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Making Lexington Great Again:

An Exclusive Interview with W&L's Next President,

William Dudley

To Our Loyal Readers:

We are excited to bring you another great Issue, the product of a tireless effort from our writers and staff. In these pages, we reprise some discussions and open some others, all for your reading enjoyment. Leading this Issue is an exclusive interview between Executive Editor Benjamin Whedon and the incoming President of the University, Dr. William Dudley. Currently working at Williams University, Dr. Dudley will not take office until January of next year – but in the meantime, he plans to acquaint himself as thoroughly as possible with the W&L community, and an interview with *The Spectator* provided an excellent opportunity to do so. A future President is not the only University President to make it in the Issue. The recent passing of former W&L President Robert Huntley, a transformative figure in the school's history, is covered in depth by Joe Beeby on page 12 .

The *Spectator* remains committed to advancing meaningful dialogues on campus. In our last edition, an article taking issue with the proposed Culture and Diversity FDR requirement inspired a wide range of reactions across campus, a discussion that continues today. To further this conversation, Editor-in-Chief Benjamin Gee and Editor Tim Lindsay have collaborated to respond to Paul Lagarde's article in the last Issue of *The Spectator*. It is our hope that regardless of whether you agree or disagree with the C&D Petition, you will find the article helpful in advancing a critical debate on our campus.

Also in this Issue, you can find articles on the troubled legacies of Cecil Rhodes and Robert E. Lee, the class registration process, the quiet settlement of the John Doe case by the University, and still more current and important topics. It is our hope that you enjoy reading this excellent assembly of opinion pieces and investigative articles, all written by students dedicated to maintaining the integrity of Washington and Lee University to its most fundamental missions as an educational institution. As John Stuart Mill reminds us, "Both teachers and learners go to sleep at their post, as soon as there is no enemy on the field." In principled opposition, the cause of learning is always advanced.

Thank you for your patronage of *The Spectator*. Our best wishes for a delightful spring.

- The *Spectator* Staff



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Email: wlspectator@gmail.com
Web: wlspectator.com

Cover Picture: Matthew Rickert

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Making Lexington Great Again: A Look at W&L's Next President

By Ben Whedon

For over a year now, the American people have followed the Republican and Democratic primary elections with great interest. Political outliers like Donald Trump and Bernie Sanders have suddenly captured the imaginations of millions with their anti-establishment rhetoric and promises of real change. Changes in Presidential Administrations have rarely been smooth transitions during our nation's history. As America searches for its next leader, Washington and Lee University also faces a coming transition in its leadership. President Ruscio shocked the Lexington community in 2015 by announcing his resignation at the end of his tenth year in office. Though Ruscio's term was marked by several controversial policy decisions and conflicts with the student media, his tenure did spearhead several positive initiatives for the general improvement of life at W&L. We at *The Spectator* wish him well in his future endeavors.

The search to fill the vacancy began mid-last year. To the Search Committee's credit, the efforts to garner student and alumni opinion on the matter were extensive, including a comprehensive survey on the matter and the addition of Executive Committee President Mason Grist on the committee. In a remarkably swift announcement, the Board of Trustees declared its selection at an impromptu press conference in Elrod Commons less than an hour before the start of the Mock Convention. With pomp and circumstance, the Board of Trustees heralded the arrival of William Dudley as the University's next leader.

The gathering of teachers, faculty, and students listened with eagerness as Dudley gave a gracious acceptance speech, the whole of which can be viewed on *The Spectator's* Facebook page. An unexpected choice, Dudley is the current Provost at Williams College in

Massachusetts. His academic background is in philosophy, with an emphasis on Immanuel Kant. For those concerned about the school's declining emphasis on the liberal arts, congratulations! You may at last have a champion. As chance would have it, Dr. Dudley was already quite familiar with our publication, loosely aware of the controversy surrounding our recent article on the Culture and Diversity FDR petition.

Receiving us warmly, he graciously agreed to an interview to talk about the possible direction of his administration.

This act in and of itself is a positive sign as to the character of the next administration, for which Dudley deserves credit. It demonstrates a sincere desire on his part to connect with the Washington and Lee community, and may herald further constructive dialogue between the students and the administration. When asked about his vision for the school, Dudley dispelled the notion of any preexistent agenda, stating modestly:

"Washington and Lee has a tradition of excellence spanning 250 years. I've spent three days on campus! It would be presumptuous of me to arrive with a grand vision. I need to get to know the people and the place. The goal is to sustain the university's strengths while seizing opportunities to improve. I'm eager to learn from everyone in the community what they love about W&L and how they think it could be even better."

Such an approach, should it take place, would be a welcome change from the historic top-down reform on major issues. Eager to affirm his commitment to the liberal arts and the entire community, he offered this insight with regard to policy:

"I see Washington and Lee as a model for education in the 21st century. At its core is a commitment to the



Washington and Lee's Next President, Dr. Will Dudley

Kevin Remington

best possible liberal education, provided by great teachers who are devoted to cultivating the full potential of their students. It couples that with outstanding pre-professional and legal education and an extraordinary track record of preparing students for lives of public service and personal success. I think my priorities are closely aligned with those of W&L, which is why I'm so excited to come to Lexington and get started. I care about academic excellence. I want life on campus — intellectual, social, residential — to be satisfying for all members of the community and to attract the best students, faculty, and staff from around the country and the world. I want all of our facilities to be great places to work and play. And, of course, an important part of my job is raising and stewarding the resources that ensure Washington and Lee will serve future generations at least as well as it serves students today.”

As the history of the University - in particular our connections to Robert E. Lee and the Civil War - has been a cause of both veneration and controversy, we asked him to weigh in on W&L's history as well as its values and virtues. Dr. Dudley again affirmed his commitment to become a part of the community and assume office with no preconceived notions:

“I'm inspired by the fact that Washington and Lee dates to 1749. It is humbling to walk in the footsteps of the students, teachers, and leaders who have made this university what it is and loved it so deeply. As a newcomer, I don't think it's for me to pronounce the definitive virtues and traditions of W&L. I'm counting on you all to educate me about those. But there are some distinctive features of Washington and Lee that I find very appealing:

It has a strong sense of purpose, encapsulated in the motto -- *Non Incautus Futuri* — and reflected in both Washington's belief that quality education was needed on the frontier and Lee's conviction that education was critical to reconciling the nation after the civil war. People at W&L know that what they are doing is important, but they don't seem to take themselves overly seriously. I like that combination.

“The honor system is indicative of an admirable confidence in young people. If you trust students with significant responsibility they will rise to it. There is tremendous educational value in giving students a great degree of independence and expecting them to learn to use it wisely. I'm a fan of that approach. The speaking tradition is uncommonly gracious and the community is warmly welcoming. People at Washington and Lee clearly strive to treat each other with mutual respect even when they disagree. That's the kind of place where I want to live and work.”

Such an explicit commitment to self-ingratiation ought to be taken as a very positive sign to the traditionalist element of the community. It is refreshing to

see a firm appreciation of our history and an affirmation of W&L's definitive characteristics. His level of confidence in the student body is particularly reassuring, and may indicate a more hands-off approach to the community. On a personal note, Dr. Dudley showed a delightful sense of humor when questioned about the student preference for someone with a connection to the school. A poll conducted in a previous article found that 85 percent of the student body favored an alumni or a current faculty member. He had this to say in response:

“Well, it's good to know that 15% of the students aren't opposed to me! Seriously, the fact that 85% of the students hoped for an alumni or an inside hire tells me that they really love their school and they want to have a President who understands W&L and loves it too. I wouldn't have it any other way. And I wouldn't be coming to Washington and Lee if I didn't fully expect to love it myself. My own experiences as a student, faculty member, and administrator have been at a small liberal arts college, founded in the 18th century, located in a small town at the base of the Appalachian Mountains, where the students are passionate about academics and athletics, and the alumni are fanatically enthusiastic about their alma mater. So there are many ways in which Washington and Lee feels familiar.

“But I'm also well aware that every school has its own distinctive culture and traditions. I'm grateful to have experienced Mock Convention in person this year. It's such a unique event and something that Washington and Lee alumni of all generations have in common. I'll be learning as much as I can, in every way that I can, about W&L. Most importantly, I want to meet the people — students, faculty, staff, alumni — and hear what makes Washington and Lee special to them. I hope the students won't be shy about introducing themselves, getting to know me, and helping me get to know W&L.”

We welcome William Dudley to Lexington. While President Ruscio will be missed, the Washington and Lee community can rest assured that the University will be left in good hands.

Carrying the Conversation Forward: Revisiting the Culture and Diversity Petition Debate

By Tim Lindsay and Benjamin Gee

As many of our readers know, the last issue of *The Spectator* featured an article titled “Indoctrination: The Real Goal of the Culture and Diversity Petition.” This piece inspired a sweeping and varied set of reactions from both within the Washington and Lee community and beyond. We are excited about the interest expressed by W&L students, faculty and alumni,

a testament to the great respect W&L holds for critical dialogue. You will find the original article and readers’ comments by searching the digital archives on *The Spectator’s* website. In the wake of the conversation inspired by the article, we feel compelled to carry on the conversation and address re-

sponses from our readership. *The Spectator’s* wish is to extend this important debate on the educational and political values at W&L. This article addresses the arguments raised by the original article on the addition of a Culture and Diversity FDR that appeared in *The Spectator’s* previous issue and responds to points raised by readers, including the following:

If many of our greatest writers - including Plato, Shakespeare, and Nietzsche - place an emphasis on issues of gender/sexuality/race, then why would the study of those subjects be considered less important than the study of the authors themselves?

This question deserves a thorough answer. Many of the most prominent writers in the Western Canon pondered issues of gender, sexuality and race in their writings. However, Plato, Shakespeare, Nietzsche and others do not remain fixtures of the Liberal Arts just because of their thoughts on sexuality, race, or gender. On the contrary, they remain for their universal scope and influence on history and culture-- all aspects of

history and culture. In order to best learn from these monumental figures, we believe it would be more beneficial to study them in a broader sense. Their views on gender, sexuality and race were certainly a part of their lives, but why narrow one’s study of these profound individuals? Instead, include sexuality, race, and gender as a part of a greater conversation. Exploring the life of a



Graham Lee’s Walkway

historical character from multiple angles enhances

one’s understanding of their work, and sexuality, gender, race and other factors should no doubt be included in this discussion. But imagine you are an Accounting Chemistry double major and want to take a literature or phi-

losophy class but realistically

will only be able to take just one during your four years at W&L. We believe that the average non-major who is still interested in Plato or Shakespeare should have the opportunity to choose a more encompassing class, one that includes but is not limited to a specific topic. He or she should not be limited to studying only Plato’s gender views, but should have access to a broader study of the icon that addresses his gender views in a more inclusive conversation. We fear that an added FDR would take away that student’s control of his or her education of Plato. If a student is interested only in Plato’s gender, sexuality and racial views, then he or she should by all means have the opportunity to take a class just on his gender, sexuality and racial views. But if a student would prefer a more encompassing study, he or she should have the equal opportunity to do so. We believe each student has the right to choose the course that will likely be, for the average non-philosophy major, his or her one chance to study Plato, not be made to limit themselves just to fulfill an FDR.

In the *Symposium*, Plato elucidates his vision of love, a

vision including both heterosexual and homosexual elements. This display of Plato's contemplation of diversity issues is cited by proponents of the C&D Petition as evidence for the singular importance of those subjects. However, Plato's influence extends far beyond the *Symposium*. His *Timaeus* inspired writers like Philo of Alexandria and Plotinus, advancing the development of Christian theology. *The Republic's* discussion of Government played a significant role in the birth of the United States Constitution, the governmental model for numerous contemporary democracies and republics around the world. In the growth of philosophy, the British logician Alfred North Whitehead once famously remarked, "The safest characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." The writer's value derives not from his thoughts on any one topic, but from all of them – his full investigation into fundamental questions of human behavior, society, and the universe. Philosophy students taking a Plato class inevitably encounter his thoughts on human sexuality, but they also critically gain knowledge of Plato's entire universal vision. Studying an author to his or her fullest extent should always be preferable to issue-driven selectivity, regardless of the issues driving that process.

This leads to another important clarification. If many of the greatest writers in the Western Canon incorporate diversity issues into their work -- which both proponents and opponents of the C&D Petition agree they do -- then why must Washington and Lee University compel its students to take explicit diversity issue classes the Liberal Arts already satisfy this requirement? Many W&L students currently satisfy the literature FDR requirement by taking an English class. One of the common offerings for the literature requirement is a Shakespeare course. When reading and analyzing Shakespeare, his works resound with diverse persons and perspectives. *Othello* inquires tragically into gender relations and racial strife; *Twelfth Night* abounds with love affairs involving both inadvertent and conscious homosexuality; *The Merchant of Venice's* Jewish villain Shylock both overturns and affirms anti-Semitic attitudes in his native Venice; *As You Like It's* dauntless heroine Rosalind overwhelms male-dominated power structures with indomitable wit; and on it goes, interminably. Issues of race, gender, and sexuality each find a full and eloquent expression in Shakespeare's works, ceaselessly challenging the viewer and reader to reevaluate their previous cultural suppositions. However, a solid course in Shakespeare does not satisfy the C&D Petition's defined requirement for cultural learning, despite the evident cultural understanding gained from a general study of the playwright. This discrepancy also applies to dozens of other authors across genre and time: Homer and Ovid through George Eliot, Mary Shelley, Emily Dickinson and beyond. The Petition does not take into account the already-existing propensity of the humanities to inspire deeper cultural understanding on its own, whether in Social Science, Literature, History or Language.

"This Article ['Indoctrination: The Real Goal of the Culture and Diversity Petition'] is exactly why we need a C&D requirement at Washington and Lee University."

This interesting counter-argument may be small, but its strong implications should be addressed. In the opinion of those who support this statement, *The Spectator's* original article displayed so little respect for issues of culture and diversity that it proves the need for compulsory learning on diversity at Washington and Lee. In saying this, these individuals imply that the writer of the article is profoundly misguided, and should take a mandatory diversity class to see the error of his ways. Their argument can also be interpreted as an implication that students who have not yet taken a culture or diversity class are insufficiently prepared for life outside the "W&L bubble." However, the writer of the article demonstrates a clean refutation of this view. Paul Lagarde took a class during his time at W&L that satisfies the proposed requirements of the Culture and Diversity Petition. If a mandatory class is meant to correct individuals like Mr. Lagarde, then the requirement evidently fails to accomplish its intended effect. Since Mr. Lagarde and those who share his opinion have yet to see the error of their ways, then following the logic of those defending the petition, those students must take yet another diversity course to desist from holding such improper attitudes. This ever-expanding process of attitude "correction" is called indoctrination. The individuals who advocate the argument above do not want to debate Mr. Lagarde, but to fix him. This is an authoritarian sentiment, considering its position above reproach and holds contradictory opinions as illegitimate and needing correction rather than persuasion.

"Opposing the Culture and Diversity FDR requirement demonstrates a lack of appreciation for culture and diversity classes, and sends a message to minority students that they are not welcome at Washington and Lee."

This is untrue for several reasons. There are hundreds of students at Washington and Lee who oppose the C&D FDR, most of them for practical reasons. As the Petition's supporters claim, it is true that many W&L students already take classes that would overlap with C&D-designated courses, from First-Year writing seminars to major requirements. However, there is also a group of students whom the C&D requirement would compel to take a diversity-oriented class *instead* of a course they need for a major or another requirement. In the Winter Term of 2016, the Administration strictly tightened the overload policy, which severely restricts the academic options of many students. Ambitious individuals pursuing double majors, triple majors, or dual degrees now face tighter limits on their class schedules and long-term academic plans. With the new overload restrictions in place, every class counts even more than before; therefore, many students can no longer take elective courses if they hope to accomplish their in-

tended majors and other goals. Many of these students would be harmed by a C&D requirement, so they oppose it – not because of insensitivity to diversity issues, but because they simply cannot afford to risk negative registration consequences. This concern is perfectly reasonable and is one that many students share, regardless of their position on the symbolic nature of the petition. To falsely conflate opposition to a requirement with being insensitive unfairly stigmatizes well-meaning people – the vast majority of W&L students support diversity classes, and even want them encouraged -- however, a diversity requirement remains quite different in its consequences from a principled support of diversity.

“How dare a student magazine publish this article! That kind of opinion should not represent Washington and Lee University, and it reflects badly on the student body’s awareness of diversity as a whole.”

If this is your view, you have every right to hold it. However, a few important reminders are in order. First, *The Spectator* is not an official publication of Washington and Lee University by any means. We are entirely independent and student-run. As a magazine of student thought and opinion, we publish pieces and editorials that represent the views of contributing students, not of the University in its entirety. If an article in *The Spectator* engenders disagreement, the opinion being advocated does not, and should not, be taken as necessarily representative of University values. *The Spectator’s* importance derives from our ability to begin constructive conversations on campus, not from any perceived authority over University values. If anything, we represent an honest observer and promoter of student thought, free to raise those questions that should be asked, unapologetic to controversy when a discussion needed to be facilitated. We take this duty of providing an alternative narrative on otherwise uncontested administrative changes very seriously. To expect *The Spectator* to have enforced parity and “fairness” in argument, or to demand that *The Spectator* be governed by the prevailing ideas of our student body and Administration, is to fundamentally misunderstand the nature and mission of the magazine.



Lee Chapel, the site of many student gatherings

In order that we might continue this dialogue deserved by the debate over the C&D Petition, we will now further this discussion with new perspectives.

The following argument will respond to those who claim that a liberal arts education requires a culture and diversity requirement.

In a piece entitled “The Suicide of the Liberal Arts,” an article referenced by *The Spectator* in a previous issue, John Agresto, a former President of St. John’s College in Santa Fe and former Archivist of the United States, maintains that the liberal arts serve primarily as a vehicle to better examine the world and all the works of civilization, as well as a means to think “freely, critically, and humanely.” These four words also appear in the Washington and Lee Mission Statement. In a vacuum—what kind of vacuum????? Add an adjective, this definition should not constitute any debate. It indeed satisfies the various auxiliary elements often considered alongside the liberal arts -- the making of a well-rounded nature, instilling general knowledge, and building a diverse character.

elements often considered alongside the liberal arts -- the making of a well-rounded nature, instilling general knowledge, and building a diverse character.

A liberal arts institution historically accomplishes this end by guiding its pupils through major issues of history, science, philosophy, literature and art. The liberal arts, as Dr. Agresto correctly argues, encourages a person to examine and ponder central matters of “creativity and desire, love and treachery, giddiness and joy, hope and fear, and facing death alone...law and justice, the nature of innocence and causes of moral culpability, forms of government and the ordering of societies that can preserve and refine our civilization.” Essentially, Dr. Agresto refers to the principal studies and questions that occupy the core of human thought and expose students to ultimate truths, not dissimilar to Plato’s Forms. A liberal arts curriculum, then, is comprised of the triumphs of human imagination and achievement, and on the other end, mankind’s worst failures. They answer the most fundamental and captivating ques-

Catherine Ahmad '18

tions, teaching us how to open our eyes to the world. To wit (not sure what this means) neither, appreciating these topics will invariably foster the ability to see and even marvel at reality in an educated and serious way.

Some would maintain that this definition buttresses the necessity of the recently circulated Culture and Diversity Petition. Would it too teach students how to see and marvel at the world? The two activists driving the petition did, in fact, state in the petition,

This request is motivated by a concern for the overall appreciation of diversity within our student body... Diversity doesn't just allow the university to check a required box. It introduces different points of view to our educational experience. This exposure is an integral part of any education, especially in a liberal arts environment where we as students take pride in our ability to think outside chosen majors.

The petitioners argue that courses intended to foster an awareness of different perspectives and vantage points would engender a more sensitive and more understanding student body, and that this awareness is naturally instilled within the liberal arts.

Such a proposition ignores the fundamental and aforementioned purpose of the liberal arts. Seeing and examining differs entirely from interpreting, understanding and appreciating. The proposed FDR requirement would not *liberate* the minds of students in the proper, classical, and intended sense of the word. In the worst cases, it would even serve to indoctrinate these minds in the "prejudices of the current culture and the opinions of his tendentious professors." Understanding, well-intended as it may be, does not constitute an integral and elementary aspect of the liberal arts education, as claimed. As stated previously, the liberal arts intend to reveal, "the truth about many of the most important things." When accurately perceived, it serves to liberate a mind through examination of core subjects and questions which have long provoked mankind's inherent interests. These themselves are later used to discuss, seriously and intelligently, the marginalized groups the petitioners advocate for. And it is this simple reality that evidences diversity is extrinsically incorporated in the liberal arts; the study of culture and diversity relies on the answer to these central questions.

Culture and diversity is also intrinsically a part of the liberal arts. Professor Anthony Esolen of Providence College aptly states that students from different backgrounds should be treated with open and communal arms at whatever college they attend. This proposition seems no more relevant after the recent deplorable actions employed against one student here on campus. But Professor Esolen also remarks that while *studying* different cultures and diverse perspectives is useful, this

study follows second to the "three millennia of poetry, art, philosophy, theology, and history" Esolen desires to teach. The Providence professor further assumes, correctly, that the goal of *cultural diversity* is the introduction of a "culture that *diverges* far from his own." Suppose a student takes Chinese to fulfill his language requirement. Would such a course, already intrinsic to the liberal arts, not fulfill this new requirement? Why does sweating over an entirely new alphabet, language, and even thought process not satisfy the petitioners' demands but "a few short stories written in their mother tongue by a (fill in appropriate ethnic or racial or sexual adjective) novelist living and breathing and watching television and reading pasteurized and homogenized newspapers right now," does? Why should a student's exposure to culture be relegated strictly to current issues of race, sex, and religion? The examination of intellects such as Plato, Shakespeare, Faulkner and their wildly different cultures, is in and of itself a satisfaction of the culture and diversity petition and an introduction, as the petitioners say, to "diverse perspectives."

A diversity FDR requirement would undoubtedly encourage interpretation rather than observance. The liberal arts exist, as understood throughout this campus, to ensure that every student be "not unmindful of the future." This is done properly through examination rather than sensitivity training; it is this idea that effectively imparts the freedom of thought we all seek. This writer would assert that perfect obedience to the liberal arts would, if anything, encourage a contraction of classes offered as FDR's.

This discussion is far from over, but its civil continuation clearly demonstrates the high standards for critical thought, diverse perspectives and constructive conversation that exist at Washington and Lee. As the school Administration and Student Body continue their consideration of this proposal, let us participate as individuals and as a community in the shared pursuit of finding the correct application of our most cherished ideals. As the American Scientist James Byrant Conant eloquently remarked in 1948, "Diversity of opinion within the framework of loyalty to our free society is not only basic to a University but to the entire nation." In our own diversity of opinions on this issue, we honor the liberal arts, the mission of this University, and the importance for expanding awareness of perspectives that builds a free and honorable society. Let us bear this sentiment in mind as we continue this debate, both now and always.

Not Unmindful of the *Past*: A Retrospective Examination of Robert E. Lee and Cecil Rhodes

By Tim Lindsay

Cecil Rhodes, renowned for perhaps the world's most prestigious scholarship, spent his life ambitiously trying to expand the British Empire into Africa, but recent events in Cape Town and throughout the world might cause Rhodes to turn over in his grave. The former Prime Minister of the Cape Colony and business magnate has been vilified by a group of activists appropriately inflamed by Rhodes' subject moral character. While he did leave much of his

fortune to a spectrum of public works and, of course, the scholarship fund, his reputation as a racist and colonialist have of late overshadowed these efforts. While innumerable instances of such moral fallibility exist, Jay Nordlinger of the National Review writes an appropriate summary, "Rhodes was a racist, certainly in this sense: He believed that he and his fellow British were the superior race. He

wanted to bring the whole world under its aegis. His ambition did not exclude the 'recovery' of the United States, as he put it." His current adversaries, then, have much to resent and have sought, notably, that the University of Cape Town's statue of Cecil Rhodes fall and that Rhodes University be renamed. That said, the activists' method of opposition has been deplorable, to say the least. It has included smearing defecation on the Rhodes Statue and petrol-bombing the University president's house. Nonetheless, the removal of his statue at Cape Town portentously precedes the demise of Rhodes' broader legacy.

In 2014, a committee of 12 Law Students demanded that Washington and Lee denounce Robert E. Lee's participation in slavery. These demands offered a convenient corollary to demands that the legacy of Rhodes in South Africa and elsewhere eclipse his efforts elsewhere. And as many W&L students

have perpetuated this view against Lee, the topic deserves revisiting. Detractors have leveled similar points of criticism against both men. Robert E. Lee has been denounced for being a secessionist and a proponent of slavery. The criticisms rest primarily on General Lee's contribution to the Confederacy during the Civil War and his ownership of slaves. Cecil Rhodes, who emerged a generation after Lee, was a sure racist who advocated for British imperialism and believed in the inherent superiority of the Anglo-Saxon race. Critics have even referred to him as an "architect of apartheid."



Statue of Cecil Rhodes

The two men also held remarkable virtues that cannot go unspoken if seeking to truly understand the kind of men they were. Concerning Robert E. Lee, Dick Cheney aptly remarked at the 2016 Mock Convention, "There's a caliber of human being that stands out no matter what the rank commanding admiration, no matter how sorry the ends, no matter how the story ends." If Robert E. Lee didn't evince his fair share of merits, there wouldn't be an argument and this institution would have

ever sported his title. One notable display of philanthropy includes reconstructing a certain financially struggling institution by supervising the creations of the nation's first school of journalism, the W&L law school, and of course, our honor code. To speed up reconciliation efforts and reestablish peace and harmony, Lee actively recruited students from the North and openly supported President Johnson's plan of reconstruction and recent end of slavery. Likewise, it is hardly disputable that Lee, both respected and admired by soldiers from the South and the North, always displayed an honest and humble character defined by steady integrity and virtue. Similarly, Cecil Rhodes, for all his vices, contributed greatly to academia and society as a whole. Notably, he established the renowned Rhodes scholarship fund, contributed the land on which the University of Cape Town now rests, and also contributed immense amounts of personal wealth and effort to further South Africa's development. Until his death, he

fought fiercely for harmony and peace among nations, although his method to achieve it was questionable.

A central question arises from these two stories. How should society weigh men cultured by vastly different times and places? Mr. Nordlinger of the *National Review* remarks, "Every generation is appalled by the failings of previous generations. Every generation thinks, 'How could they have?' and pats itself on the back for being infinitely better. Someone once said, 'Will people in the future say, 'Can you believe that human beings once kept dogs on leashes and owned them as 'pets'? That's far-fetched, though useful as a thought experiment.'" If an absolute standard of character were applied to all historical figures, then very few would escape incrimination. Woodrow Wilson, a figure distinguished for "progressive" views, held coarse views on race, to say the least. He encouraged segregation, promoted a portfolio of southerners in the executive with such views, and indiscriminately hampered progress for African-Americans. An absolute standard would thus crucify Wilson, an uncontestedly and deeply flawed individual. Further, this standard would equally condemn slaveholders like George Washington and James Madison, additionally condemning those with prejudiced but nuanced views for their day, not excluding Abraham Lincoln who once remarked on the campaign trail, "And inasmuch as they cannot so live, while they do remain together there must be a position of superior and inferior, and I as much as any other man am in favor of having the superior position assigned to the white race." Such evident historical contradictions only demonstrate that very decent and very well-intended people have often, throughout time, held "tragically mistaken," views as Ramesh Ponnuru of the *National Review* correctly ascertains.

To weigh the merits of men such as Lee and Rhodes thus deserves relativistic and not objective judgment. These men should not find themselves subject to the politically correct culture that has today strangled the robust exchange of ideas. In the words of Dick Cheney, "About the character of Robert E. Lee, the man, there was never any division of opinion." He was certainly a man, as the former Vice President noted, an appropriate reminder that he too possessed a litany of weaknesses, but as to other men of his time, Robert E. Lee evinced an unusual and relative show of honor and integrity that should not be slandered by his role in the Civil War. Lee's views on slavery did not reflect the broader opinion of his peers in Virginia and throughout the South. He once remarked, "In this enlightened age, there are few I believe, but what will acknowledge, that slavery as an institution, is a moral & political evil in any Country." The famed general evidently did not support slavery to the extent others defended it—not remotely. That said, Lee did claim that humans could not elect to simply end slavery, "How long their subjugation may be necessary is known & ordered by a wise Merciful Providence..."

Their emancipation will sooner result from the mild and melting influences of Christianity than from the storm and tempest of fiery [earlier mentioned as 'civil and servile war']." To this end, Lee recognized slavery's inherent evil but when balanced against a civil war, it seemed, to him, a lesser of two. Perhaps, this view has its inherent deficiencies - but as views not backed by irrationality or wrongful intentions, they were immeasurably better than others among Lee's sect, although still not infallible. Robert E. Lee did not harbor many of the racist views that other well-respected men of the era did. As mentioned, two years before the Civil War, Abraham Lincoln opined that African Americans were inherently inferior to whites, a view that Lee did not expressly take. Neither did Lee engage in a war on the behalf of slavery, but in fact over the wrongful arrest of states rights. The *Spectator's* Editor-in-Chief aptly remarked in a summer 2015 article, "Until the passage of the 13th Amendment in 1865, slavery was legal in both the South and the North...In a sense the perpetuation of slavery became the bribe with which the Union obtained the border states' continued obedience, making the Civil War a conflict that only involved the end of slavery near its own resolution, when Lincoln issued the Emancipation Proclamation in 1863." Lee had his imperfections, but none which have deserved the ignorant claims of today's empty rhetoric. In the same vein, neither has Lee deserved many of the individually directed denunciations that other historical figures have yet eluded.

The activists in South Africa and at Oxford should thus approach the Rhodes issue with prudence and clear minds. To judge individuals in vastly different time periods makes for no easy task. Rhodes' vices should stand not only against his merits but the vices and merits of others in his time. Evaluation requires understanding of context. In his piece entitled "Rhodes Must Fall," Mr. Nordlinger concludes "Not every college can be named for William Wilberforce, the great abolitionist from Britain, born in 1759, when slavery was a norm of human affairs (as it has been since human affairs began)." Those who have defecated on his statue and have elicited the police to use stun grenades should examine the situation with more caution. Whatever Rhodes' faults might have been, his modern protesters should pay heed to both sides of the argument rather than imposing one opinion on others - in today's world, an alarmingly increasing practice.

WebAdvisor: A Bigger Problem than the Administration Believes?

By William Rhyne and Sam Cochran

For most students at Washington and Lee, registration is a very stressful time of the semester; at a small liberal arts school with limited class sections and class times, building a schedule that works to conquer both major and minor requirements as well as FDRs can be daunting. On top of this, the idea that such a carefully constructed schedule could easily be ripped to shreds during actual registration amplifies these worries. Waking up early on registration day and logging in to WebAdvisor raises blood pressures across campus, as the click of a button and a minute or two of staring at a computer screen can determine the course of the following semester and could potentially be the difference between earning a certain major or minor, or at least staying on track to do so.

Needless to say, class registration is a very important part of being a student at Washington and Lee; regardless of all the extracurricular and social activities that students are a part of, W&L exists first and foremost as a place of higher education; every single one of the 2,264 students enrolled at this institution did so with the intention of learning, and anything that stands in the way of this intention sets back the academic environment that Washington and Lee strives to foster.

Going back to the sleepy, yet stressful routine of morning registration, another source of stress is almost always present as the time draws near to press submit. There is always that one person in the room who for

some reason cannot login to WebAdvisor or has “timed out”, and is throwing a fit about it. Sometimes this only happens to a few people, sometimes it happens across the entire system. Either way, Washington and Lee students constantly groan about WebAdvisor, blaming the software for all registration misfortunes. At face value,

it makes sense why students are complaining about it: Why do these login and timeout issues keep happening? Can we not invest in an updated or new system? While most undergraduates at Washington and Lee do not have anything to compare it with, WebAdvisor is certainly seen by some as an unpredictable threshold that must be crossed in order to get into the right classes and move forward

in their desired route of undergraduate education. If there are better compatible softwares

out there that could serve Washington and Lee students more efficiently and consistently, then an argument can be made that keeping WebAdvisor as the registration software is inhibiting the academic community at Washington and Lee from reaching its highest potential. If there are no better options for W&L to consider, then the student body is going to have to suck it up and wait until a superior software emerges.

To begin, the conversation about WebAdvisor is not new to *The Spectator*. In the Summer 2014 issue, writer (now alumnus) Ben Atnipp hit home on the “hellacious” experiences that every member of the W&L community has experienced with the software. He also described the “Web 1.0” feel, as well



Students out on the Colonnade

Scene on Campus (Washington and Lee)

as its painfully disorganized structure (to which he places blame on the administration). Needless to say, through the issues of the last few years, the plight with WebAdvisor has persisted through all of them.

We decided to look into WebAdvisor, first by diagnosing its problems. The most notorious issue, as mentioned earlier, is the apparent instability of the system. Most W&L students have probably had at least one encounter with WebAdvisor where they try to login and an error message flashes onto the screen, signifying denied access to the registration software. Other students login early in order to avoid any last-minute complications like the one just mentioned; ironically, if the account is logged in too early before registration begins, the session will “time out” after pressing submit and the student will have to restart the process, with no notification or countdown warnings beforehand. Another problem is that WebAdvisor does not cater to the nature Washington and Lee’s course catalog. W&L is a small school, with a small number of students and a small course selection. Some courses are only offered one semester per year, and most courses have very few sections. Since students have to complete FDR’s along with their major(s) while abiding to the 14-credit limit, it can be a struggle to assemble a schedule that best fits a student’s individual academic needs. The problem with WebAdvisor is that when registration rolls around, you pick the classes that you want to be in, click submit, and hope that everything turns out in your favor. Not getting into one specific class could throw off an entire schedule, due to the inevitable lack of additional sections. Countless hours are spent each registration period piecing together broken schedules out of the remaining courses that no one else wanted to take. The fact that there is no system of ranking or prioritization involved in our registration process is a blundering oversight. Washington and Lee instead has a system called “Pick One,” where students are divided by class and register for one section first before the other three at a later time. Some may classify this as a way of prioritization, but the entire idea behind a ranking/prioritizing system is that safety nets are in place for students who do not get the classes they want. If a student cannot get into his or her pick one, there is nothing in place to make up for the missed opportunity.

After we looked at WebAdvisor, we reached out to peer institutions to examine their registration processes. Although registration is never perfect for every student, we found a couple of institutions that have systems built on maximizing the fairness of course registration; interestingly, these schools also reported high student satisfaction with registration. Centre College, located in Danville Kentucky, uses a tiered registration system where each class year registers by class year, but in rotating, smaller groups within that class year. That way, members of each class take turns registering at the

front of the class and at the back of the class. Though being in the back may be difficult, the students can rest assured they will also be in the front eventually.

Davidson, an institution very similar to Washington and Lee, has a renowned registration process that too leaves many Davidson students satisfied with the registration system. Located in Davidson, North Carolina, Davidson’s waitlist and add/drop registration procedures are very similar to what W&L has to offer, but their WebTree course preference list is both popular and fair when it comes to getting students in the classes they want. Using a simple “if-then” framework to process students’ choices, the software goes down the student created “tree” (an ordered listing of students’ preferences) until each student has been awarded a full course load. While the program cannot guarantee every student gets every class they want, it allows students to complexly rank these classes based on a variety of factors (desire to take/expected demand/sections offered) so that they stand the best chance of getting the courses they need.

Luckily, W&L and the Registrar’s Office are taking steps to remedy the longstanding WebAdvisor problem. Many softwares and options are on the table, including Banner (WebAdvisor’s competitor) and human resources programs PeopleSoft and Workday. Today, however, many questions still remain. To what extent will W&L try to implement a program (like that of Davidson’s or Centre’s registrations) that will be fair to all students? What is the cost of revamping the system, and how willing W&L is to bear it? What roles students shall have in the search process? How transparent will the Registrar’s Office and Information Technology Services be to the community as a whole about changes? There is no doubt that WebAdvisor is certainly a pressing issue, but it has yet to be seen if the Administration will tackle it with the fervor they have addressed other issues over the past few years.

*Thanks to the Registrars of Davidson, Centre, and Williams (as well as our own Scott Dittman) for their help with this article.

Robert E. R. Huntley: Remembering a Life of Honor

By W. Joe Beeby

The state of Washington and Lee University in 1968 could charitably be called “poor” when Bob Huntley took hold of the reigns at the green age of 38. Decades of minimal fundraising had stagnated the great school, leaving it nearly penniless and without the vigor of its yesteryear. The campus was in dire need of someone with leadership and vision (and, quite frankly, a knack for fundraising). President Huntley was the W&L gentleman that would meet and exceed those deficiencies. He did not campaign or apply for the position. By his own admission, he was less than willingly selected. In his own words: “I really didn’t have much choice. I really didn’t. I really didn’t want to become president. I was rather happy being Dean of the Law School.”

But perhaps a Cincinnati type was exactly what the ailing university needed.



Then Washington and Lee President Huntley giving a tour of campus to Elizabeth Taylor with future Sen. John Warner

Robert E. R. Huntley was born in Winston-Salem, North Carolina in 1929. He began his time at Washington & Lee in 1946. As a student, he served on the Executive Committee and, along with close friend and classmate Roger Mudd, was an active member of the Delta Tau Delta fraternity and the varsity rowing team. He graduated with a B.A. in English. After four years in the Navy, Huntley returned to W&L for Law School, obtaining his J.D. in 1957. The following year, he was invited back to teach law and less than a decade later rose to the rank of Dean of the Law School. He had hardly settled into his new office when he was tapped for the role of President. Among all these accomplishments, President Huntley found time to marry his beloved Evelyn, with whom he shared a close and romantic marriage until her passing in 2010. Huntley concluded his sixteen year-long presidency

in 1983. Afterward, he taught at the law school once again before moving on to run a company and practice law, among other things, until his retirement from professional life in 1996.

Having been a Double General, a professor of law, and quickly ascending to the rank of Dean of the Law School, Huntley was an obvious choice to the Board of Trustees, even if not to himself. Despite the poor status of the university at the outset of his tenure, the Huntley years would come to provide a sort of renaissance for Washington and Lee. His leadership dramatically increased the university’s endowment, which allowed for the funding of numerous campus improvements. These included the construction of

Richmond Times-Dispatch

Leyburn Library, Lewis Hall, Woods Creek Apartments, and the addition of the Warner Center to Doremus. In 1968, the school’s endowment was a meager twelve million dollars, an amount that Huntley joked “couldn’t even mow the lawn.” To make matters worse, the endowment was withering away as it had to be spent to pay faculty salaries. As he put it, “the school was simply broke.” Huntley quickly worked to rectifying this situation and within several years, the endowment had grown to well over one hundred million dollars.

Huntley’s contributions to Washington & Lee are numerous and invaluable, but his character as President shined most brightly through the difficult times of his long tenure. The spring of 1970 saw the expansion of the Vietnam War into Cambodia and subsequent upheavals across the country, particularly on college cam-

puses. The students of W&L were no exception. That May, students began boycotting class and threatened to skip their final exams in protest of the Cambodian campaign and the Kent State debacle. A student petition to close the school for the duration of the turmoil reached Huntley's desk, forcing him to hold a faculty vote. The vote was unanimous to keep the university open, but President Huntley knew he would have to be diplomatic with the students. He called the students to the colonnade lawn and addressed the group from a podium in front of Lee Chapel. His offer was this: continue boycotting class and make up the exams upon returning in the fall or return to class now and take exams as scheduled. The former was not a popular choice. But his offering of a choice showed tact and respect for the students. He gave them the option to continue their protest, without absolving them of the responsibility or consequences.

His strong connection with the student body is illustrated in another anecdote. One evening, a group of students came knocking at the Lee House, offering to protect the Huntleys from a suspected group of marauding UVA students. Needless to say, the Huntley household was not overly concerned with the Wahoo threat, yet they allowed the students to camp out on the porch for the duration of the night. Mrs. Huntley only asked that they move the geraniums into the house if it began to frost, and informed them that she would leave the door unlocked for them to do so. It is a charming story, but more than that, it shows the trust and closeness that existed between the Huntleys and the student body. His time as President was punctuated with countless interactions among students and faculty that fostered a campus that respected all its members. This intimacy with the student body came to embody the Huntley presidency, and has not been matched since.

Bob Huntley was gifted in a wide variety of disciplines. His business career was expansive and successful. Most notably, he served as Chairman, CEO, and President of Best Products of Richmond, Virginia as well as a member of the Board of Directors of Altria Group. His career in academia need not be further expounded. A lifelong scholar of politics, Huntley exemplified the conservatism that pervades the university and did not mince words in his dedication to conservative politics. His expertise in the subject led a neighbor once to say she could not argue with him, not because he was stubborn or bullish, but because he simply "knew something about everything." He expressed his appreciation for continued efforts to preserve a conservative spirit at W&L. Huntley spoke highly of the Futch Forum, a recently inaugurated speakership series that honors Huntley's colleague Professor Jefferson Davis Futch III for his dedication to the conservative movement.

We are all reminded of President Huntley's impact on Washington & Lee daily. We learn in a building named

in his honor. We study in the library he built. We live in the apartments he constructed. The entirety of the Law School is located in one of his building projects. These tangible remembrances are important; we need places to live and learn and study. But the Huntley presidency was and is much more. President Huntley revived the university both financially and spiritually. Finances are important; an institution cannot survive without proper funding. The strong giving tradition of W&L alumni, which has characterized the past forty years, began under Huntley. But perhaps most importantly, President Huntley reinvigorated the spirit of the campus. Having been the first alumnus to serve as president, he knew what it meant to be a General. This allowed him to create an environment that inspired students to achieve the excellence that he modeled. It motivated faculty and staff to lead, educate, and serve. His skillset and achievements did not sour him with any aloofness. Huntley was a kind and friendly man with a penchant for storytelling. His grandson Colin Whitmore recalls Huntley's iconic pairing of success and humility by saying, "In many ways he was superman and everyman, and that was what I admired most about him." President Huntley will be dearly missed, and we are indebted to his life and career. Shortly before his death, he recalled his time at W&L with the remark, "I had a marvelous time as president." Let us remember that this place is all the more marvelous because of President Robert E. R. Huntley.

The quotations and stories of this article came from a conversation I had with President Huntley a week before his death in December. Special thanks to David Keeling '73 for the introduction to President Huntley. Special thanks also to Colin Whitmore, Huntley's grandson, for speaking with me about his grandfather. Colin will carry on Huntley's legacy as a freshman at W&L next year.

Entrepreneurship Program to Obtain Independent Space

By Chuck Dodge

This August, the recent upbringing of an entrepreneurship discipline at Washington and Lee will materialize in the form of two distinct buildings close to campus, dedicated to the study and practice of small enterprise. Having received approval from the deans of both colleges (The Williams School and the Liberal Arts College) and President Ruscio, and expected to receive funding from alumni donors greater than the \$500,000 target, the Connolly Center for Entrepreneurship will provide a new space where students of all backgrounds and majors can come together to generate new ideas, craft services, collect classroom instruction, and chat with alumni who have valuable field experience.



Current Washington and Lee Dance Studio located on Jefferson Street

Both buildings already exist but are not owned by the University. One is known as the Hopkins House, a historical building on West Nelson Street that the Program will rent out in its entirety. The other space will be a large portion of a dance studio on Jefferson Street, which will be renamed: The Connolly Center.

The project's undertaking marks a timely pivot by the University, which, thanks to student, professor and alumni enthusiasts, has made a proactive decision by committing resources to this increasingly relevant discipline. The Kauffman Index, which measures national startup activity, indicated that 2015 experienced the highest year-over-year addition of new businesses since the index's inception in 1997. This represents an average of 530,000 new business owners every month. Small business is the talk of presidential candidates. It is the vehicle that makes your iPhone more than an empty space. It is the origin of the American economy and will determine its future health. Schools around the world are recognizing its importance, but just as importantly they are recognizing its independence—its own context and parameters as more than a handful of courses thrown into a Business degree. Florida State University announced

last December its largest donation in history, \$100 million, which will be used to create the country's largest interdisciplinary, accredited school for entrepreneurship.

The commitment to entrepreneurial study is something of a new phenomenon on the W&L campus, taking form only a few years ago. Founded by a few passionate

students in 2010, the Washington and Lee University Venture Club executes consulting projects for alumni ventures and puts on events such as the Entrepreneurship Summit, which last year hosted 127 alumni and 550 students.

The following behind these events has not always been so zealous. Venture Club advisor Professor Jeff Shay, who is credited with establishing a tangible entrepreneurship program on campus since his arrival seven years ago, recalls that only 21 students showed

up to Stackhouse Theatre when founding ESPN Chairman Stuart Evey visited the school in 2009. Today, Venture Club alone is comprised of 44 students and maintains a competitive interview process.

One of the great merits of the Connolly Center for Entrepreneurship will become its availability to a broad range of students, a factor that is essential to effective startup practice. Entrepreneurship thrives on collaboration, rather than simply tolerating it. "From the project's inception two years ago it was seen as an interdisciplinary program to bring students together from across the entire campus," said Shay. "It is going to bridge the College and the Williams School." This cross-functioning is somewhat unique in relation to academic departments, as most studies and programs at W&L remain confined to one school or the other with exceptions of the Environmental Studies Program, the Shepherd Program, Latin American and Caribbean Studies, Women's Gender and Sexuality Studies, the Africana Studies Program and the Education Policy Minor. The Connolly Center will follow suit with these particular programs, primarily to benefit the work of student en-

Sarah Tschigfrie

trepreneurs. If a Politics major is determined to create and sell a new type of bottle opener, he will need the help of an engineer to construct the device, the guidance of a Business major to conduct market research, and perhaps the media expertise of a Journalism major to envision marketing promotions. The dream must be accomplished as a unit. The new buildings will realize just that: the space and the resources for these ideas to come together, for an idea to become a product.

This process begins when a student posts an idea on the “connections board” in one of the buildings, but the Center will offer much more than the visual linkage of projects and teams. Hopkins 101 and Connolly 101, as they will be known, will provide classroom seminar space for a host of entrepreneurship-related courses: three sections annually of the Entrepreneurship Capstone, two sections of Social Entrepreneurship and likely one of Media Management and Entrepreneurship, as well as a number of coding and app development courses among others as they are offered. There will be study space for organizations like Venture Club and individuals alike, who will be able to access the space by “swiping in.” The Connolly Center will also host “entrepreneurs in residence,” startup and venture capital alumni enthusiasts who will visit campus in two-week intervals to provide students with easily accessible guidance. Other ideas are also in the works.

Given their cross-disciplinary nature, the Connolly Center and the Hopkins House necessitate the endorsement of multiple deans. Dean Robert Straughan of the Williams School, his predecessor Dean Larry Peppers, and the Dean of the College Suzanne Keen have all pledged their support of the project. President Ruscio also granted the project his endorsement, giving Shay and Professor Andrew Hess, VC faculty advisor, latitude to mold the project as they saw fit. “They saw the vision,” Shay remarked.

Even with full-fledged University support, the vision for a Connolly Center would remain a concept without significant alumni backing. Larry Connolly ’79 and his wife, Leigh, committed a \$2.5 million dollar gift in 2013 that dubbed W&L’s Entrepreneurship Program: The J. Lawrence Connolly Center for Entrepreneurship. Dean Peppers called the donation “transformational” at the time, and it certainly was. This fund spins off around 5% or \$125,000 each year that allows the Program to bring in speakers, host events, and create new initiatives for student entrepreneurs.

But this donation does not support the Program’s newest undertaking, which requires a new inflow of funds. The project leaders have set a \$500,000 target for the Connolly Center and the Hopkins House that will serve to cover the rent and refurbish the two buildings, which the University will lease from their local owners. Similar to the Connolly gift, this “quasi-endowment,” as Shay describes it, will also turn out 5% or \$25,000 annually. Yet, this emergent fund will not be limited to the Connolly Center and the Hopkins

House. It is transferable, meaning that if the Program continues to grow and needs a larger work place, it may commit the remaining portion of the endowment to occupy that space. The full endowment is expected by August, when the buildings will open their doors, and Shay claims the project has already received commitments from 100% of the Entrepreneurship Advisory Board, who are keen on completing the project.

The Connolly Center for Entrepreneurship presents an exciting opportunity for campus cohesion - especially now, when the job market and social issues alike continue to drive students apart in both studies and beliefs. In championing small business, the Center feeds on diversity of thought to create real-world, innovative solutions. It presents an opportunity for all students to take part, to apply their distinctive backgrounds and skill-sets in an effort to engender a future with fresh answers. Come with what you have. Bring an idea. Leave with an education, as well as - potentially - a business.



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Seeking Answers from Overload Changes

By James Dugan

At the beginning of this academic year, the University published a new set of restrictions for students attempting to take more than 14 credits per semester. The new rules are displayed on the University website as follows:

First-year students may register for up to 14 credits in their first term (fall term). In exceptional cases, permission for 15 credits - arrived at only because of a single one-credit performing arts class or one-credit corequisite - may be secured through the Dean for First-Year Experience. For first-term, first-year students, no permission is given for more than 15 credits. For winter term: First-year students must wait for final grades from their first term in order to request a winter-term overload.

For all other students, overloads will be approved only in the following circumstances:

- Regular term overloads for summer internship credit (most work completed prior to term);
- One-time efforts to retake a failed course after re-establishing a positive academic trajectory;
- One-time effort to regain on-time graduation status due to changed plans;
- Multiple four-credit courses within a normal four-course load, such as two or three four-credit lab-science or language courses in combination with one or two three-credit courses, along with additional corequisites;
- One-credit ensembles, applied lessons, performances, or studio coursework that pushes students above 14 credits; Independent research supervised by a professor.

The Spectator spoke with Suzanne Keen, Dean of the College and Professor of English, to get a better understanding of why these new restrictions were administered. According to Dr. Keen, five years ago there was a dramatic increase in the number of students attempting to overload their academic schedule. Students were stuffing their schedules with well over 15 credits in numerous subject areas. This new trend resulted in the loss of enrollment for other students attempting to register for courses in their major. I know what you're thinking. Why doesn't the University just hire more professors and offer more courses? Well, unfortunately, we can't. The Board of Trustees implemented a hiring freeze in 2008, in the midst of the financial crisis. The endowment, which is managed by Makena Capital Management, performed very well compared with other schools during the financial crisis, according to Dr. Keen. Understandably, the hiring freeze was held intact during the crisis, but even after the economy improved, the freeze was held in place. In 2013, the managed endowment grew to \$1.345 billion, an increase from \$1.262 billion as

of June 30, 2012. Despite the seven percent increase, the Board of Trustees showed no signs of lifting the freeze.

Three years later, it appears that the time to invest in a larger faculty has passed. 2016 kicked off with the worst fiscal 10-day start to a calendar year ever, including plummeting oil prices and increasing investor sentiment that growth in the U.S. has become stagnant. No one has any idea when the academic freeze will end, and it appears that it will not be anytime soon. Nevertheless, to counter the hiring freeze the University is admitting fewer students than in previous years.

In 2008, the school increased admissions in order to manage the tough economic climate. The increase in admitted students, coupled with the hiring freeze and an alarming increase in the number of overload requests proved problematic for both students and professors.

The Class of 2019 began the year with 455 admitted students, a number that will vary minimally over the next four years according to the school's prized retention rate. In comparison, the current senior class is 481 students according to the University's 2014-2015 fact book. Keen says that the administration believes that 450-460 students is an ideal class size.

The new restrictions on overloads will limit the academic experience that many students hope to explore when they arrive at W&L. Prior to this 2015-16 year, students were allowed to major/minor in five separate areas. The new rules now limit their options to just three. If a student wishes to double major, which is not uncommon, minor in mass communications and explore their passion for music, they will be forced to sacrifice an opportunity to be taught in one of these subjects. In many ways, the school is denying our undergraduate community avenues of education by imposing restrictions on the number of courses we can take. Only time will tell whether the lower class sizes and new restrictions will prove beneficial for current and future students. Juniors and seniors have likely experienced at one time or another the stress and difficulty involved with registering for courses. One can place blame on the economy or the Board, but this will not change what has already transpired. At \$45,617 per semester, a student should be able to explore many different areas of academia, and the University must focus more on being accommodating and understanding of student aspirations.

More Than Speakers and Balloons: A Look at Mock Convention's Executive Team

By Catherine Ahmad and George Sarkes

From the moment you step onto Washington and Lee's campus, the storied history of our Mock Convention is as much a fixture on campus as the Colonnade and speaking tradition. Founded in 1908, our convention is the most accurate mock convention in the nation. When speaking with alumni, tales of the notable speakers and the extravagant parade are held dear. After reflecting on our own Mock Convention experience, we were curious about the work that makes this convention so successful. We first spoke to Professor Bill Connelly, the Political Advisor for the Mock Convention since 1988. He couldn't give higher praise for this year's Executive team and convention as a whole stating, "It is the best convention that I have experienced since my first in 1988. It was the most successful perhaps because the students operated under severe financial contracts. Having been left no money from the previous convention, the student who led Mock Con in 2016 behaved with enormous responsibility." When reflecting on his own involvement, Connelly stated, "Mock Con is successful because it is student run and the students deserve all the credit." Given all of the high praise that Professor Connelly had for this year's Executive Team, we were curious about its inner workings and how it was able to be so successful this year.

To learn more about the work behind Mock Convention, we spoke with Lindsay Cates '16, General Secretary of the Convention. Initially, the Executive Team would meet two to three times a week. As the date of the convention approached, it would not be unusual for the team, along with the steering committee, to have meetings every day. Looking back on the experience, Cates mentioned that it took about a year for the Executive Team to develop a methodology that worked well for communicating. They attempted different email systems, group messaging platforms, and face-to-face meetings. It took time to develop trust in each other as well as learning the different working personalities of everyone on the staff. Laughing, Cates stated, "None of

us knew what we were getting into, but it became such an amazing experience." When considering future conventions, Cates wishes that the student body would be better informed on the convention process as a whole, such as understanding the convention process in regard to primaries and caucuses. In terms of advice on leadership and working on a team, Cates recommends not being afraid to make tough decisions and remembering that patience and over-communication is good. She believes that it is better to bombard people with informative e-mails rather than just sparingly sending critical e-mails out. Cates has plenty of experience with communicating via e-mail after serving as General Secretary. She would answer roughly fifty to a hundred e-mails per day, answering simple questions posed by parents and alumni as well as addressing concerns from the other staff members. She, like other members of the Executive team, was never compensated for the thousands of hours that they invested in the organization over the four-year period. They invested their free time and energy, sacrificing sleep and academic work in order

to ensure that the convention was not only accurate but ran smoothly. Although the Republican nominee for the General Election will not be announced until July in Cleveland, Cates has faith in the political team's selection of Donald Trump as she witnessed the amount of work that went into their decision.



The John Doe Settlement

By Chandler Harrison

As of 4 February 2016, the case John Doe v. Washington and Lee University was settled with prejudice in the U.S. District Court in Lynchburg. The motion to dismiss the civil case came after “the parties having compromised and settled all matters in controversy between them.” In response to the settlement, Washington and Lee released a statement attesting that the University officials “did not conduct a gender-biased investigation” and that the University’s Title IX coordinator had “discharged her obligations professionally at all times in this matter.”

For John Doe, in addition to monetary compensation as retribution, he also insisted to be readmitted into Washington and Lee. In order to further John Doe’s anonymity, neither side could confirm or deny if John Doe will be returning to Lexington.

Anonymity is vital in this case and represents another factor for John Doe to accept a settlement. If the case were to go to trial, scheduled for 22 April 2016, the likelihood of John Doe remaining anonymous would be nearly impossible. And such allegations, guilty or not, would forever tarnish his name; this being an inevitable consequence that no amount of retribution could wipe away.

This case encompasses the potential issues that might stem from private institutions internally investigating sexual assault on campuses. While law enforcement may have similar difficulties in accessing these sexual assault cases, they have fewer confounding variables that affect an administration’s protocol. According to a Roanoke Times article, “at least 110 lawsuits” nationwide have been filed claiming that their institution’s internal-investigation of sexual assault cases were “biased or otherwise flawed,” further propelling a potential flaw for in-house investigations.

While the settlement represents the resolution of this individual case, we all have to consider the gravity of W&L’s assessment of the investigation versus that of Judge Moon’s opinion. W&L released a statement on 5 February 2016 that “its officials adhered to its policies and procedures” for dealing with sexual misconduct allegations. Coupled with Judge Moon’s memorandum opinion that stated, “a reasonable fact finder could plausibly determine that Plaintiff (John Doe) was wrongly found responsible for sexual misconduct and that this erroneous finding was motivated by gender bias,” is troubling news to all male students. An unbiased third-

party Judge determined there was serious merit behind gender-biased claims, despite W&L’s claimed strict adherence to “policies and procedures” administered by Lauren Kozak, the University’s Title IX Coordinator,



and others. While I respect the administration for continuously supporting the actions of its faculty in this case, Judge Moon’s opinion clouds the reliability of W&L’s sexual misconduct cases as unbiased processes.

Could there then be a potential flaw in the procedure to determine guilt or innocence? How can W&L modify the system to ensure protection of sexual assault victims as well as provide the accused with an unbiased trial? While this settlement represents a resolution, these questions remain unresolved.

Satirical Spectator

By Andrew Fox

Quick Hit:

Email controversies aside, the generally spotless record of W&L fraternities this year prompts collective sigh of relief that is immediately picked up by at least seven DEA wire-taps across campus

Newly-Elected President regales W&L Administration with tales of the mystical Northeast

With the W&L Administration encircled around an open fire on a beautiful March night, the newly elected president arrived to delight the giddy bunch with tales of his time in the magical Northeast.

“Is... it really like... what they... say in the stories, Mister?” asked one prodding Title VI Director.

“It’s everything and more,” replied the new president in between hearty chuckles.

“Do they really have... you know... required housing all four years?” asked another rather bashful Dean of First Years.

“Of course not, that’d be too good to be true,” sniped the Dean of Students.

“Oh, but it is true,” the new president said assuredly, “that everyone lives in apartments on-campus and that every semester, the whole student body pays for the rooms.”

A series of Ooohs and Aaahs emanated from the group.

One brave Director of Admissions proceeded to ask, “Do they even have... gender-neutral bathrooms?”

The question was met by the sound of muffled giggles and snorts.

“Hush-hush,” implored the new President before responding, “Yes they do. I mean, why wouldn’t they?”

The new President then added, “Perhaps one day I’ll show you what it’s like to live up there.”

“Oh, you mean in Massachusetts?” jumbled the transient Title VI Director.

“No, no, no, silly,” replied the president, “I meant up in US News and World’s Liberal Arts Top 10.”

Emperor Spectator implores you to “channel your hatred, let your outrage consume you.”

BREAKING NEWS: In an eerie showdown between yourself, your estranged non-binary father figure, and the ruler of the galaxy, Emperor Spectator, some troubling statements have just been issued. After a drawn-out duel, a standstill occurs following your brief burst of rage. It is in this moment of weakness that Emperor Spectator ecstatically groans, “Yesss... channel your hatred. Let it consume you.” In the background, starcrafts duke it out in the utter blankness of space as the fate of the entire Washington and Lee Universe hangs in the balance. A wounded Darth Vader argues that these are all merely opinion pieces and should be taken with a grain of salt, but this is a point Lord Spectator is quick to dismiss. “Pssh, it’s more than opinion,” scoffs the Emperor, you stay calm for a moment, but then the tyrant eggs you on. The Emperor begins to prod, “Did you see the Ring-tum-Phi’s FDR poll?” This epic confrontation, of course, transpired at the notoriously well-attended EC election speeches at Stackhouse. In the meantime, a new Death Star labeled “Fourth Year Housing” ominously hovers over Windfall Hill.

Satirical Spectator

By Werdna Xof

Ripples of shock and dismay swept across the Washington and Lee campus today, as a startling breach in the electoral process was discovered. In an email sent to the Class of 2018, a candidate for Student Body President criticized the other candidate's platform for offering Chipotle during exams. This harmful rhetoric was clearly intended to divide members of the W&L community against one another, by engaging in vicious and culinary personal attacks. Fearful of anti-Chipotle riots breaking out in Lexington, supporters of the maligned candidate quickly rallied to his defense, spiriting him deep into the Cadaver tunnels. Other students were soon reduced to glancing over their shoulders in barely-suppressed terror: could their favorite burrito chain be next on the rhetorical chopping block? What would be next?

Hope soon emerged in the radiant figures of the VRB, having just returned from awarding Pixar's *Wall-e* just one star on Rotten Tomatoes for its "post-apocalyptic, sci-fi space-dwelling fat shaming that is both harmful, dishonorable, and having no place at Washington and Lee." In a brilliant move, the VRB sent an email to the entire student body, reminding students that to quote your opponent's platform is an unacceptable attack on their reputation. When asked about the broader implications of Chipotle-Gate on Washington and Lee's vaunted community of honor, a VRB member spokesperson forlornly remarked: "It would have a chilling effect on Robert E. Lee's soul to know that the student body today is so preoccupied with Chipotle. It is now up to us, the VRB, to save Washington and Lee from the callous fast-food detractors that are poisoning our political discourse and discouraging other students to run for positions in the student Government." A nearby student, having overheard this conversation, walked over and said, "I think Washington and Lee students are mature and civil enough to take minor criticism in stride. As gentlemen and gentlewomen, it is not unreasonable to expect that we will have thicker skins than adolescents on a playground." An awkward silence ensued until public safety searched the student, and found that he was not an EC member; for his presumption in commenting on a campus debate without EC membership, the public safety officers immediately dragged him off to be locked away in Third-Year housing.



Haywood's

Haywood's, our casual restaurant offering seasonal cuisine, craft cocktails and nightly entertainment
2 North Main
540.463.2508

THE GEORGES

EG

Lexington's premier boutique inn

TAPS

TAPS, our lobby lounge featuring sandwiches, soups, salads, snacks creative cocktails and craft beer
11 North Main
540.463.2504

