

## Chuck Berry: Liverpool To Lexington

### Friday Concert Features Holder of 14 Gold Discs

From St. Louis to Liverpool to Lexington... the driving sound of Chuck Berry has been signed to perform at the Friday night concert of Springs Weekend. The announcement of Berry, who is the first performer signed for springs, was made yesterday by Springs President Dave Marchese.

"We're very lucky to get Chuck Berry," said Marchese. "In the last year he has become one of the most sought after rock and roll stars in the world."

Berry is given credit as being one of the original rock and rollers. Since his first single, "Maybellene," was released in 1955, he has recorded over 100 singles, fourteen of which have become gold records, and 19 albums.

In 1955 he quickly followed "Maybellene" with a succession of hits but moved from public attention in 1958. It was not until last summer, when the Beatles used his hit, "Roll Over Beethoven," Chuck Berry regained his old stature. Since then he has toured Europe, receiving wild approval by the natives, and returned to this country for a nationwide tour. Lexington is one of his stops.

England recently gave him an award as the "world's outstanding male vocalist." In the presentation disc jockey LaPalm called him the "most copied, most imitated, and most sought after rock and roller in the world."

"He's truly an international star," said LaPalm.

Ironically, it was not Berry himself that brought the now famous "Berry sound" back. Rather it was the Beatles, the Rolling Stones, the Beach Boys, and Johnny Rivers who used old Berry hits to advance their rise. But last fall when "Memphis" and "No Particular Place To Go" were released by Chess records, they sold over a million copies each and Chuck Berry had officially reestablished himself. Currently, his album "St. Louis to Liverpool," ranks high on *Billboard's* top-100.

Other Berry hits include "Reeling and Rockin'," "Rock and Roll Music," "Johnny B. Goode," "Sweet Little Sixteen," "Little Marie," "Nadine," "School Days," "Liverpool Drive," "You Never Can Tell," and his most recent hit, "The Promised Land."

Asked what he considered the top ten rock and roll songs in history, Berry quickly recited off ten of HIS OWN. "You see, everything I record and sing about is something that I've personally experienced. I simply try to set my own experiences into words and hope the public approves. That's why my discs are closer to me than those of other performers."

His sound, a driving beat with words inserted, has become extremely popular with the emergence of discotheques in the United States.

Although complete arrangements have not been confirmed, the performers for Saturday night's outdoor concert are expected to be announced in next week's *Ring-tum Phi*. Springs is scheduled for April 23-24.

Speaking for all those working with Springs Weekend, Marchese feels, "that the Student Body will enjoy this weekend as several innovations have been arranged."



CHUCK BERRY  
Spending springtime at W&L

### "The Academy And The Status Symbol"

## Phi Beta Kappa Convocation To Hear Dr. Sheppard Tyree

On April 12, Dr. Sheppard Young Tyree, Jr., will speak on "The Academy and the Status Symbol" at the Phi Beta Kappa induction.

Dr. Tyree was born in Richmond, Virginia, in 1920. After attending public schools in New Jersey, he went to the Massachusetts Institute of Technology, where he earned his B.S. in 1942 and completed his Ph.D. in 1946.

In the summers of 1940 and 1941 Dr. Tyree was a teaching assistant at M.I.T. and an instructor the last three years before obtaining his Ph.D.

Dr. Tyree then traveled to the University of North Carolina where

## Colvin Accepts '65-'66 Position In Washington

Professor Milton Colvin of the Political Science Department will spend the academic year 1964-65 as a guest professor at the National War College in Washington, D.C.

At the War College he will be in charge of that part of the program dealing with Free Europe and the Western Hemisphere. Considerable emphasis will be given to the NATO Alliance.

Professor Colvin is married to the former Countess Maria von Kielmansegg of Germany whose cousin Count Johann Adolph von Kielmansegg is commander of all NATO ground forces.

Colvin holds a B.A. from Yale University and his Ph.D. from the University of Heidelberg. He is the second generation of his family to teach at Washington and Lee, his father having been a member of the Law School faculty.

### Military Experience

Dr. Colvin served in World War II as a parachute demolitionist in Africa and in Europe. He was three times wounded and decorated. Until his retirement as a Reserve Intelligence Officer last year he had led and instructed special force units in the techniques of guerrilla warfare.

Commenting on this year's absence, Dr. Colvin stated that although he is eager to assume his new duties in Washington, he will also be looking forward to his subsequent return to teaching W&L students.



Dr. Sheppard Young Tyree  
Status and Phi Beta Kappa

he became Assistant Professor of Chemistry in 1946. He was promoted to Associate Professor in 1949 and to Professor in 1958, a position which he currently holds.

In addition to co-authoring *A Textbook of Inorganic Chemistry* he has published many papers in several different chemical journals.

During the past year Dr. Tyree was editor of *Inorganic Synthesis*, a continuing publication. Professor Tyree also won the 1964 Charles Holmes Herty Award for "outstanding attainment in research, training

## Garrett Theologian Speaks Here on 'Nature of Truth'

Dr. George A. Buttrick, a member of the faculty of Garrett Theological Seminary, will speak here Tuesday, March 25. The former president of the National Council of Churches of Christ in America and a noted author will discuss "The Nature of Truth" at 8 p.m. in Lee Chapel.

### Author

His books include: *The Parables of Jesus* (1928); *Jesus Came Preaching* (The Lyman Beecher Lectures of Preaching delivered at Yale in 1931); *The Christian Fact and Modern Doubt* (1934); *Prayer* (1942); *Christ and Man's Dilemma* (1946); *So We Believe, So We Pray* (1951); *Faith and Education* (1952); *Sermons Preached in a University Church* (1959); *Biblical Thought and the Secular University* (1960); and *Christ and History* (1963). Dr. Buttrick has further served as General Editor of *The Interpreter's Bible*, a twelve-volume commentary on the Holy Scriptures, and the *Interpreter's Dictionary of the Bible*.

In 1951 he traveled around the world as Joseph Cook Lecturer under the auspices of the Board of Foreign Missions of the Presbyterian Church, visiting Philippines, Japan, Indonesia, India and the Near East.

### Many Lectureships

Dr. Buttrick has held a great number of lectureships sponsored by universities around the country. Included are those at Northwestern, Davidson College, San Francisco Theological Seminary, Rice Institute, Garrett, Vanderbilt, Yale and Harvard.

The lecture is one of a series of seven given in various colleges throughout Virginia in a four day period. The speaker's tour is sponsored by the Department of Religion in cooperation with the University Center in Virginia.



Dr. George Buttrick  
On "The Nature of Truth"

also served as Visiting Professor at Chicago Theological Seminary, and Union Theological Seminary in Richmond, Virginia. He is now on the faculty of Garrett Theological Seminary, Northwestern University.

### Honorary Degrees

Dr. Buttrick has received D.D. degrees from Hamilton College, Middlebury College, Yale, Princeton, Miami University, Harvard and Grinnell College. Albright College and Bethany College have awarded him LL.D. degrees while Columbia and Northwestern have conferred the S.T.D. degrees upon him. He is a Fel-

### Notice

Spring holidays begin at 1 p.m. Saturday, March 27. Classes resume at 8:25 a.m. on Monday, April 5. No cuts permitted on these days.

### News Briefs

## Referendum Absentee Balloting Clarified By Recent EC Ruling

The EC has announced that if a person wishes to vote absentee ballot in Wednesday's referendum:

1. Such a ballot is only possible if the person is on a University authorized and supported trip, i.e., lacrosse trip, Glee Club trip, etc.
2. He must sign his name on the ballot.
3. He must give the reason for his absence.
4. He must have one other student witness and sign it.
5. He must mark either yes or no on the ballot.
6. He must give it to someone to turn in.

Voting places will be located in Washington Hall and in the Law School.

## "Iolanthe" Presented Tonight At Local School

Tonight and tomorrow night March 19 and 20, the Lexington Kiwanis Club will present Gilbert and Sullivan's "Iolanthe" at Waddell School. The operetta, a satire on British politics, is directed by Mr. David Dickens of the W&L German Department. Two W&L students, Dan Manson and Bill Sapon, have major roles in the production. The receipts of the operetta will be used for the Kiwanis Scholarship Fund.

## Publications Board Calls For Calyx Applications

The Publications Board has announced that it will elect the editor and business manager of the 1965-66 Calyx at its monthly meeting on Monday, March 22, at 5:00.

Any applicants should make a presentation, oral and/or written at that time, stating their experience, qualifications, aims, and propositions for the '65-'66 Calyx at that time.

The meeting will be held in the Student Union building, in the ODK room on the top floor.

## SWMSFC Sells Graduate Invitations

Graduation invitations will be sold shortly after Spring Vacation by SWMSFC. If unsure of the number you wish to order please determine it in the next two weeks, as the invitations will be offered only once.

Two invitation styles will be offered: the standard engraved invitation and the booklet-type invitation which includes the entire commencement schedule, list of graduates, and their degrees, etc. The booklet is generally sent to immediate family members. For further information, contact any member of SWMSFC.

## Adds To Original \$250,000 In Lee Scholarships

## Anonymous Donor Grants \$300,000

A gift of \$300,000 from an anonymous donor has been received by W&L to continue and strengthen the University's highly successful Robert E. Lee Scholarship Program. President Fred C. Cole announced today.

An earlier gift of \$250,000 from the same donor in 1955 was used to establish the special program of student financial aid honoring the former Confederate general and college president from 1865 to his death in 1870.

The program is designed primarily to assist students who expect to enter career fields that mold public opinion, such as teaching, public affairs, journalism, and law.

President Cole said the new gift is among "the most significant benefactions ever received by Washington and Lee University."

"The Robert E. Lee Scholarship program which this generous gift will sustain and enlarge has enabled many highly qualified and highly deserving young men to receive college educations at Washington and Lee that they otherwise would have been unable to attain," President Cole said. "Everyone at Washington and Lee is tremendously heartened that the program will continue to make this opportunity possible for even greater numbers of young men."

Since its inception nearly ten years ago, a total of 29 Robert E. Lee Scholars have been graduated from Washington and Lee, and 17 others are currently enrolled.

Administration as part of Washington and Lee's broad program of student financial aid, under the direction of Assistant Dean of Students Lewis



Dorothy Lewis  
Beethoven, Chopin in Lee Chapel

G. John, the Robert E. Lee Scholarships are awarded by a University committee. Applicants must demonstrate unusual academic merit, high promise of leadership, good character, and demonstrated financial need.

Individual grants under the program have ranged as high as \$1,850 per year, depending upon the need of the recipient.

From ten to sixteen final candidates for Robert E. Lee Scholarships are invited to Washington and Lee University each March for interviews by a University panel of deans, professors, and trustees.

Six freshmen who entered last September as Lee Scholars are receiving \$7,500 in funds for 1964-65 from the original gift of the donor. In all, more than \$17,000 was shared this year by Lee Scholars currently enrolled.

# Pinney, Hughes Describe Quality of W & L

By EDWARD L. PINNEY  
and  
DELOS D. HUGHES

Washington and Lee University is surely one of the most self-applauded educational institutions in our society. As is often true of self-esteem, a certain lack of self-confidence, uneasiness, and anxiety about the truth is the basis of ours. While by any fair standard it is likely that our college is potentially as excellent as any but a few and potentially more excellent than most, the extent to which we have realized this potential is sadly, even tragically slight.

The numbers of our graduates who are bank presidents, presidents of the American Bar Association or successful doctors may be impressively large, the average salaries of our graduates impressively high, the reputation of the Washington and Lee gentleman legend; but these are poor indices of our success when our contributions to the cultural, intellectual, and humanitarian aspects of life are so meager. Our graduates do well for themselves but little for others.

This is one indication—other, more immediate ones are current topics of campus conversation—of the quality of Washington and Lee life. The quality can best be described as generally deficient. This is an appropriate time and place to examine the nature of this deficiency, to outline what our community might be, and to suggest how we might improve the quality of our life at Washington and Lee to reach this goal.

If there is any phase which one would not apply to Washington and Lee it is "intellectual excitement." In our community instances of this description are occasions for surprise rather than normal expectations. Even though the process of education is an almost complete mystery, even to those involved in it we can easily recognize that an atmosphere of intellectual excitement

is the condition in which this process most often successfully takes place. But there is no intellectual excitement in our life—little excitement of any sort. It is neither afforded by most professors, nor demanded by most students. And the responsibility is charged to both parties. Each at times is guilty of thwarting the other. Under almost no circumstances can any excitement be kindled over the number of seats in the House of Representatives or the identity of Louis XIV's gardener. But neither can excitement be kindled when prestige is accorded to minimal academic participation.

This characteristic of Washington and Lee life is general, in class and out of class. There is no adventure, no interest beyond a superficial level. Almost every aspect of the life here seems to conspire against it. For instance, those in our community who might find some stimulation in the cultural and artistic side of life are frustrated. There is an unfortunate tendency in men's colleges to put the creative arts at the bottom of curricular and extracurricular priorities. They are somehow, mistakenly, considered inappropriate or at least nonessential. The responsibility of the university community is not only to satisfy whatever interests its members may have when they join the community—a responsibility inadequately met at best—but to develop such interests. The arts are a fundamental and integral part of a liberal education, which is presumably our purpose.

Lexington should be at least a small oasis in what Mencken refers to as the Sahara of the Bozart, but it is just another stop—perhaps a barely damp spot—in the cultural desert. A metropolitan community is not prerequisite for an adequate cultural and artistic life. It is a matter for our community to accomplish, and with minimal resources it can be done. One must give credit to Washington and Lee Department of

Art for contributing the one bright spot in this picture. But music, drama, creative writing are orphans. The outlets are minimal, interest more narrow than it should be, the enterprises generally ignore or at least hardly more than perfunctorily encouraged. Support for the cultural and artistic events available in Lexington is hardly overwhelming, nor is the quality of those events uniformly high. Again the responsibilities are mutual ones. All segments of the community contribute to the inadequacy, and it will take all of them to correct it.

The state of culture and the arts in our life at Washington and Lee is only a small part of the evidence that the quality is inadequate, that there is no excitement. But this cannot be a comprehensive catalogue of all the deficiencies which contribute to the inadequacy—for we should have to note then the incredible absence of anything in our community approximating an adequate bookstore, a peculiar view that the function of a library is curatorial rather than service to the community upon which its academic work largely rests, and many other curious features of our situation.



Dr. Edward L. Pinney

But one needs to consider in any such discussion as this the matter of the fraternity because it is a large and important part of the Washington and Lee life. There is probably no one associated with the University who seriously maintains that fraternities are all that they might reasonably be expected to be, and no one who is completely satisfied with the present fraternity situation. With regard to the criterion of intellectual excitement, few of us would seriously maintain that fraternities contribute a great deal to it, notwithstanding the Contact program just concluded. It seems clear that they could and desirable that they should, but to criticize that they do not is to mistake a symptom of our difficulty for its cause. Fraternity men—who are rather inclined to overdefensiveness in the face of even friendly criticism—are likely to take the view that their responsibilities are other than academic and intellectual, that it is sufficient that the fraternities do not detract from the academic and intellectual goals of the community, nor from the intellectual excitement which hopefully it generates.

This is a quite reasonable position, even though we would encourage a more positive role for the fraternity in contributing to the intellectual goals of our life. But it is true that the Washington and Lee fraternity does not detract from the academic and intellectual purposes which are the community's *raison d'être*? The view that fraternities are detrimental in this respect is based on an acceptance of the fraternities' own inflated myth of their effectiveness. In only rare cases, or in only superficial matters, does a fraternity mold a man significantly in such situations as ours. It is probably unfair and certainly futile to charge a fraternity with responsibility for the academic, alcoholic, or urinary sins of its members.

Beyond the temporary and occasional encouragement tendencies and standards which are by the age of 18 ingrained in most men, the fraternity is ineffective in controlling or improving the quality of its membership once selected, in any but a few exceptional cases. The faults which have been attributed to fraternities which may well interfere with academic and intellectual goals we pursue, which may well downgrade the quality of Washington and Lee life, are manifestations of more basic difficulties. We need to identify and correct those problems rather than lunge threateningly at fraternities.

Within the more formal framework of our life at Washington and Lee, the absence of excitement, the quality of the life, is also disappointing. One notices an unhealthy attachment to what is a perversion of traditionalism. Tradition should not mean stasis. But our professors are not bold, nor are our students. The major evidence of innovative thinking forwarded by our administration recently has been met either with indifference or defensiveness rather than in the constructive spirit it was intended. Our self study may yet help us out of this rut, but a great many vested interests are at stake and the results can all too easily be worthless.

Variety and experimentation would seem to be good guides for us in our curricular arrangements. If orthodox teaching methods, course offerings, format of hours, grading, examinations, and degree requirements are no excitement, then we had better be unorthodox. When it is vital to be spirited in approach to these matters, we have been listless and slavish. Why not a course with no final examination? Why not a course which meets for three one-hour lectures one week and one three-hour seminar the next, or not at all the next if the instructor thinks this valuable? Why not consider arranging our curriculum to concentrate elementary courses in 6 or 8 week blocks? We have not seriously considered open and perhaps desirable alternatives. We have precluded introducing excitement into our community by an inclination for uniformity where variety and experimentation are in order.

Another important aspect of life here is indicative of its quality. We are committed at Washington and Lee to the *in loco parentis* concept. What this in fact means in most cases is that the University is asked to exercise certain responsibilities which parents never did; for if they had, the University would not need to. The *in loco parentis* commitment cannot be meaningfully and creatively implemented by the means available to a university. A parent's responsibility is to provide for his son a foundation for assuming the moral and social responsibilities of manhood and an inclination to do so. Restraint upon one's freedom on the eve of his maturity is a poor preparation for making responsible decisions when faced with free choices.

The University imposes class attendance on the student. He typically interprets the device as a protection for the egos of faculty members who would otherwise lecture to near empty classrooms. It is the sort of truth which hurts. There may indeed be sound reasons for requiring attendance under certain conditions, but there seem to us no valid reasons for requiring it as a general rule. The reasons which are ordinarily advanced for a rigid uniform exit policy—for instance, that to allow the professor discretion in the latter fosters a popularity contest among the faculty—represent an unwarranted denigration of the students' perceptiveness, or an overemphasis on faculty sensibilities or both.

To the extent that our resistance to a four or five day week is based on the University's standing in *in loco parentis*, again the justification is unsatisfactory. The abuses which would accompany an extended

weekend are manifestations of other more basic problems, just as with certain deficiencies of fraternities. Free time does not cause abuses, nor does restriction really deal with the source of such abuse. The opportunities provided to all members of our community by this innovation—primarily the opportunity for independent pursuit of interests contributing to one's intellectual, moral, and even social growth, both in and out of Lexington—are incalculably valuable.

Again, the *in loco parentis* problem is the mutual responsibility of all segments of our community. If the attitude of the administration and faculty has not been enlightened, they have certainly been presented with little evidence from students to justify changing it. If Washington and Lee is in certain respects in the prep school category, this position can be convincingly defended as necessary to protect both the University and the students. Protection, however, is not an appropriate part of education.

The description of Washington and Lee life above is, we believe, a reasonable, although partial, view of our situation. Most of the brighter aspects have been ignored. They certainly exist and should be applauded, but not applauded so vigorously that we lose sight of our failings. What our life might be is not nearly so easy to specify, but it seems to us encompassed by two interrelated ideas especially. We should be intellectually curious, intensely rather than casually so, and we should be a true community.

The purpose of formal education are not exhausted by the transfer of a certain amount of information from mind to mind. This is an important part of it, but by no means the most important. The essential



Dr. Delos D. Hughes

task is to develop intellectual curiosity, a desire to learn and know. Probably we cannot hope to create this curiosity but only to develop it where it exists. Intellectual curiosity means that the important questions are Why? and How? rather than What? and When? The intellectually curious man is not a man without facts—on which we tend to put far too much emphasis in any case—but a man who is not force-fed facts under the pretense that he is being educated. He is a man driven to seek the facts necessary to deal with the problems he poses for himself. Nor is he a narrow man, as we are likely to think of intellectuals, but

rather the broadest of men with an interested and ordinarily some competence in almost anything brought to his attention.

It is sometimes assumed that part of the university's function is to inculcate certain values in its members. But the indoctrination of men with particular values—whether of gentlemanly manner or conventional dress or even intellectual curiosity—is not really the proper business of this or any university. If the values the community has traditionally cherished are sound, in a community characterized by a spirit of intellectual curiosity those values will be sustained as new members enter and are invited to examine them.

The ideal of a true community is no easier to communicate. A basic implication is that divisions within the group are minimized. The Washington and Lee experience should be a situation of learning together, rather than a situation of teaching on the one hand and learning on the other. This ideal is not easy to understand or to accept, much less to accomplish. Teachers often think there is nothing to learn from students, students that they have nothing to offer to the teacher. These opinions reflect only an inadequate view of what we are all here together for. If the teacher is only a more colorful, handier, more interesting, mobile textbook, then he is highly overpaid and much too esteemed. His value is always as a catalyst, only occasionally as a reference. Having passed along some paths which all the intellectually curious must retrace, he can assist in making the trip more interesting and prevent some wastes of effort. But finally the "student" and the "teacher" must learn together if either is to gain anything more than his degree or his paycheck. They must contribute to the growth of each other in almost a literal way.

If this communality is our goal, then certain perceived impediments to the community's fulfillment must be removed. Professors must be approachable, students not inhibited. The major obstacle is not that there is no respect for or interest in one group by the other, but rather that too often neither is especially interested in learning anything new. When both groups are truly committed to learning, both intellectually curious, then the problems of rapport will be few and easily solved.

A final aspect of the view of what Washington and Lee might be like. What of the non-academic and non-intellectual, i.e., of the social? Probably for the student (and the unmarried faculty member) the social situation in Lexington will never be ideal. But given the limitations inherent in our situation, we need not make the social any less satisfactory by divorcing it from the rest of the community's life. The social is complementary to the purposes of the community, not contradictory. The integration of the community in this respect may be less than complete because of substantial differences of age, responsibilities, and social preferences; but in a community where intellectual interests are similar a great deal of rewarding social integration can take place. If by social life we continue to mean the independent enjoyment of certain pleasures at the same time and in the same places where others are, or of pleasures for which others are acquired as props, then our social life will continue to be unsatisfactory. (Continued on page 4)

## The Ring-tum Phi

Member of Virginia Intercollegiate Press Association

Friday Edition

### Toward An Improved Political System

In an unprecedented move Monday night, the EC proposed a long overdue change in the W&L political system.

The proposal, if passed, will eliminate the possibility of allowing one party to put its nominees into office unopposed. Under the proposed system, there will be an excellent opportunity for the nine houses not in the University Party to unite, hold primaries this spring, and theoretically set their three best candidates in competition with the best candidates of the University Party. Without the new system, as has been previously demonstrated, campus elections and consequently, student government will lose much of their intrinsic value. The new system will generate renewed enthusiasm in, and competition for, student body offices. Also, it will double the number of students from which to choose the top officers and allow better men a substantial chance of being elected.

Under the proposed party system, the nominees for office will not be elected simply by nine men supposedly representing their houses as each party's clique meeting, but by party primaries which will allow the whole student body a chance to represent their choices of nominees. Thus the field of nominees as well as the electorate itself will attain a broader base.

The stability of the campus political structure, if not the parties themselves, is an additional advantage of the proposed system. It would seem imperative that the nine unaffiliated houses unite in order to give themselves and the W&L political and student government systems a chance.

The referendum on the proposal will be held Wednesday from 8:15 to 5:00. If the proposal is to pass, a majority of the student body must vote for it. Thus, it is vital that all students vote in the referendum if we are to receive the advantages of a revised political system.

### Sincere Appreciation

Dean Lewis John, Director of Scholarships and Financial Aid, has called the Robert E. Lee Scholarship Program, established by an anonymous donation of \$250,000 to the University in 1955, as "one of the most significant developments at W&L during the past decade."

The program has made a significant contribution to W&L, not only for the service provided the Lee Scholars, but also for the students, faculty, and administration. The selection process has enabled the University to appraise candidates personally and has often been a determining factor in the students' decision to attend W&L.

The same donor has again generously endowed W&L, this time to the tune of \$300,000. President Cole has said that the new gift is among "the most significant benefactions ever received by W&L." Surely we agree with Dr. Cole, and offer our most sincere appreciation to the donor.

### As Others See Us

## Sem Senior Castigates Drinkers, Studs

By SUSAN CAMPBELL  
Southern Sem Senior

The students of Washington and Lee University want it to be known as the big party, big drinking and big stud school of the South. They have not achieved this image to the extent they desire. They have big parties, but once you've been to one, you may as well have been to all of them. The drinking is the same as found at any similar school. The guys aren't anything spectacular. They play the role to create an image. Actually, what they are doing is losing their individuality. They seem unable to do things on their own or be themselves. They conform to each other to be accepted by those they feel are important. They all use the same tried and worn out lines. Do studs need standardized lines?

#### Nearness

W&L has the advantage of having a number of girls schools in the immediate vicinity. From these schools they type the girls and rarely give them a chance to prove they are

not all a specific type. We feel due to the fact that Sem is a junior college we are rated as inferior to the other women's colleges. Because of our closeness, we are a convenience to W&L and they try to make us feel that we should be grateful to them for bothering with us. However, should W&L be somewhat grateful to us, because they don't have to travel as far? Are the girls in the other schools really better than we are? Or does it sound better to those you are trying to impress, to say you traveled an hour to get your date?

#### Fraternities

Washington and Lee's fraternity system is a necessity and serves its purpose well. Without it there would be great limitations on all activities, not only the social ones. Because of the school's location, W&L is at a disadvantage with other schools and is restricted. We feel the fraternities are a great help in providing and promoting a variety of activities not otherwise available. Without the fraternities, what would W&L be like?

#### Not Spectacular

On the whole, the students at Washington and Lee are well-mannered, well-dressed and considerate with a good sense of humor. Of course, there are exceptions to any rule. We are speaking of the majority and even this majority can be gross, sloppy and animalistic. We are all human, W&L students included. They should be entitled to let their tensions and emotions out on a weekend. They work hard during the week. What we object to is their belief that this is a necessity every weekend.

In conclusion, taken as an average, the students we have come in contact with have been enjoyable and pleasing persons to date. They are typical male and typical examples of the type of college they represent. They are no better or no worse, than many of the other guys we have met from different areas. Naturally, the opinions expressed here are those of the majority speaking of another majority.



# Hughes, Pinney: Change in W&L Goals

(Continued from page 2)

tory, for it is not really social at all. But if it really means, as it should, our enjoyment of these pleasures with others, our sharing them and communicating them, then it is simply another way of learning in a different context.

### III

The problems identified above can be solved and the ideal proposed can be effected. Basically two reorientations are required, both of which are feasible and probably essential if we wish to improve the quality of Washington and Lee life. In the first place we must attract to our community those who will take advantage of the opportunity it affords. The students at Washington and Lee who lack above-average intellectual capacities are few, although they perhaps outnumber those possessing vigorous, above-average intellectual appetites. There are probably few professors who have little to offer us, but a much larger number who do in fact offer us little. Though the specific suggestions which follow relate mostly to the student body, some are appropriate for the faculty as well, acknowledging that there are factors in the professional market which the University cannot control.

The absence of intellectual excitement at Washington and Lee is due partly to the uniformity—of background, opinions, interests, expectations—among its members. If it is indeed only coincidence that the faculty with truly rare exceptions is Protestant of Anglo-Saxon extraction, it is certainly no coincidence that the student body in spite of a more diverse religio-ethnic background is predominantly from a uniform socio-economic environment. It is stated policy of this university that a way will be found for any qualified student who wishes to attend to pursue an education here. This is without doubt a sincere and determined policy. But the fact remains that Washington and Lee attracts mainly certain types of men

and has not cultivated the interest of other types. The resulting uniformity is dulling. The confirmation of one's opinions by those around him is not educational. The challenge of opposing points of view may be. The challenges one meets here today are largely superficial. The University must act to introduce diversity into its membership of drastically reorienting the admissions program to attract a broader variety of students. The argument that we are entitled to select associates we happen to prefer is not at all relevant here. The question is not to what a man is entitled, but what conditions are most favorable for learning, for building and sustaining curiosity.

It is probably true that within the goals set for them, those primarily involved in the admissions process do their job well. But we have set the wrong goals. We must do more than identify and select the capable, alert, and polished; we must identify and select the willing, interested, and curious. The proud annual recitation of our rising college board scores is not reflected in a comparable rise in level of academic interest. The difference here could mean that we are over-attentive to superficial or misleading indicators of probable future performance.

If it takes time, effort, and money to detect those who, regardless of scores and standings, will actively seek an education at Washington and Lee rather than just a degree, these are resources well spent. It seems reasonable that the faculty should be pressed into service in identifying these men—perhaps with a full-time (on leave) recruiting detective drawn from faculty ranks to assist the Dean of Admissions for the fall term—for they are particularly qualified by experience to be able to judge the quality we most need. In any event a life of discriminating quality at Washington and Lee demands that we seek to exclude those who are simply expected or otherwise obligated to be here, and to include those who are determined to contribute a heavy part of their energies toward the end of becoming educated men.

The low level of academic seriousness is sometimes attributed to the disinclination of serious students to apply to Washington and Lee in the first place. This is no doubt true and demands immediate remedy. But we have been happy to accept the capable but unmotivated student in lieu of the intellectually curious who pass us by. As a result the quality of our life suffers. Even if it were true, and we believe it is not, that the interest of the students is killed by their early experiences at Washington and Lee, no such problem exists if the man is highly rather than casu-

ally motivated in the first place. An enthusiastic student does not permit any but the most hopeless instructors to dampen his enthusiasm. Even if the price is a few empty desks and dormitory rooms, we would do well to pay that price.

In the second place, if we wish to improve Washington and Lee life we must raise our academic standards by banishing forever the confusion between quality and quantity. To raise the passing grade level, to require more facts learned, more pages read, more problems worked, is not to raise academic standards in any meaningful sense, for there is no qualitative improvement.

In most areas of academic instruction, perhaps not all, the quality can be improved by a simple reorientation of effort. What needs to be done is to involve the student in solving the current problems of the discipline. It is nonsense to reply that the student cannot even understand the problems, much less solve them. If he finds these problems interesting and if he is as capable as we expect our students to be, he will try to understand and to solve the problem. Never mind the flops. Even if no basic contributions are made, he has learned something in the process.

The possibilities here are perhaps less easily imagined in fields other than the natural sciences where the problems of laser physics or the DNA molecule may be fairly readily perceived. But in a basic sense a social science or humanities professor can also share with his students the current problems of his discipline. We ought not to convert every discipline into history. We believe such a presentation can be made in virtually every discipline, thus stimulating the curious student and engaging him in the excitement of discovery and in a true sense of the word educating him.

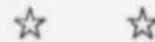
The problems which were referred to in the beginning of this statement are to be attacked by attract-

ing a different sort of person to our community and by affording him a different sort of opportunity here. This is not all that is necessary to improve the quality of Washington and Lee life, but it is a beginning. If we value our community we should be willing to exert the effort required to improve it. In addition it seems to us that we might be more tolerant of our critics and recognize the compliment usually implied by criticism. Effective criticism most frequently derives from considerable anger or disappointment and from considerable affection. The reader who has struggled to the end of this overlong presentation of unsystematic ideas may by now have concluded that the criticism is not effective, but its sources are the same—anger, disappointment, affection, and—most importantly—optimism.

## Notices

On Wednesday afternoon, special elections were held to fill two offices in the Law School Young Republican Club left vacant by a resignation and a withdrawal from the Law School.

Jacob M. Schroeder, a first year law student from Riverside, Conn., and a graduate of Duke University, was selected as the Club's new president. Another first year law student, Raymond L. Lejeunesse, Jr., a resident of St. Marys, Pa., and a graduate of Providence College, was elected to the post of secretary.



The John A. Graham Brass Choir will present a program of music at Randolph-Macon Women's College Wednesday, March 24. The program, at 4:45 p.m. in Presser Hall, will consist of renaissance, classical, and contemporary works, including compositions by three student members, Stephen Millard, William Atwell and Jack McGill.

The Brass Choir is directed by Professor Robert Stewart, head of the music department at W&L.

## The Ring-tum Phi

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## W&L English Department Offers Annual Creative Writing Awards

The English Department announced this week that awards will be given again this year for excellence in creative writing. The Mahan Awards will be given to five winning students in prose and poetry classes. The awards consist of a \$100 exemption from college fees during the year following the one in which the award is made; or the recipient may take the option of \$60 in cash. Four awards will be given for prose entries which may be short stories, critical studies, one-act or longer plays, or informal essays. A minimum of 1500 words is required. One award will be given in poetry. These entries must consist of a minimum of approximately 30 lines of verse, which may be made up of one or more selections. All entries for the contest must be submitted before April 16 to Payne 24. No awards will be made in any class unless, in the judgment of the Department of English, entries meet the required standard of excellence. Decision will be reached in early May, and awards will be announced on the June commencement program.

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A message of importance to sophomore men

# If you've got what it takes to be an Army Officer, you may qualify for this new on-campus training program

A new Army ROTC program starts this coming Summer for sophomore men who apply prior to May 1—only 3,000 applicants to be accepted

If you're a sophomore now attending one of the 247 colleges and universities that offer Army Officer training—or you plan to transfer to one of these schools next Fall—you may qualify for the new two-year Army ROTC program.

This new program—designed especially for college men who have not taken Army ROTC during their first two years—will commence with six weeks of field training this coming Summer, beginning June 14. Then you'll have on-campus training during your junior year . . . six additional weeks at camp during the following Summer . . . and more on-campus training during your senior year. Even flight training is offered at some schools.

ROTC training is really a process of learning to organize and direct others—to be a leader. Consider how important this ability can be to you throughout life; yet, to acquire it you will spend relatively little time in the ROTC classroom. You'll obtain valuable junior management experience . . . a fuller and richer campus life . . . extra spending money (\$40 per month during your junior and senior school years, and even more during Summer training) . . . and, when you graduate, an Army Officer's commission as Second Lieutenant. Then you'll normally spend two interesting years on active duty, often abroad with opportunities for travel.

Talk to the Professor of Military Science on your campus about this opportunity. Ask him to describe this new short program in detail.

Or send in the coupon below for complete information. There's no obligation involved, and you'll not be subjected to any "hard sell" recruiting effort. The kind of men the Army wants can decide for themselves if this new opportunity is right for them.

If you're good enough to be an Army Officer, don't settle for less. Sign up now for Army ROTC.

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Please send me complete information on the new two-year Army ROTC program. I understand there is no obligation involved.

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While I am not now attending a school that offers Army ROTC training, I am planning to attend the following school that does next Fall: College or University: \_\_\_\_\_

