washington and Lee the institution that it is. Secondly, we must provide new directions which the changes of the times require.

As for the first part of this dual purpose, we must try to preserve basic values which we believe are important. Here we would include the very close student-faculty relationships that Washington and Lee is able to have, the preservation of the Honor System, the maintenance of the very strong tradition of self-government and student self-determination, and more generally, the maintenance of a climate of independence, freedom, and responsibility for the individual student.

On the other hand, none of us can expect Washington and Lee to remain exactly the same institution that it was 10 or 15 years ago. Continuous, rapid changes are now inevitable and normal. We are in a time when nothing can stand still for very long, and one continual change is almost the normal pattern of development in higher education. Therefore, we must, if we are to maintain and be worthy of our reputation of excellence, keep pace with the times. I think this



concern has been shown in such matters as the curriculum and calendar revisions for next year and the new dormitory regulations. Some changes we may look upon as desirable, some as necessary, others as inevitable, but I think that we must recognize that we are in a time of change so that we shall be able to control more intelligently both the pace and the direction of that change.

How, then, is this student generation different? I think students today—and this includes students at Washington and Lee as well as at other colleges—are not so willing to

accept authority just because they are told this or that by someone older or supposedly wiser than they. I think that the purpose of a college education is to encourage students to reconsider the old, familiar patterns and that the task of the faculty and administration of Washington and Lee is to encourage students to scrutinize unexamined presuppositions of themselves and their world. Education, after all, is a radical act in the rudimentary sense of the word. Student and teacher alike must go back and try to re-examine. And I think this student generation is perhaps more willing to re-examine and not accept an idea just because it has been done that way before. They have to prove for themselves the worth of a particular idea, custom, or tradition.

I think also the general attitude of students today exhibits a high tolerance of individual differences, whereas in the past there was a relatively more cautious approach to independence. In the current idiom, it is popular to let each person do his own thing. These students, in other words, are saying, "I have my own ideas, beliefs, standards, and mores, but I will not force them upon others. I shall encourage others in ways I think proper. I shall try to persuade them. I shall carry on a dialogue, but I have no right to dictate my beliefs or my way of life to others."

This attitude can be seen quite clearly in the social realm. Headlines are full of the problems of drug abuse on the college campus today. But a student now may say, "I don't believe smoking pot is right, but it is not my obligation to force my beliefs on

others. If that is their thing, let them do it." Or in the realm of social mores, a student may say, "I don't want my girl to spend the night with me in my apartment, but if the guy next door wants to, that's his business."

I think this new attitude is also reflected in the matter of conventional dress here on campus. The Student Executive Committee and dormitory counselors have taken the position that they will do everything they can to promote and encourage the wearing of coats and ties, but they will not *force* their fellow students to do so. They do not wish to fine them for not dressing as they think they should. And thus we have a minority of students who do not choose to wear coats and ties. The general attitude here is that the coat-and-tie tradition—or perhaps custom is the better word—should *not* be enforced by administrative or faculty fiat, that the much greater and more important tradition is that of student self-determination and student self-government. If we as a faculty or administration were to try to enforce conventional dress, this would abrogate, in my mind, the greater tradition of student responsibility which has always held in this area.

Somewhat more concretely, students today are more concerned, more aware, and more involved in issues transcending the campus. I think this is a healthy development as compared with the "silent generation" of which I was a part in the late 1950's. Many of today's students can be characterized by their concern for others, by their idealism, by their greater involvement and participation, and by their desire to contribute. Students today have a



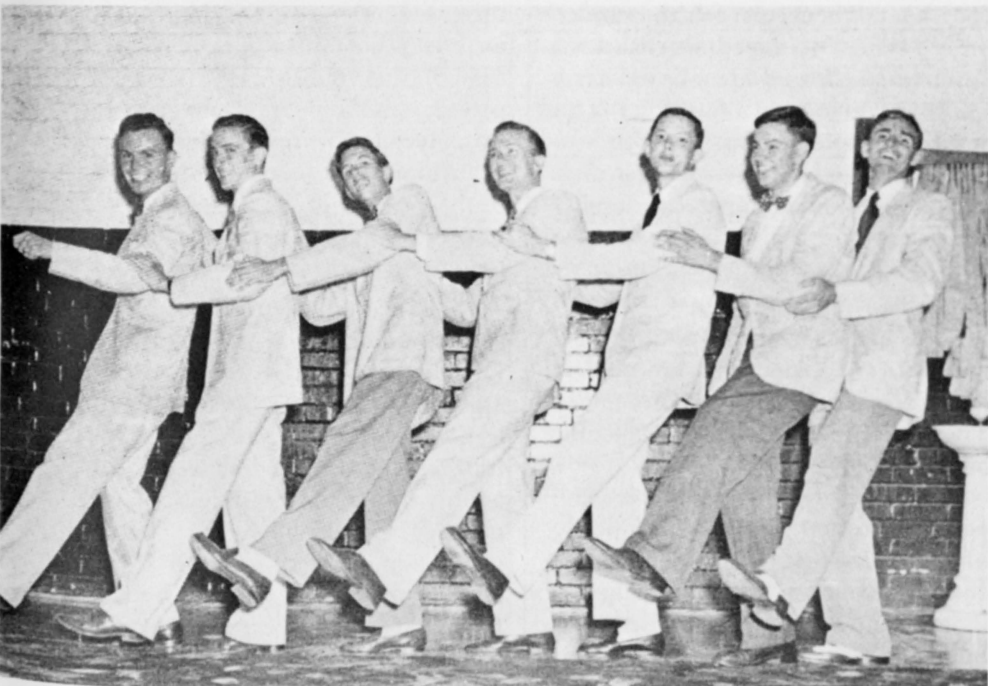
*Hair styles and fashions repeat themselves. Note the similarity between haircuts in 1894 and today...*



*... By the early 1900's, the Edwardian suit was the rage — as it is today ...*



... In the 1920's, the hair style shifted to the well-plastered look, and vests were "in" ...



... while by the '40's, pants cuffs were as floppy as today's bell-bottom trousers.

deep and serious-minded concern about the tremendously complicated world in which they live. Students here are involved in community projects, such as tutoring underprivileged children. I think this concern and involvement were clearly shown in the activities of the Vietnam Moratorium on October 15. The efforts on this campus were directed toward concern and thought about the Vietnam War, rather than the staging of an antiwar protest. A bipartisan program held in Lee Chapel that day presented a variety of speakers of all viewpoints and persuasions—ranging from a student presentation of the John Birch Society view of the war to a Washington and Lee professor's call for immediate, unilateral withdrawal from Vietnam. Students on this campus showed their concern on October 15, but in what I regard as a responsible, healthy, thought-provoking, bipartisan manner.

In regard to University affairs, many students sincerely believe that they can contribute to the life of this institution by participating constructively in the matters that affect their lives and by having a voice in the formulation of University policy. Here we have structured various methods of student participation by having student representation on the Student Affairs Committee, for example, and by having a Student Curriculum Committee that works alongside the Faculty Curriculum Committee. We are continually examining and re-examining student-faculty relationships and are attempting to work out new ways of student

participation and communication, but without surrendering the final responsibility and accountability that go back to the faculty, and ultimately to the Board of Trustees, and which cannot and should not be surrendered.

I think the students here have been most reasonable in their demands and most responsible in working through the recognized channels without resorting to extra-legal means or disruptive tactics. Students know they are listened to, and the lines of communication are always open.

A new plan for the regulation of dormitory life went into effect this year. This plan serves basically as an extension of the plan of self-government which is typical of other phases of student affairs. Briefly, the dormitories are divided into vertical sections of 40 to 50 students each. The residents of each section reach a consensus on "standards of social responsibility," which they abide by during the academic year. As part of the statement of social responsibility, each unit establishes social hours over the weekend between 5 p.m. Friday and midnight Sunday during which time female visitors are allowed in their rooms, with the specific understanding that overnight visitations are prohibited. These plans are approved by the Student Control Committee, and the regulation on the consumption of beer and liquor in dormitories was rescinded. So far these new regulations have worked well.

The faculty also approved a petition from the Interfraternity Council in regard to life in fraternity houses. Fraternity members may now entertain women above the first floor

of fraternity houses on weekends within the same general guidelines as for the dormitories, but with a 3 a.m. curfew which was established by the IFC for Friday and Saturday nights. An IFC petition to allow fraternities to make all their own rules governing females in fraternity houses was not accepted by the faculty.

The faculty also reconsidered the question of deferred rush and approved a plan of delayed pledging for a three-year trial period. Fraternity pledging will be permitted only after the beginning of the seventh week of the 12-week fall term. The faculty charged the IFC with the responsibility of presenting for approval by the Student Affairs Committee a revised plan for the conduct of fraternity rush and pledging compatible with the deferment. The faculty felt that under the old system of immediate rush a freshman was forced to make too hasty a decision on joining a fraternity. The new plan is intended to give both students and fraternities a longer time to look around and to make rational decisions.

Many students have the opinion, I think, that the faculty and administration are out to abolish fraternities. To think this, however, is really to misunderstand the issue. There is a feeling among some faculty members that fraternities have become a negative rather than a positive force on student academic life. The University wants somehow to encourage fraternities and to help them regain the positive intellectual influence they once had.

The dialogue concerning fraternity problems is certainly continuous

between students, faculty, and administration to the end that both the fraternities and the University may be helped. The University's interest in fraternities is manifested by the low-interest, 4 per cent loans that fraternities may obtain from the University for renovation and repair of their houses and for fraternity mortgages.

I believe that fraternities can be offered help in trying to retain the interest of juniors and seniors who now tend to drift away from the fraternities, leaving fraternity affairs pretty much to the less mature judgment of sophomores and freshmen. The University is certainly aware of the importance of fraternities in housing and feeding a large part of the student body and of their potential to help rather than hinder the academic progress of their members. We must remember, though, that fraternities exist by permission of the University, and I think it is a mistake to believe that Washington and Lee is not interested in their well-being or that the University has no business in trying to help them steer correct paths.

In sizing up the current student generation here at Washington and Lee, the analogy of an iceberg seems appropriate. The visible tip of that iceberg is fascinating and often irksome, but it should be recognized as only the tip. The visible tip is seen nationally and is given large play by the news media in the form of riots and protests, New Left, drugs, and hippies. We have been very fortunate here. There is no SDS chapter; we have had no riots; we have had no sit-ins. We like to think this is because we



are doing a good job of communicating with students, of involving them in responsible ways, and of listening to their requests. But even here we do have a visible part of the iceberg, for example, in the form of a number of students who refuse to get a haircut and who dress in grubby attire. It is important to remember, however, that appearances can be deceiving. This visible tip of the iceberg does not give an accurate picture of, nor do justice to, Washington and Lee students as a whole. Appearances oftentimes do not even provide accurate pictures of the individuals themselves. This tip is much less important in the long run than the actualities which lie underneath.

The great majority of students here are seriously going about the business of education, having some fun at the same time, doing very little complaining, and not really at odds with prevailing society. Most feel the excitement of learning and the satisfaction of working closely with faculty members. We have the same multitude of extra-curricular activities that alumni knew here as students. The great majority of students *do* wear conventional dress; they *do* speak to each other and to strangers on campus. Although the campus may look different to some, we have just about the best-dressed, friendliest student body to be found on any college campus today.

So perhaps underneath it all, the changes really haven't been all that basic. The students we have here today are cut from about the same cloth as those of a generation ago, and they are concerned about most of the

same problems. Perhaps the only conclusion we can make is that today's college generation defies the kind of neat, precise, easy analysis which makes us feel satisfied, authoritative, and comfortable. There is a tremendous diversity among today's students, as there was 15 years ago and as there was 40 years ago.

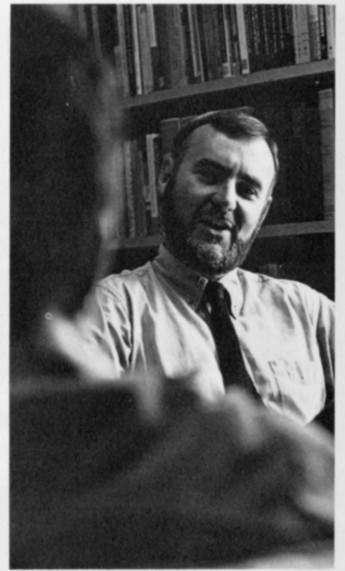
To misquote Thoreau, each of us walks to the beat of his own drum. So I think we should remember that each student hears his own drum beat. This makes for a measureless, intricate pattern of individuals moving from late adolescence into manhood.

We attach real significance here to the term self-government. This is perhaps the strongest and most consequential tradition of Washington and Lee. It is most important for us to maintain an atmosphere and climate of independence, of freedom, and of responsibility. It is very easy and often tempting for all of us to become armchair quarterbacks and say, "Why don't these students do this? Why don't they dress this way? Why don't they do that?" But self-government means we want students to do for themselves, and that is what they are doing, with our encouragement and support in what we regard as positive ways and in appropriate directions. At Washington and Lee, education is individual, and it is personal. We want each individual student to realize his own potential, in whatever direction that may be. We want to provide the necessary facilities and to foster a campus atmosphere which will give the individual student the fullest opportunity for personal growth and maturity.

**QUESTION:**

# What about student-teacher relationships?

by H. ROBERT HUNTLEY, *Associate Professor of English*



It is a deeply personal experience that a teacher has with his students. It is obviously not the same for me as it is for other teachers. So I can talk only about my own personal experiences with this reservation—that what I say about my relationships with students is peculiar to the field that I teach, which is literature. Teacher-student relationships for a science professor might indeed be very different.

The phrase “learning process” also presents a minor difficulty. In many ways I was smarter 10 years ago than I am now because 10 years ago I knew what the learning process was. Each year that I teach, I become less certain that I know what it is. I only know that I am vaguely dissatisfied with the way I go about it—with the way in which, in a sense, I am constrained to go about it. It has to do with the number of students in classes. It has to do with silly things such as the physical structure of where you talk to students. It has to do with the lecture system in which the sponges are out there and the experts are up here. The sponges sit and listen, and if the expert feels like making a gesture, he lets them ask a few questions at the end.

I am increasingly convinced that the proper teaching situation demands something small and compact—preferably that we work around a circular table. Now that may seem like a silly thing, but in my field it is extremely important. And these are just two small aspects

of the whole problem of teaching literature.

We have always said that we are a small school, that we have a reasonably good student-faculty ratio, and that we place primary emphasis on the classroom. I don't think that is completely true. At least, I think it is a misnomer because it assumes somehow that the learning process goes on primarily in the classroom. We all know that is probably untrue.

The University is full of classrooms. Every corridor is a classroom; every office is a classroom. God help us, even the men's room sometimes becomes a classroom. The ODK Circle is a classroom. Probably the largest classroom we have of all is the Co-op. And from my point of view, this is good because if the term academic community actually means anything, I think this is what it means.

But the idea that what you are studying, or what you are learning, somehow stops at the door of the room in which you talk is foreign to the whole nature of decent education, and I think that it is in this that Washington and Lee can make a contribution.

There are many problems involved in teaching in a school like this. For one thing, when students have such constant and steady access to you, it means there are many things you cannot do in furthering your own



private work. There is here an almost deadly accumulation of committee work which pursues all of us, and the older one gets, the more demanding this can become. In a sense, it is very easy for a young professor to have good student-teacher relationships. He simply has more time for that kind of thing, and there is no qualitative judgment that one can make about such a situation. What I am saying is that there are advantages and disadvantages for both students and faculty members at a place like Washington and Lee. I would like to talk about the advantages first and save the disadvantages until the end.

A student here, I think, has an obvious advantage over a student in one of the so-called multiversities. Now I was educated in one of those schools, and I taught at one for a while. And I fled them because of something that I thought I saw happening to the educational process there. It seemed to me that the whole concept of dialectical education is dying out in these multiversities, in these large university centers which are becoming more and more geared to the business of graduate work, graduate research—turning out researchers, not teachers.

By dialectical education I mean a small group of men and women sitting around examining opinions and ideas in a logical manner. You can't do that when you are talking to 50, 100, or 500 students. Again, in keeping with my reservation at the beginning, this may not be totally germane to a science teacher. I can conceive certain science courses being taught to groups of 50, 100, or 500 students without any impairment whatsoever. But this whole notion of the lecture system itself did not come about because it was efficient; it grew up because it was economical. It cost less, and of course, it is also involved in the business of trying to educate everyone.

Now in my field there is a difference from the sciences. The difference is one that I have only come to realize within the last year—that in literature I don't teach a body of knowledge in the way a scientist teaches a body of knowledge. When you are talking about literature with students, you are talking about human values. And if literature is anything in this world, it is a mirror that you give to the student, and you let him look in it and he can see himself there in relationship to himself and to other people, to his God if he has one, to society—all these things.

Generally you cannot challenge a fact in a biology course. It is there, and you know there is nothing you can do about it. But values, which are what we deal with primarily in the humanities (and I don't want to rule out the sciences in this respect at all), have to be challenged. They can be and must be challenged. And when you permit challenge in the classroom, you come back to this business again of how many students must you have in a class to keep this kind of thing from becoming simply chaotic.

What happens is this: Inevitably, when a student begins to perceive what a course is all about, when he begins to see what kind of application it has for his own life, he is inclined to come in and talk to you about these things. And the kinds of things he talks about might include his unhappiness over the fraternity system, the girl back home who is no longer his girl, and you sit and listen to this kind of thing day in and day out. We are encouraged to do this as professors, which is fine from the student's point of view. We are asked to make ourselves available and vulnerable to students. I say vulnerable because you can go home at the end of the day shaken very badly by the things a student has come to you with.

When I first came here I used to lament very deeply that I did not have a degree of some kind in psychology. And then it also occurred to me, as I was here a little longer, that many times all a student needs is for professors to forget about his research, forget about his preparations for tomorrow, and just sit back and listen to him. You don't have to say anything. Students, in talking these things out, come to their own solutions, and of course, this is good for your ego, too. And they come back a year later and say, "You remember what you told me last year," and you didn't tell them anything. In a sense it is a very cheap, ego-inflating device, but I think it is probably good for the student, as well as for the professor.

What are the advantages for the professor in a situation like this? The best way I can explain this is to give you an example of one of the reasons I fled my university. There the first two hours of a three-hour course were taught by a professor—a straight lecture, no questions were asked. The third hour was what was called the quiz session, and then students were permitted to ask questions of the professor, but it wasn't the same professor. They would send in a young instructor, and he

would field the questions. He, of course, had attended the lectures, too. Now I used to wonder about that professor who didn't show up for that third hour. He had no way of knowing how much of what he was saying was getting through to the student or what the student felt about it. There was no return at all for him. He might just as well have sent his lectures in on a tape recorder and stayed at home and done his research. And it seems to me that this sort of thing is deadly. I think it is more deadly for the professor than it probably is for the student.

The greater amount of time that you spend with students at a place like Washington and Lee is one of the dividends for the teacher in this double-entry system of bookkeeping I am setting up here. What I am really talking about is the humanization of the teaching situation itself. And I think if there is anything in the world that is going to save Washington and Lee from the kind of rioting and disorder that my university has become a synonym for, it will be the fact that we have faces and feelings which our students see and recognize.

A student came to see me last spring. He was a boy, by the way, whose first cousin a couple of years ago occupied very briefly the chair of the president of Columbia University. The student told me about the incident and how his family had held his cousin up to him as a pattern of behavior. Anyhow, this boy who had come to Washington and Lee had—and has—activist sympathies.

But he told me, "Can you imagine me every carrying Dean Pusey out of his office or Professor Pemberton? I know these people as human beings. I have watched them in class. I have heard them say good things. I have heard them say some things that I have sometimes wondered may not be quite so good. But I know them as human beings."

What he was saying was that in a school like this we escape this idea of a disembodied "they" which exists someplace off in its research cubicle or its administrative tower. We are there. We are available and are human beings as such. And I would submit that this is important to the student.

Imagine what it would be like to be a student at Berkeley or at Wisconsin and you sit in a large auditorium and watch six television sets up front and that is your professor lecturing to you. And that is all the

response you are getting as a human being. Nothing, ever. It seems to me that this kind of thing builds up such an accumulation of frustration and resentment that even adults would sooner or later go out and pick up a brick and throw it at somebody or something, hoping for some kind of human response. Here we try to acknowledge our students. We try to acknowledge the presence of their humanity and make them aware of this. They see us; they see us as people.

But there are some disadvantages, too. Alumni who have been away for some time might be less inclined to see these disadvantages. *In loco parentis*—I like the idea fine, but there is also a tendency for us many times here to pamper our students, to destroy in them the resiliency to go out and to do things on their own. Something that we are doing to them is making it difficult for them to cut this psychological umbilical cord and to go out. And I have noticed a disarming tendency for these students to keep drifting back year after year to sit in on classes. Now it is good to say, "Well, this is very flattering to ourselves; these students think that what we say is important." But I do think that it is also possible for us to pamper students unduly here, and in a real sense, make it difficult for them to make the adjustment to life outside.

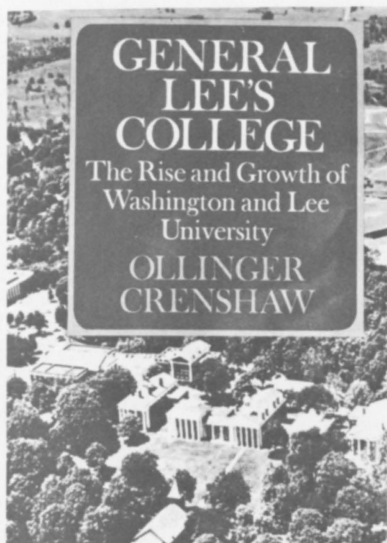
I have already touched on some of the disadvantages in the view of the professor. Obviously, you cannot do very much research in a situation like this, although I would be one of the first to admit that there is ten times more research going on in my particular field than needs to be done. But still what it means is that if you commit yourself to a teaching situation and accept the assumption that teaching is what is primarily important to you, you are not going to publish very much. And if you don't publish, you don't have the option to leave Washington and Lee. Consequently, we in this school are more or less stuck with one another. If you are a good teacher, fine. If you are not, then it is not so good.

This idea of being stuck with one another is, in a sense, neither good for the professor nor for the University. I would say that unless the University can keep and buy scholars—a few scholars, a few writers, a few composers, the people who really keep the University's name alive in the larger academic world—all the good teaching that I think goes on here at Washington and Lee is never going to reach beyond the city limits.

# GENERAL LEE'S COLLEGE

---

---



## **The Rise and Growth of Washington and Lee University**

*by Dr. Ollinger Crenshaw*

Professor of History

Published by Random House,  
New York

*Price: \$10.00*

This book is a work of devotion and painstaking scholarship on the part of the University's distinguished historian. It will have deep meaning for everyone who has shared the Washington and Lee experience. For all, it is an important record of the development of one of the nation's great institutions.

Here is the story of Washington and Lee University as only Dr. Crenshaw could tell it — from its beginnings as a small classical academy to a place of prominence in education that continues today. It is a story of crises met and overcome, of self-sacrifice for the good of the institution, of changing

perspectives, of unusual educational foresight, of personalities, great teachers, outstanding administrators, distinguished alumni who personify the best of Washington and Lee.

It is a book no alumnus of Washington and Lee, no friend of Washington and Lee, no patron of higher education can afford to be without. Be sure to obtain a first edition copy. Please fill in and return the attached order form today. Mail it to The Bookstore, Washington and Lee University, Lexington, Virginia 24450, together with your payment of \$10.00 plus a 75-cent handling charge for each copy purchased.



The Bookstore  
*WASHINGTON AND LEE UNIVERSITY*  
*Lexington, Virginia 24450*

Please send me \_\_\_\_\_ copy(ies) of *General Lee's College*, a history of Washington and Lee University by Dr. Ollinger Crenshaw, at \$10.00 each. (Include 75 cents handling charges for each copy purchased).

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

ZIP \_\_\_\_\_

Payment of \$ \_\_\_\_\_ is enclosed.

WASHINGTON AND LEE UNIVERSITY  
Lexington, Virginia 24450



78703  
AUSTIN TX  
3719 GILBERT  
DR STUART A

---

**CLASS REUNIONS — SPRING, 1970**

---

*honoring Academic and Law Classes*

---

1920 (50th)	1930 (40th)	1945 (25th)	1955 (15th)	1960 (10th)
----------------	----------------	----------------	----------------	----------------

---

*and The Old Guard*

(Those who were at W&L more than 50 years ago)

---

**on May 8, 9, and 10**

---



---

**ATTENTION!** Members of the Academic and Law Classes of 1920, 1930, 1945, 1955, and 1960 and the Old Guard, you are wanted men — you, and your wives! You are wanted back on the Washington and Lee campus on *May 8, 9, and 10* for Spring Reunion Weekend.

An informative and entertaining program is being prepared for you, including a session to bring you up to date on the status and plans of the University, the annual meeting of the Alumni Association, the John Randolph Tucker Lecture coinciding with other Law Day activities, campus tours, cocktail parties, and the ever-memorable class and Old Guard reunion banquets, topped off by a reunion party.

Invitation and reservation forms have been mailed to you. If you have not made your reservation, do so today. You will be glad you did, and so will your classmates — and your University.

---