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NOT UNMINDFUL OF THE FUTURE



Inside: Exclusive Interview with Dr. J.D. Futch, Legendary W&L History Professor

Stories on Administrative Growth, Junior Housing, Admissions, Study Drugs, and More

Dear Readers,

We thank you for reading our first two issues this year, and we believe that this issue will prove just as insightful and important in the grand scheme of W&L life. In reviving *The Spectator* earlier this year, we sensed a need for an independent publication on this campus, a publication that would report on the real issues the university faces in this age of liberal propaganda and political correctness,



a publication run by students that would challenge the prevailing views of an administration bent on redefining Washington and Lee. You will not find stories like ours in any other campus publication

We sense that W&L is at a crossroads. Many students believe that the school they will return to for their 20th reunion will not be the same school they currently attend. Ours is a school of tradition, but we do not defend tradition for its own sake. Rather, we seek to preserve the best ideals of our university even while necessity demands that it adapt to the challenges of the 21st century. As W&L adds new programs and initiatives, it is important that it not be unmindful of the future, but it is also important that it preserves the best values of its past, the values that built this University.

The values of a liberal arts institution, and yes, the values of W&L, are threatened by the administration's recent actions. This administration has imposed a third-year housing requirement against the will of an overwhelming majority of students, it has engaged in less-than-forthright admissions practices, and it is only getting bigger. Will W&L remain the proud, unique institution it once was, or will it become some second rate Amherst, Swarthmore, or Bowdoin? Only time will tell, but the signs do not appear good.

As you peruse the following pages, we ask you to not be unmindful of the future.

Sincerely,

The Editorial Staff of *The Spectator*

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Increase in Administrators and Tuition Cause for Concern

By Libby Sutherland

In recent times, colleges and universities have embraced the notion that more administrators, more programming, and more initiatives must necessarily be a good thing. However, because of these fancy new “improvements,” tuition has hiked, yet students have not reaped any significant academic benefits despite this ever-increasing cost. As we review the changing nature of academia, we must ask ourselves: is it really worth it?

According to the National Center for Education Statistics, the average admission cost for private four-year institutions has risen by 49% over the last decade. At Washington and Lee, tuition between the years 2000 and 2010 has more than doubled, however. This doubling in tuition has been mirrored by many of our peers

increased by 30% in that same time period. Price also cited technological changes, necessary increase of human resource management, and external mandates as other reasons for administration growth.

According to a study conducted by Jay P. Greene at the Goldwater Institute, the number of full-time administrators per 100 students at America’s leading universities grew by 39 percent between 1993 and 2007 while the number of employees engaged in teaching, research or service only grew by 18 percent. Inflation-adjusted spending on administration per student increased by 61 percent during the same period, while instructional spending per student rose 39 percent.

W&L’s institutional research for the academic year of

Table 1: Staff by Primary Function and Employment Status: Fall 2008 - Fall 2012

Primary Function	Fall 2008			Fall 2009			Fall 2010			Fall 2011			Fall 2012		
	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Faculty	263	56	319	286	50	336	275	59	334	275	67	342	278	77	355
Executive/administrative/ managerial	43	1	44	79	2	81	80	1	81	82	4	86	96	5	101
Other professionals (support/service)	175	13	188	135	38	173	135	37	172	138	40	178	136	10	146
Technical and paraprofessionals	12	1	13	9	1	10	9	1	10	8	3	11	11	3	14
Clerical and secretarial	116	17	133	107	19	126	104	17	121	101	19	120	103	21	124
Skilled crafts	35	1	36	34	0	34	28	0	28	28	0	28	37	0	37
Service/Maintenance	128	14	142	133	8	141	130	12	142	129	11	140	125	11	136
Grand Total	772	103	875	783	118	901	761	127	888	761	144	905	786	127	913

Source: Employee Census File; Office of Institutional Effectiveness

as well, reflecting an unsettling trend in higher education today as top universities engage in a never-ending competition to raise their price tags, perhaps in an effort to artificially increase their perceived value.

Certainly there are a number of contributing factors to increasing tuition rates, but perhaps none explain the rise in tuition better than the administrative bloat affecting so many universities today, including W&L.

Bryan Price, the Assistant Provost and Director of Institutional Effectiveness at Washington and Lee, maintains that administration growth is necessary in order to accommodate the number of enrolled students increasing by about 275 – 300 students over the past 20 years. He said that management personnel at W&L has

2011-2012 lists a total number of 267 full time instructional staff members compared to 278 administrative staff members. Price said that the records for 2013-14 show numbers of 253 full time instructional faculty and “a total of 40 individuals with faculty status, which would include librarians and coaches among several other occupations, that serve in an administrative roles full-time. Although they have faculty status, they are not full-time instructional faculty, and most of them do not act in a supervisory role over other faculty.”

Between the years of 2012 and 2013, the Institutional Effectiveness reports no longer counted University administrators and professionals in the same category,

instead dividing into two separate categories: “executive/administrative/managerial” and “other professionals (support/service).” Even after this distinction, the report for Fall 2012 shows a number of 101 employees in executive/administrative/managerial positions. According to Price, the student to professor ratio is 8:1 and the student to administration ratio is 21:1, but it is unclear whether the latter ratio is representative of the much higher number of administrative faculty listed on the institutional research reports or the lower number that Price provided.

expected but when these increases are several times the rate of inflation there should be a call for change. According to Bain & Company’s The Sustainable University, “Many institutions have operated on the assumption that the more they build, spend, diversify and expand, the more they will persist and prosper. But instead, the opposite has happened: Institutions have become overleveraged.”

When new administrative programs are created, old similar programs are often still left running resulting in confusion and complexity that makes efficiency difficult. Additionally, many school adminis-

sake of adding to an already large administration.

Tuition and Fees History					
Undergraduate	2008-09	2009-10	2010-11	2011-12	2012-13
Tuition	\$36,525	\$37,990	\$39,500	\$40,990	\$42,425
Fees	\$887	\$887	\$887	\$937	\$937
Books and Supplies	\$1,650	\$1,650	\$1,700	\$1,800	\$1,800
Room Rate(Double)	\$3,130	\$3,285	\$3,500	\$3,710	\$3,840
Room Rate (Single)	\$5,825	\$6,115	\$6,480	\$6,825	\$7,065
Room Average	\$4,470	\$4,700	\$4,993	\$5,267	\$5,396
Board	\$4,930	\$5,125	\$5,250	\$5,420	\$5,610
Tuition & Fees	\$37,412	\$38,877	\$40,387	\$41,927	\$43,362
Room & Board	\$9,400	\$9,825	\$10,243	\$10,687	\$11,006
Tuition, Fees, Room, & Board	\$46,812	\$48,702	\$50,630	\$52,614	\$54,368

The greater implications of bureaucratic inflation include a shift of resources and attention away from teaching towards a body of administrators who “do little to advance the central mission of universities,” according to Benjamin Ginsberg, a professor of Political Science at Johns Hopkins University. Essentially, the imbalance in administrative growth compared to professor growth means more staff-induced programs and not enough professors to accommodate students.

Students spend multiple days of a given week in classes with their professors and are much more likely to have a closer relationship with them than administrators. Yet at most schools, professors have little say in decisions regarding issues such as tuition, admission policies, and the size of the student body.

Yearly tuition increases are to be

trations include an unnecessary hierarchy, the staple of all good bureaucracies—too many middlemen tasked with too few essential responsibilities.

Aside from the financial standpoint, the imbalanced proportion of professor growth rate to administrative growth rate could impair students’ experiences. Our University’s most recent change involves an expensive third year housing plan while other issues such as the students’ wavering ability to register for their first choice classes go overlooked. The administration works to shape the vision and organization of the University but administrative bloat can harm their efficiency. Though change and improvement of Student Affairs is important, academics should be at the heart of our values. We should think carefully about what it means to forgo hiring another professor for the

Editor's Note: This Letter was written to the Board of Trustees prior to their February meeting. Due to its popularity, we have decided to include it in this issue.

Dear Members of the Board of Trustees,

On behalf of *The Spectator*, we write you regarding the tragedy of December 3rd, the ongoing debate about residential life, and the future of the University. As this term progresses, the loss of Kelsey still lingers. For many students, it was the first time we buried a friend. Kelsey remains in our hearts as we examine what we can do to ensure that such a horror never again falls on our school.

Of course, the ultimate blame lies with the driver. However, as President Ruscio urged us, we should examine to what extent certain aspects of the culture here helped enable the circumstances of the night. Naturally, there will be a greater risk of drinking and driving at an off-campus party. We do not suggest anyone is at fault but the driver, but indeed, a system of off-campus parties would perhaps increase the inherent risk of driving under the influence. Furthermore, parties are held overwhelmingly off campus, and thus the current system is perhaps inherently more prone to such actions.

We ought to first look at how we arrived at such a system. There have always been off-campus parties at W&L. Alums are quick to mention "that one night at Zollman's." However, they are also quick to mention that until the early 1990s when the University bought the fraternity houses as part of its Fraternity Renaissance, off-campus parties were infrequent and smaller in size. The majority of fraternity parties were actually held in fraternity houses themselves.

Once the University bought and renovated the houses, it made the prospect of throwing a party in the house exceptionally difficult. And sure enough with their new ownership, the administration started sending security guards into the house every hour or so. Drinking some beers and watching football in the basement on a Monday night became worthy of a sanction from the University. Parties unsurprisingly moved off-campus, and the style of the current social scene was born.

We must note that the risks of the current system do not spring from the fact that juniors live off campus. Before the Fraternity Renaissance, students lived off-campus, but parties were still held in fraternity houses. If the parties were to return to fraternity houses in town, students would be unlikely to consider drinking and driving when they can just sleep at their respective Greek houses if they miss Traveller. If you want to reduce the risk that students might drink and drive, bring the parties back on campus.

Requiring juniors to live on campus will do nothing to improve the safety of our system. Seniors will still live off-campus, and they will still cling to their dynastic houses way out in the country. In fact, when the cost of renting a house falls from the sudden decrease in demand, it won't be that hard for juniors (or entire fraternities) to chip in and maintain numerous off-campus houses.

The issues of on-campus housing and off-campus parties are almost entirely separated. Were student safety to improve – not counting the "safety" gained from living a cushy little suite – a requirement could be justified. Yet safety is not the focus of the Residential Life Task Force's report, as it hews mainly to social engineering and other politically correct tomfoolery.

One of our favorite lines of the report explains how a requirement would enable Student Affairs to "facilitate intentional residential life programming aimed at sophomores and promote more developmental independence as students progress from residence halls to on-campus apartments or the Greek houses" (5). We are sorry to say that we do not know what "developmental independence" means, but as one of our editors mentioned to Beau Dudley, it stinks of Swarthmore.

W&L seems to be (hopefully inadvertently) taking a play right from the Federal Government: expand jurisdiction, and then create new "initiatives" and "programs" that will allow us to hire even more unessential deans with unessential responsibilities that are of course inextricably permanent. It seems Student Affairs wants a third-year housing complex as its administrative playground, and they are using the false premise of safety to get their way.

And as far as our supposed lack of community here, our number one ranking on Alumni Factor begs to differ, though that will change if the social engineering proposals of Student Affairs ever come to fruition.

The administration will rejoice with the opportunity to expand its role and play a larger part in students' lives, turning out politically correct drones in their own image. But as they try to, as adults become tired of being watched 24/7 by security guards, of being fed euphemism after euphemism, after hearing about the days when students ran their own lives, the administration will seem even more overbearing. The temptation to ditch the Kumbaya and hit up a Monday night party in the country will rule.

We are not most concerned with the construction or requirement of Third-Year Housing. We are concerned with the eradication of student autonomy for the sake of a monumental expansion of Student Affairs. That is not what W&L, as far as we see it, is about. We understand the University is under a lot of pressure and a grandiose housing complex and a requirement to follow will indubitably look like a big, serious solution. But it will do only that, look like a solution. It is a very, very expensive PR move, both in terms of funds (which would serve the school so much better were they sent to financial aid or faculty salaries) and in W&L values, most specifically the utterly essential and quickly vanishing value of student autonomy.

Respectfully,
The Editorial Staff of The Spectator

An Addendum to *The Spectator's* "Letter to the Board of Trustees"

By Christian von Hassell

At an early February meeting, the Board of Trustees approved, predictably, a massive overhaul of W&L housing policy. Within a couple of years, the school will require juniors to live in University-owned housing. Since its October return, *The Spectator* has criticized the prospect of such a requirement as starkly removed from the concept of a liberal arts education. As prospect has turned reality, such criticism holds. The decision will markedly erode W&L's longstanding culture of student autonomy, a culture that has steadily fostered a long-standing and duly earned reputation of responsibility and integrity.

For most students, their college years mark the first time they have been on their own and have had to make real decisions with real consequences. Unfortunately, the administrations of many universities across the nation, including it seems W&L, have subscribed to the sad notion that adult students are incapable of confronting even minor real-world difficulties. They attempt to remedy invented problems through playing nanny, shielding students from any legitimate concept of self-responsibility that adapting to changing circumstances demands.

The Residential Life Task Force's report shamelessly drools over the opportunity for administrative oversight of almost every aspect of students' lives. Student Affairs plans on extending the ineffective, time-consuming, required "programming" sessions of freshman orientation through sophomore year. They want sophomores to sit in a circle with their RA and talk about their feelings. Perhaps they will explain "developmental independence" through a painful series of skits, after which we can all go eat ice cream in the commons to talk about it and hug each other.

Student safety likely dominated the Board's final deliberations, and justly so. Nobody disputes the importance of student safety. Yet, the requirement will still not improve the safety of our system. Seniors will still live on their own, and students will continue to engage in their normal weekend revelry at off-campus houses. Bringing the social scene back to fraternity houses themselves is the only way to tangibly improve safety. With student well-being at the heart of the University's final push for the requirement, it seems peculiar that the school's statement lacks all mention of safety. Indeed at times it seems the PR campaign never stops.

The Board surely understood that the decision would not receive immediate approbation. But perhaps after a brief stretch of weakened alumni support and

unimpressive giving, the inevitable groundbreaking ceremonies, fancy computer renderings, and the plethora of naming opportunities would mollify all significant dissent. The cavils of all those reactionary students and alumni would soon quiet.

I hope dissent remains, but we must change the focus. We ought to direct it towards the nature of the new housing program, and not, hopelessly, at reverting the February decision. This still inchoate plan need not be a total failure. Those who value the tradition, culture, and the style of this institution ought to work to ensure that our new suburb does not turn into some administrative playground. Student autonomy must serve as the new policy's core, student autonomy sustained through honor, effected by self-reliance, and enabled by a healthy and systematically engrained separation from the bureaucrats, the nannies, the weenies and their wiles.

Yet for the voices of the still-loyal-but-scared to be heard, the administration must avoid their habit of selective listening. Paul Lagarde detailed the University's skill at choosing kangaroo focus groups in his October article, and thus we should approach with caution any student opinions the University delivers. Any sort of student or alumni commission should be predominantly and transparently comprised of those who opposed the initial decision, but still want to work proactively to ensure that all is not lost. It would behoove Dean Evans to pay most mind to those who have opposed this requirement. Another round of cherry picked student opinion will permanently harm students' trust in Student Affairs.

Our ranking related to peer universities has never really mattered that much. W&L was in a class of its own, and such has been the key to its tremendous success at forming moral, competent, and wholly appreciative graduates. But as we systematically rid ourselves of uniqueness, we rid ourselves of the strengths that have built and defined the school. Rather than ranking first in our own category, our ranking relative to Amherst and Williams might actually matter. We will just be some 14th place school. Focusing on student autonomy remains one chance to hew to our past, and define ourselves as an institution in this new phase of conformity. It will not only serve us well in forming strong graduates, but a commitment to genuine student responsibility has the chance to be a differentiating factor among a group of schools who strive each and every day to be just like one another.

Dear Mr. Lagarde,

I read with interest your piece on the proposed Sex Week at W&L

I agree forcefully with the main position in this paper. I hope strongly that neither the Student Body Executive Committee nor the University Administration will provide any funding for the group that is planning this event.

While I would support some responsible sessions on sex education at W&L the idea that a student group would be prominently selling sex toys on campus, including some properly described as kinky, for example, is almost beyond my belief.

At the same time, there is a prominent, recurring error of fact in the article, namely that W&L has a “one rule here” in force, or that it did have during President Lee’s Administration.

He wrote the sentence you quoted to the parent of a student, according to Douglas Southall Freeman’s massive biography of Robert E. Lee, but he did not promulgate such a policy on campus.

He did simplify greatly a set of rules of conduct enforced on students, but even after President Lee’s “simplification” what remained as rules would be almost beyond the belief of current college students.

Lee was a truly great educator, and great engineer, himself--possibly a greater educator than military commander. I presume you know that he graduated second in his class at West Point, as the only cadet in its history to the present date who ever went through 4 years there without receiving a single demerit. As an officer in the Corps of Engineers he was for a number of years in charge of management of the Mississippi River, and he is widely acclaimed as having “tamed the river.” Indeed, there is a large statue of him in St. Louis, not of Lee the soldier but of Lee the engineer. He served as Superintendent of the United States Military Academy. At Washington College he introduced elective courses, several years before the famous President Eliot of Harvard is credited with “inventing” the idea. He also set out, of course, to develop a full-scale university, with many professional schools to serve the urgent need of a South devastated by the most dreadful war in our country’s history, a war that should not have been fought. (I make that last judgment as a proud, birthright son of the South, all four of whose great-grandfathers fought in the Confederate Army, two of them including the one whose name I bear and in whose home I was reared, were captured in battle and became deathly ill in Union prison camps but survived, and as one who himself served in the Army of the United States for nearly 3 years, with 181 days in battle, in World War II.) W&L did merge a law school that already was in existence here in Lexington, did organize the first journalism program in any American collegiate institution, did for several decades have an engineering school, did organize the country’s 6th collegiate school of business four decades after Lee had proposed it, but did not execute his additional proposal for a school of agriculture.

Of course, he literally saved the little college from possible extinction. Prior to the Civil War it had never had as many as 200 students, I think, and most of those were gone by the time the war ended. Almost all were residents of places within a radius less than 200 miles from Lexington. By the time of his death the college had more than 400 students, from all over the country.

The impact of his personal character and his total leadership can hardly be over-emphasized.

The Honor System is often credited to Lee, but that is a mistake also. There was an Honor System in place when he arrived at Washington College, though a very different one. The standards were the same, but at least until 1857 it had been administered by the faculty.

There is no record that I have been able to discover of any offense after that date until a decade later, and a single offense during his Administration. In that case, however, the faculty “approved” an action already taken by students. The transfer of authority from faculty to students was underway. It is unclear what President Lee had to do with this. He was in the chair at the faculty meeting at which this action was taken, but there is no record of his having spoken on the subject. We may presume, I think, that he approved, and it may be that he instigated the change.

Sincerely yours,

John M. Gunn ‘45
Lewis Whitaker Adams Professor of Economics, Emeritus
Washington and Lee University

Catherine Roach's article on the Speaking Tradition is as timely as it is insightful.

Last month, Washington and Lee celebrated the return of Belfield, Dean Gilliam's magnificent Tudor home, back into the University fold. Dean Gilliam was the principal architect and steward of the Speaking Tradition during the half-century that he strolled our campus. I had the good fortune in my freshman year - sadly his last year of life - to hear him expound on the virtues of The Speaking Tradition. "To acknowledge your classmates," he said, "is the highest compliment you can pay them. Let them know they matter every day, without fail." I may have a few of those words wrong, but the sentiment remains intact.

The essence of W&L to Dean Gilliam was the respect that we owe each other as Washington and Lee students. Only students, acting out of that mutual respect, can preserve (or "rescue," as the case may be) the Speaking Tradition. To be sure, technology and its stepchildren - iPhones, Droids and the like - are handy (literally) excuses not to speak to one another. We must be better than that. A smile from a classmate hurrying to class or from a visitor on our campus for the first time is far more satisfying than hearing George Strait, Lorde or Katy Perry for the umpteenth time on headphones.

If W&L has a "ghost," it would be that of Dean Gilliam as he wanders his beloved University watching and listening ... Watching, as you students carry out the Honor System day by day and thereby bind yourselves to the principles on which W&L was founded; Listening, to hear that you speak to each other and thereby preserve the distinctive sense of community that is only W&L.

Well done, Catherine. Dean Gilliam is smiling.

Billy Webster ('75)

**If you would like to send a letter to the editor, please
email wluspectator@gmail.com**

*The trite saying that honesty is the best policy has met with the just criticism that honesty is not policy.
The real honest man is honest from conviction of what is right, not from policy.*

-Robert E. Lee

The Most Dangerous Game: W&L Admissions Policy

By Paul Lagarde and Marshall Woodward

As more and more high school students apply to college, it is only natural that college admissions should become more selective. With this increased competition among students to get into the nation's top universities also comes an increased competition among the top universities to attract the best students. Colleges that reject more applicants than they accept look prestigious, and colleges that reject far more applicants than they accept look exclusive and elite. Such is the nature of the college admissions process today.

On September 21, 2013, the Washington Post ran an article on Washington and Lee's admissions practices, implying that the University practice of counting incomplete applications in its total application number is misleading or even dishonest. The writer, Mr. Nick Anderson, states that for the class of 2016, Washington and Lee reported that it received 5,972 applications, but that of that number, more than 1,100 were never finished by the applicants. Still, however, these 1,100 plus were counted in the school's totals, which were sent off to official data collecting agencies including IPEDS (Integrated Postsecondary Education Data System) and CDS (Common Data Set). He notes that these incomplete applications were "missing required elements such as teacher recommendations or test scores, raising questions about how many of them were seriously considered for admission." If the incomplete applications had been omitted from the official count, Anderson asserts, the university's acceptance rate would have risen a significant five points, from nineteen to twenty-four percent.

Anderson states that Washington and Lee's method does not appear to break rules for reporting selectivity. Some other top schools count incomplete

applications in their totals as well, though many do not. A key difference between W&L and these other schools, however, centers on the sheer number of incomplete applications the school decides to count. In the Post article, Bowdoin spokesman Scott W. Hood said that the school included 49 incompletes as part of its larger total of 7,052 applications. An article by The Harvard Crimson on December 13th states that of the 4,692 early applications to Harvard, only 119 applications counted were incomplete. Meanwhile, over one-sixth of W&L's total applications that it reported in 2012 were incomplete. It is a conscious choice on W&L's part to include so many incomplete applications in its count, not simply a product of W&L somehow receiving far more incomplete applications than any other school in the nation. By including in its reported numbers so many applications that were never considered for admission, the school makes itself appear more selective than it actually is, skewing the numbers in a big way. Even if the goal is not to influence rankings, prospective applicants who are trying to judge the value of different schools could be misled by the artificially low acceptance rate reported by W&L.

In response to the Post article, President Ken Ruscio dispatched a team of three Washington and Lee employees to look into W&L's admissions practices. The group consisted of Sidney Evans, vice president for student affairs; Beau Dudley '75, executive director of alumni affairs; and Marc Conner, associate provost. In an initial statement on the university website, Ruscio noted that he believed the school to be "acting in accordance with the applicable guidelines and in a manner consistent with how other colleges and universities approach this process." So with the knowledge that



their direct superior believed there was nothing wrong with admissions practices, the members of this ad hoc committee, in rather unsurprising fashion, found no evidence of any wrongdoing on their school's part and released a summary of their findings on the university website. They made a few minor suggestions, none of which offered a concrete solution for the worryingly high percentage of incomplete applications, nor did they address the question of whether counting such incomplete applications is misleading.

It also seems that though President Ruscio called for Washington and Lee to address all questions about admissions "forthrightly and transparently," the school could have certainly responded in a more forthright and transparent manner. In 2012, revelations surfaced that Claremont McKenna had been reporting false SAT scores since 2005, according to the Claremont Portside. In response, President Pamela Gann asked Jerome Garris, Vice President of Academic Affairs Emeritus to investigate the matter. Garris discovered that Vice President and Dean of Admission Richard Vos had reported the false SAT scores. Though their own internal investigation had already yielded evidence of wrongdoing, Claremont McKenna investigated further still in an effort to discover the root of the problem. Their Board of Trustees hired O'Melveny & Myers, an outside law firm, to probe further and subsequently released the firm's findings to the community. According to its website, Emory University in May 2012 admitted to misreporting admissions data after coordinating an investigation with the Jones Day law firm "to ensure objectivity and independence." If these two highly ranked peer institutions felt that they needed to hire an outside firm to discover the truth, why did Washington and Lee settle for an inside job?

Perhaps W&L did not feel that they needed to hire an outside firm. Or perhaps they did not want to. If an outside law firm were to look into W&L's practices and see the exorbitantly high numbers of incomplete applicants the admissions office counts, it might be cause for concern. That concern might manifest itself as a scathing report, especially if the firm were to look at Claremont McKenna and see that that university decided to no longer count incomplete applications after its SAT admissions scandal, demonstrating that its administrators deemed the practice unethical. Furthermore, if the goal was to be forthright and transparent, it would seem that the proper course of action would be to release to the public the full, detailed report of the ad hoc committee's findings, rather than just a short summary online.

It was assumed that the reason W&L would count applications in this manner was to improve its spot in the rankings of universities released by U.S. News, Forbes, and the like. However, W&L can also

improve its credit rating by appearing more selective too, as selectivity counts for 10% of Moody's ratings for universities. W&L is currently rated Aa2 by Moody's, which is the third highest rating assigned. In its 2013 report, which rated W&L for a \$33,775,000 bond sale which was used to finance the current dorm renovations, Moody's specifically mentions that the school's rating could go up if there was "further growth in student demand statistics." A higher credit rating means a lower interest rate, and when dealing with figures in the millions, the savings from that lower interest rate could be quite significant. However, there is absolutely nothing to suggest that this financial rating provided the motivation for admissions' counting practices, and when measured against the 1.3 billion dollar endowment of the school, any savings gained would be small in comparison. It is simply worth noting, though, that an improved credit rating, or a better chance to improve it, is another consequential benefit from counting so many incomplete applications.

At its core though, this issue is not about any ranking or financial benefits that the school can gain from counting applications the way it does. Nor is it an issue of following industry guidelines. Our students pride themselves on their honor, long seen as the hallmark of this institution. Students can certainly get kicked out of W&L for misrepresenting themselves, so if the university is misrepresenting itself by overstating its number of applicants, then that deserves condemnation just the same. Though the ad hoc committee deemed there to be nothing wrong with the way W&L counted applications, the bedrock of their conclusion lies on the fact that at least some other schools count incomplete applications as well. The fact is though, that no other top tier school in the nation counts nearly as many of its incomplete applications in the final totals as W&L. This is a conscious choice on W&L's part. In fact, W&L sends many of the students who submitted an incomplete application a letter telling them that they were never considered for admission because they did not finish applying. Yet, they are still counted in its totals. It is true that some students are admitted whose applications are incomplete, but that number pales in comparison to those are never considered at all. So while the school may possibly be within the industry guidelines, that does not mean it is doing the right thing, morally or honorably.

When caught in an embarrassing scandal, Claremont McKenna, a school with no Honor System, decided to no longer count incomplete applications when reporting its numbers. W&L had the opportunity to do the same, and possibly even lead a discussion on real forthrightness and transparency in admissions among the nation's leading colleges. The University missed the perfect chance to do so, perhaps distinguishing itself from other top-tier schools in a way it never intended.

General Opinion

General Opinion is the Sound-Off Section of The Spectator, and anyone can submit anonymously by visiting our website washingtonandleespectator.com. Note: the views expressed in General Opinion do not necessarily reflect the views of The Spectator or its staff.

New Additions to L&E House

Six SAEs recently moved into the former Phi Kap house after the University required that move out of the former SAE house. The former Phi Kap house is now known as the Leadership and Engagement house. Though a couple new residents of L&E are dating, I know for a fact that none of them are engaged. My best guess is that they are leaders then...

Blood in the Water

With Phi Kap and now SAE gone, the University will look to strike hard against the remaining traditional fraternities that do not comply with Dean Evans and President Ruscio's vision of a free-loving, hand-holding, kumbaya-singing Brave New College. Watch out frat stars, you're in the crosshairs.

Praise for *The Spectator*

Although my views do not always align with those of *The Spectator*, your publication has been a blessing on a campus plagued by the Ring Tum Phi's propaganda and laughable articles. Several articles have seemed directly handed down from the administration, specifically those regarding 3rd year housing and attacks on Greek life. After reading articles from the Phi in the seventies, it reported on EC affairs, nearby colleges, interviews with professors, beer prices around town, and other relevant material. Now we must read ridiculous op-eds and poorly written articles on "How Cool Woods Creek Really Is!"

Administrators Run Wild

If it were not for the fine professors and students at W&L today, I would not be attending this university. The current administrators on campus have become increasingly concentrated on the liberal idea of political correctness and in pursuing their own personal administrative goals. Sadly, it is believed by many students today that this university will end up like just any other liberal arts college within the next two decades, if not the next one. It is fair and justifiable to assume our school's namesakes, George Washington and Robert E. Lee, would be ashamed of the actions by many of the men and women in leadership positions today on campus.

The Administration Needs Some Boundaries

My freshmen year I yelled at an RA at an off-campus party. The next day, I received an email from a Dean with whom I had to meet. He made me write an apology letter. With respect, I asked, "Why is this your business? Why am I here?" He informed me that everything student-related falls under the jurisdiction of the school. My problem wasn't with the whiny RA, but this Dean's skewed understanding of jurisdiction. And over the course of my four years, this problem has gotten worse. Why is Dean Evans showing up at Windfall Hill on Tear Night? I know she was there to ensure that a tent wasn't too close to the SAE Windfall house, but should that be her business? Why is Dean Leonard showing up unannounced at off-campus houses with a police officer to talk about noise and trash? Why is the school allowed to ban off-campus parties during exam week? The administration loves to brag about self-governance at W&L, but frankly, I see a lot of the opposite. This is college—a time when people get the chance to grow up. This overbearing administration isn't letting that happen. We need some clear rules and accountability when it comes to what the administration can do and where they can do it. If we don't, this administrative tyranny will continue. And we can't let Dean Evans appoint a committee to solve this problem; we all need to fix it.

If-

(1895)

By Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

An Interview with Dr. Jefferson Davis Futch

Dr. Jefferson Davis Futch has been described by many alumni as an “institution” at W&L. Perhaps the most unique and knowledgeable professor many students had during their time at W&L, Futch influenced generations of W&L students, beginning teaching in 1962 and continuing until his retirement in 2008. We at The Spectator were fortunate enough to be able to interview Dr. Futch, a legendary W&L conservative, for this issue.

The Spectator: When did you begin teaching at W&L?

Futch: 1962.

The Spectator: Why did you choose W&L over other universities?

Futch: Well because I got a job offer—that does help. I also did not want the other job offers. I knew that Baltimore, my hometown, was going turn into another Detroit, a crime-ridden city. And I did not want to spend my next sixty years – or seventy years as it turns out – in Baltimore. And I knew that Lexington, after one visit, was a peaceful, law-abiding, quiet little town with no criminal element – at least that I know of. The school I knew from the postage stamp. A postage stamp was issued in 1949 by the U.S. Government to honor the two-hundredth anniversary of W&L. So I knew what W&L was and had looked into it a little bit. And then, when I came down for an interview, the interviewer was the department head. He was very conservative, exactly like your humble servant right here. And so when the job offer came, I accepted the offer instantaneously. However, if the department head had died a year later, I would have been out. But the department head lived another eight years, and died from natural causes – and I had tenure by then. But that was it – the department head and I hit it off, as one man to another, though he was old enough to be my father. The department head, Oliver Crenshaw – he was from Georgia, and had graduated from W&L in 1925. Our PhDs were from the same school, though many years apart.

The Spectator: What classes did you teach during your time at W&L?

Futch: Any number of classes for underclassmen and upperclassmen on European history since the Congress of Vienna, which was in 1814 and 1815, ending the Napoleonic Wars, sooner than Napoleon had intended perhaps, and in a different way than Napoleon had intended. The only two European countries in the 1920s and 1930s where anything of great interest was happening were Germany and Italy, not counting the USSR. It's very hard to make the democracies – Great Britain and France and the Netherlands and so on – it's hard to make them interesting to American students.

So I spent a good deal on the coming of Fascism in Italy, and knowing the Italian language helped. And the coming of the NSDAP, the Nazi regime in Germany, that is what students were really interested in. I knew that history since I was a little kid, so I was very happy to do it. That was where most of my courses were. I had spent two years in the American Military in Italy years earlier. I had already been in love with Venice, so to then be stationed for two years by the Pentagon within one hour's train ride away from Venice was like Christmas every day. It was an unimaginable gift. So, later on, I taught a course in Venetian history, which is a 2000 year – well 1500 year history. The early part of the history of Venice is kind of hazy, but by the year 500 or 600 A.D. it begins to become a little better documented. So I taught Venetian history, in English, not the Venetian dialect, and then decided to add another one, the History of the Popes.

The Spectator: When you were at W&L, you made your male students wear ties to class. Can you tell us why you required ties in the classroom?

Futch: Because I liked the appearance of dignity that they provided. I wore a tie everyday to class, even till the end—that sounds like the end of the Roman Empire. But even till the end of my career, I never went to the campus



without a tie. The tradition died very slowly, because the students knew that I wanted it to continue. I wouldn't have had any enforcement power, but I just explained that, in spite of the new rule, I expected the gentlemen to wear neckties, when in my class.

The Spectator: What do you think should be the mission of a liberal arts college, like W&L?

Futch: To spare people like me the hassle of learning commercial law, and accounting, and money in this column and money in that column. I was not born for that. In a previous life, I may have been a peasant, but I was not a bookkeeper. I will say one thing about being well-rounded – which I'm not. I learned in middle school and high school that I hated science, chemistry, biology, physics, the way the devil hates holy water. And the school where I went, Johns Hopkins, did not have a science requirement of any sort. I would have been it trouble if I had to take science. They were already so famous for their pre-med program, that Hopkins had no need to push reluctant undergrads into biology, or any science. I imagine, when I was a student, there must have been very few schools that did not require a science requirement. So I felt that I was extremely lucky that a school in my hometown – a 15 minute bus ride from my house – did not require a science course. Hopkins let students sign up for a very narrow focus, for me a lot of history courses, foreign language, art history. A lot of art history—I loved it like mad. A lot of scientifically oriented kids back then said that art history is just for girls, but I loved it.

The Spectator: Do you think there is a value in requiring a broader curriculum?

Futch: No. No. I think my success was made because of my narrow focus. I have nothing against a narrow focus. I mean if a kid has the brain of Leonardo da Vinci, and is very versatile like that, then, okay, that's fine. I do think it's a matter of nature, and not parents badmouthing literature or badmouthing science. But I would have been a dead duck had I been required to take a broad array of science and accounting and such.

The Spectator: Do you think that is enough teaching going on at W&L, or do you think that research might be taking up more of a focus?

Futch: I retired in 2008, so I am not entirely aware of professors are doing is going on today. For most of my time here, there was no pressure to publish. Faculty members knew they could do it to hike their salaries, and it would help them if they wanted to go to another employer.

The Spectator: What role do you think the legacy of Robert E. Lee and George Washington plays in the

university today?

Futch: I think that emphasis on General Washington and General Lee meant that two individuals, notable for their integrity, were set up as role models. I assume, without having any expertise, that at many colleges there is not exactly moral anarchy—that would be too vigorous a phrase. But the faculty expects the kids to be cutting corners, and making compromises, and not governed at all by an old-timey moral code. I think that moral neutrality would be the atmosphere that I would expect at a great many schools, and I do hope W&L does not move in that direction. Old-timey morality of a hundred years ago is not going to come back to a great number of schools. When I was a high school student, University of Virginia was notable – well mainly I guess for drinking – but a close second for their gentlemanly moral code, including decency, honesty, and benevolence. I think that gender studies is intended to provoke malice between the sexes, and it reminds me of Marxism pitting the oppressed against the oppressor. The men are evil tyrants cracking the whip and the women are poor, helpless souls who need to be protected by rigorous university monitoring. I think that the Marxist, and it can be called pseudo-Marxist, or quasi-Marxist, or crypto-Marxist, that this obsession with the oppressed and the oppressor is infiltrating the academic world. Though it's hard to determine at W&L, because I have been retired for a couple of years, at a lot of colleges, pitting the oppressor against the oppressed has turned into the most potent idea of the last hundred years, on and off campus. The second Russian Revolution in November 1917 was of course oriented that way, and the first, months earlier, saw an apparent desire to copy Britain and France. But later in the autumn of 1917, this opposition of the oppressed and oppressor (sob sob) had prevailed. This attitude prevails on a great many campuses today.

The Spectator: What advice do you have for students today?

Futch: Cultivate a reputation of unfailing honesty and truthfulness. A reputation for being very, very, ethical and truthful is extremely valuable. Be very careful about being entirely frank—there is such a thing as saying nothing and changing the subject. But to get any reputation of telling falsehoods could be very dangerous to any career, in addition to being plainly improper.

The Spectator: Thank you so much for your time Dr. Futch.

Look Back on the Third-Year Housing Decision

So that's it? Hmph, well I suppose it took long enough. It was fun while it lasted. Besides the bitter taste in my mouth, the decision has only left me asking "why?" Not necessarily why the decision went through; no, I want to know why it couldn't have taken longer. We have another godforsaken edition to make, for crying out loud. These pages don't write themselves you know! Now we're probably going to have to write articles on stuff like the new renovations in Gaines. Let me put that another way: I really DO NOT want to write about the new renovations in Gaines. Just please tell me we have not heard the last of this decision. Please tell me, is there still some sort of ratification process left? No? What about a preliminary test? No? An extended grace period?! No reply—so it's real this time. What I am trying to say is I will miss the third-year housing debacle. Quite frankly, it made most of our staff's jobs here at The Spectator easier. I do not know if helping to supply a student-run magazine reach its quota factored into the decision to house, support, and nurture the entire junior class, but I will take it regardless. I guess I ought to say thank you, thank you for a decision so divisive that even the guy who writes the fake stuff had to chime in.

Prized Horse, Offcampushousing, Found Dead and Beaten in Front of The Spectator's Headquarters

In a shocking turn of events, eight-year-old thoroughbred horse, Offcampushousing, has been found dead and beaten early this Saturday morning. Discovered outside the headquarters of The Spectator, Offcampushousing has been the subject of massive commotion for quite some time, his recent disappearance in the midst of retirement talks only added to the fodder. Authorities have offered little insight into the circumstances surrounding the end of the horse's story, a story that has in many ways taken on a life of its own. "Look, people have been talking about Offcampushousing for months," one officer commented, "When rumors came out in March that the horse was gonna be reined back from what we've come to expect as a typical Offcampushousing season, everyone was worried he'd soon be gone for good and that's when the commotion started." With the horse's disappearance and rediscovery, it now beckons the question what to do with a beaten, dead horse (Sources say that's how they make dog food). Authorities have yet to list suspects and have remained sparse with details, but some have suggested that John Belushi and Vito Corleone could be involved. Hopefully more facts will surface in the weeks to come as the full scope of the case unfolds. One source close to the horse-owner's camp offered this statement, "All you need to know right now is that people have been talking about Offcampushousing for a long time and that someone had been beating this dead horse."

Top 10 Ideas for the SAE House that Didn't Make It

The University recently stated that the SAE house will begin functioning as the "Sustainability House" effective next year. C'mon you guys! Amherst and Middlebury were doing sustainability 10 years ago. They are still going to think we are lame and won't invite us to any of their Marxist orgies or tree petting parties. Here are 10 alternatives that would have bought (sorry for the capitalist word) us some cred with the cool kids up north.

10. The Diversity House

9. The Leadership and Engagement House 2

8. The William Tecumseh Sherman Memorial House

7. The Developmental Independence Center for Students Who Can't Lead Good and Who Want to Learn to do Other On-Campus Things Well Too

6. The Gender Relations House

5. Third Year Housing!

4. Fourth Year Housing!!

3. The Davidson Park Commune

2. The Gender Does Not Exist House

1. The Center for Omni-Inclusiveness

Unprescribed Study Drug Usage Should Not Be Considered an Honor Violation

By Blake Odom

Here at W&L, we maintain an “honor system” and not an “honor code”. This distinction is important as we have no existing list of “activities worthy of honor violations.” Rather, the Executive Committee members must decide on a case-by-case basis whether a student has breached the community’s trust. Because of this, students develop their own sense of what is honorable and dishonorable. It doesn’t take knowledge of past honor violations or complicated theory to know that using a cheat sheet on an exam or plagiarizing a term paper is dishonorable. So should taking an unprescribed study medication to complete schoolwork be considered a

“The incredible vitality of our honor system lies in the unique respect each and every student pays to it”

violation of our trust? I think many of you would disagree. I must first mention that I do not condone tasking unprescribed medications. I myself have had a prescription for one these types of medications for ADD since I was a freshman in high school. There is a reason why these medications require a prescription, and having spent the last few years regularly meeting with a doctor, I understand why medical oversight is necessary. Students who sell or take unprescribed medication are breaking the law. Plain and simple. The Student Judicial Council currently deals with this as a violation of W&L policies on controlled substances. It should stay this way. A student who takes an Adderall he bought from a friend to prepare for finals does not deserve to be sitting in front of the EC.

If the EC were to decide a case that sets a precedent, in effect labeling unprescribed study drugs an honor violation, it would ultimately be damaging to our honor system. As I noted above, the incredible vitality of our honor system lies in the unique respect each and every student pays to it. We don’t avoid lying, cheating, or stealing because we fear the wrath of the EC; we maintain honor because we know we should and expect our peers to do so. If study drugs were to be considered an honor violation, some people would most likely continue to use them unprescribed, given the low-likelihood of being caught, coupled with a belief that they should not be considered an honor

violation. This would ultimately harm our notion of honor. The knowledge that a considerable portion of the student body is willingly violating an honor system precedent is extremely dangerous to what truly makes our community of trust so strong. Each student’s unwavering respect and sense of responsibility is why the famous W&L honor system remains so dynamic and personal to this day.



The Case Against Study Drugs

By Jack Gaiennie and Ben Atnipp

On any college campus, there will be a certain amount of drugs. Soft, hard, recreational, prescription—most common drugs are within easy reach of a resourceful student. You shouldn't do them obviously, but you know they exist. Starting with D.A.R.E. classes in middle school and continuing all the way to our Alcohol EDU freshman year our knowledge of drugs grows as we do. We always saw the purpose of drugs as recreation at best, and addiction and death at worst. However, recent trends suggest students seeking another use. This is a different drug, a more controversial (and arguably helpful) drug: the study drug.

For many students, it is the first mind-altering drug they ever take. From elementary friends receiving their daily doses of Adderall, Ritalin, or Vyvanse, to recent classmates diagnosed with ADD or ADHD in their late teens, focus drugs have become a part of our lives. Those above are all prescribed users, but, as is the case with all drugs, their consumers find ways around the

done on Adderall when they have a paper to write? It is a slippery slope undoubtedly.

While dependence is a cause for concern, perhaps the W&L student might be more interested in a boost to their grades. A's and B's are established cornerstones to success, and we, as aspiring professionals, embrace that. The Honor System at Washington and Lee has placed lying, stealing, and cheating into severe danger, but even better, it has done its best to convince students to take a C when an A has been one quiet zipper away. It preserves the University as an ethical study place, but even more so, the Honor System pushes its adherents to be true to themselves and their preparation. Along those lines of personal honesty, it stands to reason that the unacknowledged aid of study drugs for competitive advantages obstructs the trust of this community. Unless you suffer from one of the aforementioned disorders, use of study drugs creates the potential for an unfair advantage that could put students who abstain from study drugs in a compromised position.

Consider Alex Rodriguez and Lance Armstrong, two (former) giants of the sports world, whose choices to use banned performance enhancing drugs surely tarnished their careers. If we accept that study drugs augment student performance, how are their unlawful users any different? It may be that science will need to prove focal differences between study drugs and coffee, but it may also be the case that we as students need to prove the differences between diligence and cutting corners—after all, we all do plan on leaving this place. It might sound old-fashioned, or even obsolete, to question kids' new habits, but this is *The Spectator*, and we haven't heard much of this talk.

“However, where the line begins to blur between drug and beverage is the unintended psychological effects that these stimulants can have”

law. As most college students can attest, the availability of these drugs is only a few phone calls away.

Many people like to compare study drugs to caffeine without the adverse side effects and a greater potency. So, with that comparison in mind, how do we differentiate Adderall and Vyvanse from coffee and tea? Obviously one is a prescription drug and the other is a common beverage. For every caffeine fiend out there, they know that coffee dependency is a function of availability and self-discipline. However, where the line begins to blur between drug and beverage is the unintended psychological effects that these stimulants can have. Imagine a likely scenario: someone writes a B paper with a cup of coffee, then writes an A paper on Vyvanse. What does that tell them about themselves? Which would you choose in the future? Our lifestyles prove that students are creatures of habit. When we find a spot in Leyburn where we get work done, we go back there. While we all need energy to get through the day, focus seems harder to come by. Who is to say someone won't convince themselves that they can only get work

An Interview with Alvin Townley '97

*Alvin is a 1997 graduate of Washington and Lee and author of four books, including his newest work, **Defiant**.*

The Spectator: Can you give us a brief overview of your time at W&L? What did you study while you were here and what were you involved in?

Townley: So I'm from Atlanta, Georgia, and I was probably one of the only people from Atlanta, Georgia not from one of three or four high schools. I loved the school, got involved in student government and was on the Executive Committee. I did Mock Convention, and I ran cross country. Those were probably the three things I enjoyed the most outside of school. I majored in Poli-

"As a writer, you appreciate everyone's stories but you're always looking for one that's really going to move people."

tics, and Professor Connelly was my advisor. I worked on Capitol Hill for two summers and really was all set to go to Washington to work for my Congressman, but then I got a job with a big international consulting firm, and I was going to make a lot more money, and I kinda figured if I was ever going to do anything in politics, I probably should know a little bit about business before I did politics, so I decided to go to work for a big company.

The Spectator: Can you tell us about your time on the Executive Committee?

Townley: It's all classified (laughing). No, I was class president my freshman year and then realized I wanted to be on the Executive Committee, and I was on that my senior year. We had a great group. We had

an undergraduate president that year, Sandy Hooper. It was a great group of people, and it was interesting to get to see student governance from that perspective and see the Honor System up close. You know, enforcing the Honor System was a lot more difficult than I thought it was going to be. By nature, anything that goes to a closed hearing, there's going to be two sides to it. If someone gets charged and withdraws, it's pretty simple, but if you go to a closed hearing, it's going to be complicated. It was just really tough, for me at least, to kinda figure out what really happened, because you're making decisions that really impact other people. But it does link you with this place in a way no other activity really does. I think largely because of the character aspect of the education and the experience here, serving on the Executive Committee really gives you an even better window into that aspect of the University—you're responsible for that aspect of the University in a lot of ways.

The Spectator: You've written four books so far, two on Boy Scouts and two on the military, including your latest book *Defiant*, which tells the story of eleven American POWs in the Vietnam War. Can you give us a brief overview of each of these books and tell us what piqued your interest in these topics?

Townley: Everything's a story. I was working in the CEO's office of an 85,000 person international consulting firm. I was having a good time, but business really wasn't doing it for me. I was doing a really good job in strategy, consulting, finding money, but I just didn't really love it. So I started thinking about other things, and I had this question about Scouting. I've been an Eagle

Scout, still am an Eagle Scout, and kinda started to wonder what it all meant. Basically there are 50 to 60 thousand kids every year who become Eagle Scouts and more than 120 million people who have been a part of Scouting here in the United States for the past 105 years, and I thought there surely had to be some kind of legacy to it all, and I basically wanted to find out. So I ended up selling my house and quitting my job, which you know, my parents weren't really excited to hear, and I spent a year traveling around the country and meeting America's Eagle Scouts. I got to meet people like Ross Perot, Secretary Gates, Secretary Paulson, Michael Bloomberg, Bill Gates—all these amazing people who have all been in Scouts. One of the guys I met was George Coker, one of the eleven POWs featured in *Defiant*. He didn't tell me anything about the Alcatraz Eleven, but he did tell me an amazing story that certainly made me aware of the POW story, so I kinda filed that away. I wrote my second book about Eagle Scouts, this one about Scouts in their 20s and 30s, so my generation of Eagle Scouts, guys that weren't senators and congressmen and Supreme Court justices—guys that you can relate to if you're 16. So I wrote that book and spent a week on an aircraft carrier. Secretary Gates actually set that up for me, which was nice of him. I felt like I got my tax refund that year (laughing)—took a cruise from Hawaii to San Diego on the U.S.S. Nimitz. While on the ship I realized what an amazing institution and enterprise naval aviation is—it's all very value driven and that surprised me. I think it's a story that America didn't really know, so I pitched my publisher on my third book, *Fly Navy*, which is about the values of people in naval aviation. And because I'm kinda lazy, I went back to Commander Coker and said, "Hey I'm writing this book about naval aviation. Will you answer a couple

questions about your story?” And in that interview, he mentioned the Alcatraz Eleven for the first time. At that point, I realized it was the next book. As a writer, you appreciate everyone’s stories but you’re always looking for one that’s really going to move people. I mean, these guys were so bad, they got kicked out of a POW camp. I just thought it was an incredible story, so that became the next book.

The Spectator: *Defiant* is a story about bravery but it’s also a story about duty. Robert E. Lee is known for saying, “Do your duty in all things. You can never do more. You should never wish to do less.” Do you think this quote reflects the attitude of the American POWs towards duty?

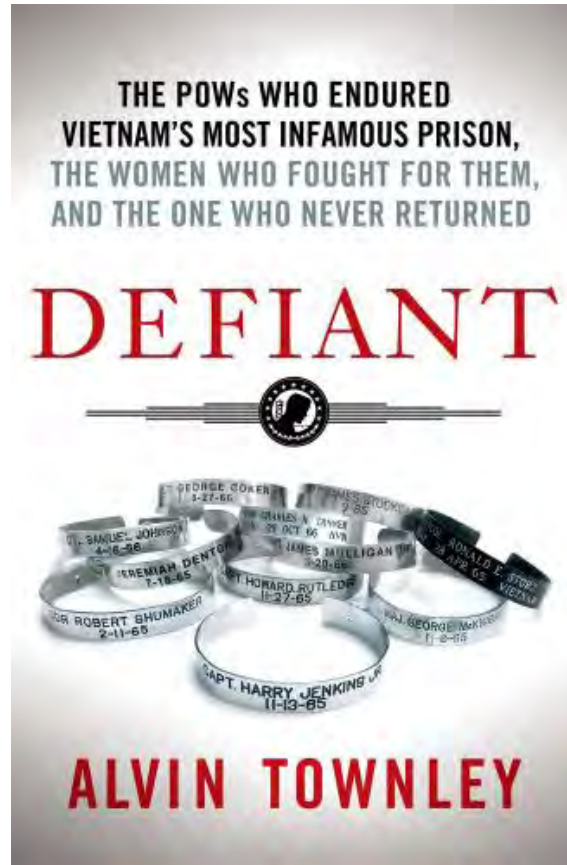
Townley: You know, these guys were fighter pilots and they were competitive, guys in their 20s and 30s and all chose to volunteer for the military and be pilots. So they really had a code in the military that they chose to live by. They were captured. Didn’t have an airplane anymore. Didn’t have a uniform. Didn’t have food or a bed. Nothing except their name and their honor. And they did whatever they could to keep those two things clean. I believe they all felt they had a duty not only to their country, but to each other, to fight as hard as they could to uphold the Code of Conduct, and that’s really what they did. They all had a huge, driving sense of duty and that’s what really gave them the purpose to make it through eight years of being in a Communist POW camp in southeast Asia. I think the sense of duty was to uphold the Code of Conduct and to really hold the line with their fellow POWs. They decided to resist as long as they could. They all broke—nobody could resist the torture indefinitely, but they all made this pact with each other, and they all had this duty to each other, to hold out as long as they could, and that really gave them a purpose. They weren’t just sitting there passively wasting away year after year in a prison. As far as they

were concerned, they were fighting

charged with punishments and the gate proved very straight and narrow. They were in a really bad world of hurt, but they each manned up to do what they had to do to get through it, so I think that’s where that applies. It’s interesting though, because that’s sort of a stoic expression that doesn’t really acknowledge faith, and these guys actually were very faithful, so while it was a very appropriate quote because Admiral Stockdale received it, in another way it’s not appropriate because all of these guys really found a lot of their strength from their faith in God. In that sense they weren’t the only captains of their souls, and I think there’s really an interesting two ways to look at that quote.

The Spectator: The POWs in this book displayed an amazing amount of resilience and courage in the face of brutal torture at the hands of North Vietnam. We still have many troops overseas fighting to protect the freedoms that we take for granted. How can we, as Americans, show our gratitude to those who sacrifice most for us?

Townley: I think on a tactical



a war for their country and to uphold their duty, so that gave them a purpose that made this much more than just an imprisonment.

The Spectator: You preface the book with the final four lines of the poem “Invictus”—

*It matters not how strait the gate,
How charged with punishments the scroll.
I am the master of my fate:
I am the captain of my soul.*

What meaning does this poem have for the book as a whole?

Townley: In the second half of the book, someone writes the poem on a piece of toilet paper to Admiral Stockdale, and it kinda gives him this inspiration, so in that sense, these guys, in their sense of duty and honor, they were really captains of their ships. Their scroll was very

“If you have a driving sense of purpose and some sort of support network, you can accomplish just about anything, and you can accomplish it under the worst circumstances

level, I would say hire a veteran, for those people that are in a position to hire people. There are a lot of guys who come back, who have a great

skillset, but it's difficult for them to really get into the regular civilian world. It's tough for them sometimes to show employers how their skills transfer. It's nice to say thanks for your service, but at the same time, these guys still have families. These guys in the enlisted ranks, most don't have a lot of education but they have a lot of skills. Most guys coming out of the military at 25 who have been in it for seven

their families while they're away is also important. When I first started working on this book, I hadn't realized how important the families were in this whole endeavor—It's not just the guy serving his country who's affected, it's the whole family. I think whatever we can do to help those military families while their loved ones are deployed and help them when their loved ones come home in tactical ways is what we

think that for me, it shows what a driving sense of purpose can enable someone to do. If you have a driving sense of purpose and some sort of support network, you can accomplish just about anything, and you can accomplish it under the worst circumstances possible. These guys could have resisted, but if they didn't have each other, they wouldn't have lasted for more than a few months. It's really this idea of support combined with a driving sense of purpose that leads one to be resilient.

The Spectator: Thank you so much for your time. We look forward to finishing *Defiant* and encourage all of our readers to purchase a copy.



From Left to Right: Spectator Editor Paul Lagarde, POW Bob Shumaker, and Author Alvin Townley

years have A LOT more ability than I would have had at 25 coming out of Washington and Lee. Don't get me wrong, I think W&L is great, but the real-world experience they have is really significant. Helping them in a tactical way is important and doing what we can to support

can do best to honor their service.

The Spectator: What do you think the main takeaway from this book is for your average reader?

Townley: You can go through a lot of hell and still come back. I

In Memoriam

Kelsey Durkin



“When I joined Kappa my freshman year I knew almost no one in my pledge class. I remember Kelsey was one of the first people to reach out and befriend me, and truly make me feel included. She had one of the biggest hearts out of anyone I have ever known, and I still strive to be as good of a friend to others as Kelsey was to me.”
-Ellie Fossier

“I have never met anyone as willing to give of themselves to others as Kelsey Durkin. Whether it was sharing her clothes, volunteering in the community, or just listening to you talk about your day, she was the most generous friend a person could ask for. We miss her every day.”
-Crawford Rhyne

“When I think about Kelsey, I think of giving. Yes, Kelsey was an important part of the Shepherd program. But I think it’s so important to recognize that she gave in so many other ways. She gave away clothes, compliments, her time, music suggestions, smiles, hugs, and advice. I think many of us on campus are looking for ways to live out Kelsey’s memory. Try giving. She was pretty darn good at it.”
-Charlotte Collins

Kelsey constantly put you in front of herself. She was always striving to make you happy, even if that happiness came before her own. She was the picture of selflessness. Her quirky, kind, hilarious nature is missed constantly by all those she loved and loved her in return.
-Julia Martin

Quotes

“For all its venerable customs, youth is the keynote of the place, and though professors may protest and chaperones may carp, youth continues to have its fling here.”

- Stuart Moore, Class of 1915

“One must recently have lived on or close to a college campus to have a vivid intimation of what has happened. It is there that we see how a number of energetic social innovators, plugging their grand designs, succeeded over the years in capturing the liberal intellectual imagination. And since ideas rule the world, the ideologues, having won over the intellectual class, simply walked in and started to run things. Run just about everything. There never was an age of conformity quite like this one, or a camaraderie quite like the Liberals’ “

- W.F. Buckley

“A few months ago when you were asked what’s the biggest geopolitical threat facing America, you said Russia...the 1980s are now calling to ask for their foreign policy back because the Cold War’s been over for 20 years.”

– Barack Obama (to Mitt Romney in 2012)

“I don’t want to live in a nanny state where people are telling me where I can go and what I can do.”

–Rand Paul

“Robert E. Lee made a conscious decision not to build more dormitories. He felt students should live in the community, not clustered together on campus.”

–Brian Shaw, former W&L director of communications