

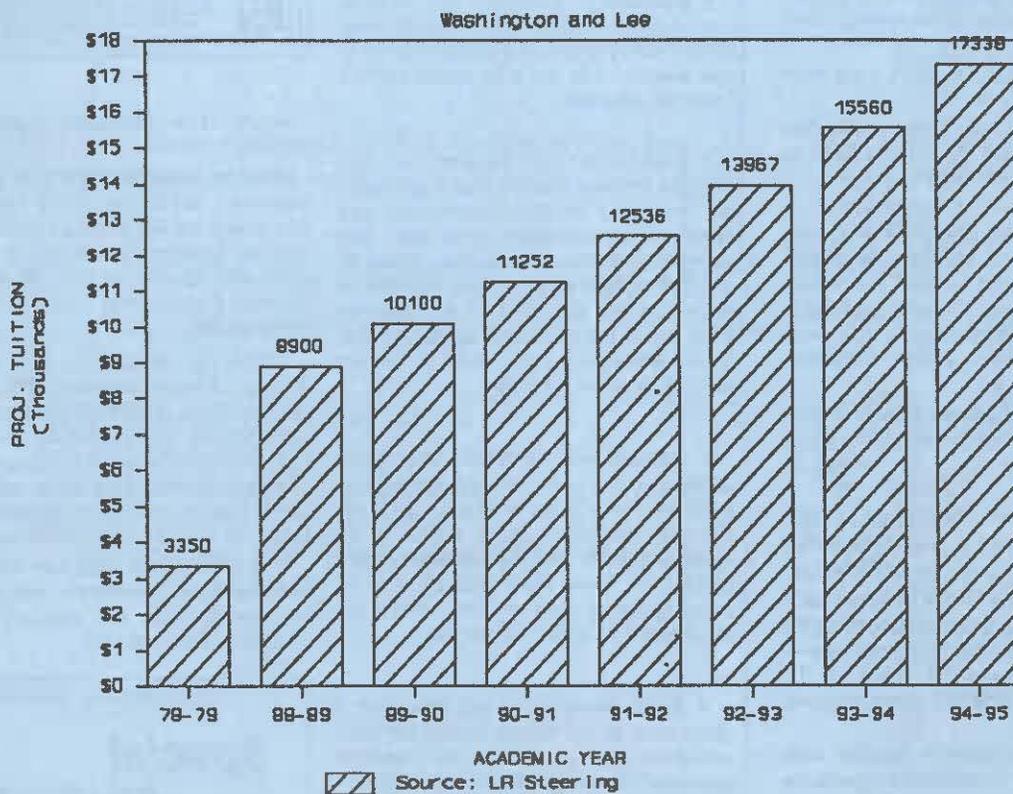
Washington & Lee Spectator

W&L Spectator/October 1989

Volume 1, Issue 2

How Does Your Tuition Grow?

TUITION PROJECTION



Also Inside

Personal Property Taxes

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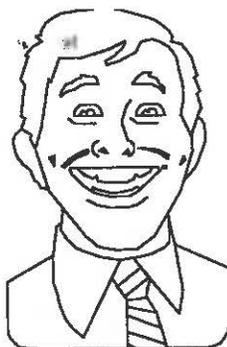
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opinions of the authors and
do not necessarily reflect
those of the *W&L*
Spectator.

LETTERS TO THE EDITOR

Yay!

Congratulations on your first issue. The product looks quite professional, the articles are very readable, and the tongue-in-cheek approach (à la National Review, if I were to guess) is applied successfully without being overdone.



Specifically, the "death by committee" article rang most true with me. Does it seem to anyone else that the few students represented on such committees are there for the sake of consensus, and not for input?

As to your funding difficulties, I'd like to make some comments there. I agree with you guys in that your and other such efforts should be encouraged. I also thought it was silly for some to argue that there exist avenues for political expression while stating that such expression disqualifies a magazine from funding. But there is also some validity in the other side's argument. Student funding would make the *Spectator* a "student" magazine. To me that says involvement by the Publications Board. As fair and as accessible as you might be, they are still the legitimate coordinating organization. Granting you self-autonomy might be great for the *Spectator*, but would be lousy

precedent for the campus in general.

What I'd suggest, if it's at all possible, is to stay independently financed. Even if the quality or "look" of the *Spectator* has to suffer, it seems to me you would receive in return a greater amount of freedom. Considering the way in which the administration seems to be moving in respect to any self-motivated student action, that freedom could really be important to future efforts.

Looking forward to next issue,

Tom Spurgeon
May 15, 1989

Gentlemen,

I picked up a copy of the *Spectator* and read it when I returned home. I read a similar paper put out by an independent group of Dartmouth students and liked it so much I considered subscribing but I didn't care about the nuances of Dartmouth life. I'm sorry a publication like this didn't appear while I was still at W&L.

I enjoyed the school related material more than the national issues. Especially enjoyed were the views taken toward our President as well as various deans and faculty members. Things haven't changed much since I started as a freshman.

Enclosed is my check. I look forward to the coming issues.

Sincerely,
David M. Butler '86



Nay!

Author's Note: The following is a response to the *Spectator*, which failed miserably

in its attempt to provide "lively, intelligent commentary" and instead only took lame potshots at liberals, photographers, women, and the faculty.

Once upon a time, in a small village not far from a medium-sized city in the Virgin's commonwealth, lived a family of free thinkers, who went to the local college, McCarthy & Nixon University. These weren't just any ordinary free thinkers; these were free thinkers that believed in an individual's right to think for himself. They weren't free thinkers because their father was a free thinker, or because they might lose their inheritance (even free thinkers can be wealthy), but because they wanted to be free thinkers. And what did they think about so freely? They thought that ordinary people, just like themselves (being free thinkers, they never thought that they were better than anybody else, not even the closed-minded thinkers), should be permitted to live their own free lives, yet, when they needed help, it would be available.

W&L SPECTATOR LIBRARY
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W&L Spectator/October 1989

Unfortunately, these free thinkers lived in a tightly controlled society that prevented them from thinking freely. The people in charge of this society were the evil closed-minded thinkers, who attempted to destroy any semblance of creativity or individuality that might dare to raise its head above the slime. These closed-minded thinkers dressed alike, the men wearing navy coats, button-down oxford shirts, Loontail pants, and loafers with no socks, and the women wearing their boyfriends' boxer shorts underneath pinafores, and no shoes. All of them carried lacrosse sticks everywhere they went, and drove OMW's (Old Money Wagons). They all majored in history, politics, or business, but took Professor Abraham Lincoln Fudge's "Bishops for Idiots" class because he was the Lord of the Closed-Minded Thinkers' Society, and thought all free thinkers (and some women) should be thrown into the sewer with the Communists.

However, free thinkers began to infiltrate the ranks of the closed-minded thinkers; in fact, the free thinkers were breeding like rabbits! To prevent and further corruption of their beloved University, the closed-minded thinkers devised a plan to utterly ridicule and humiliate the nasty free thinkers: they would publish a newspaper that would prove the superior intelligence of the closed-minded thinkers! To be certain that this plan would be executed properly, the closed-minded thinkers elected one of their brightest members, Phil Labarge, who had voted for Richard Nixon when he was five years old, to found and edit this new paper. They could not possibly fail, and the free thinkers would scatter like flies around a swatter!

But because the closed-minded thinkers were so closed-minded, they could not think of any witty insults with which they could deride the free thinkers. All they could do was to call them names. "Lily-livered liberals," cried out the newspaper, *The Big Brother*; "[Our faculty] lost the political battle and are waging war to brainwash the students of our generation!" The closed-minded thinkers were a laughingstock, even among their own kind. In seeking to eliminate free thinking, they had proved their own ineptness. Within a few short years, McCarthy & Nixon University became Jefferson, Jackson, and Hoffman University, named after Tom, Jesse, and Abby, three great free thinkers, and the world was safe for free thinking forevermore.

MORAL: David only needed a stone to waste Goliath. Next time, be a little more creative with your insults, boys.

--LAURA TAYLOR
Reprinted from *Ring-Tum Phi*, May, 1989

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AT ISSUE

Should W&L Have Multicultural Classes?

YES

It is my firm belief that Washington and Lee University is in need of cross-cultural educational courses. These courses should concern the following interest groups - Native Americans, Afro-Americans, women, and Hispanics. They should provide and detail the impetus for the disenchantment of these groups. This is something the majority of persons that attend Washington and Lee are not aware of, since they come from affluent backgrounds. This causes them to approach one side of an issue. Thus, considering that there is a 360-degree circle of knowledge, they have only 180 degrees, leaving the rest - 180 degrees -untouched. It is my interest that students, upon receiving the background of the "other side," will receive the full circular perspective.

The effects of only having a portion of the circle of knowledge results in the formation of stereotypes. For example, because the media portrays circumstances in which Afro-Americans appear to be lazy, sexually promiscuous, or criminally inclined, many persons of affluent backgrounds group either all Afro-Americans or the Afro-American "underclass" as having these attributes. Their perception is affected by the media's portrayal of "effects" of certain circumstances. They are still left unaware of the causes of these circumstances. They need to be informed about the cause and the effect of various situations. Thus, for example, when they may see members of the Afro-American "underclass" portrayed as criminals, they can be informed of the circumstances that seem to foster certain behavior. Thus, the Washington and Lee student will be able to approach any issue from the full perspective.

A complete viewpoint is necessary for this country to be the "melting pot" it claims to be. For a "melting pot" to exist, stereotypes must be erased. Complete knowledge will erase stereotypes. It is my hope that the Washington and Lee leader will be able to affect his environment with a complete knowledge of the situation. Then, the Washington and Lee leader can be an instrument in the salvation of this

by Ted Smith

nation from cultural and sexual misunderstanding. Too many persons are entering the work force with a one-sided perspective. Consequently, stereotypes are being perpetuated.

For stereotypes to be erased, perspectives have to be broadened. Washington and Lee is supposed to be a liberal arts institution, which stimulates the broadening of students' horizons. Since there are a multitude of students that believe that "after twenty years of civil rights, I think it's time to move on and start living," this indicates to me that they have not thoroughly researched Afro-American history to make a complete analysis of the situation. Thus, their minds are being restricted, instead of ever expanding. This

University must ask itself: Do we want to further the perpetuation of stereotypes or do we seek to foster mutual understanding between different cultures? First, the University must recognize this problem. The unfortunate truth is that the University does not

seem to recognize the depth of the problem. University administrators must be able to watch "cowboys and Indians" shows romanticizing the genocide of Native Americans, and see a very disturbing problem. They must be able to analyze the media's portrayal of, as well as the males at this school's treatment of women as objects, and see a shameful problem. They must realize since most people do not see a problem, this reveals a problem far greater than assumed. Until the university's curriculum addresses these problems that affect masses of people today, the labeling of Washington and Lee's curriculum as "liberal arts" is absurd at best. This may sound radical, but it is not nearly as radical as some of today's problems. This country presents integration as the solution for its woes. Integration, as it stands, is nothing but Eurocentrism. Its message for minorities is for them to assimilate into "yuppie" neighborhoods, schools, businesses, etc. On the other hand, how many "yuppies" move into minority neighborhoods and

Continued on page 21

"This country presents integration as the solution for its woes. Integration as it stands is nothing but Eurocentrism."

"Hey, hey, ho, ho, Western culture's got to go!"

This catchy chant was once employed by protestors at Stanford. Led by Jesse Jackson, they were protesting Stanford University's core curriculum--which contained what has come to be known as the "Great Books"---for not including works by Blacks, Women, Homosexuals, Hispanics, and Native Americans. Under the guise of "multi-cultural" studies, the same winds of change that plagued Stanford appear to have reached many campuses all across our country. For the reasons stated below, I am against a "multi-cultural" studies program for Washington & Lee University.

First, to the protestors at Stanford, as well as "multi-cultural" studies advocates everywhere, the very ideas expressed by authors are not important. The only requirements of the author are that he be of the correct race, or gender, or ethnicity, or sexual-orientation. This argument is hollow to the core. Ideas themselves should be evaluated on their own merit. The author's race, gender, or whatever else, is simply extraneous. Indeed, "multi-cultural" studies is nothing more than affirmative action for the core curriculum.

Advocates for "multi-cultural" studies claim that the University curriculum in the U.S. is based on the Western tradition, and it is this tradition they find so abhorrent. They

say it is "Eurocentric;" that is, it is dominated by white males such as Plato, Aristotle, the Church Fathers, Shakespeare, Dante, etc. Whether one is comfortable with the fact or not, our culture has been largely handed down by white males. For whatever historical reasons, they have simply made the greatest contributions to our political and social thought.

Second, I cannot agree with the rhetoric of today's civil rights "leaders" who argue that American blacks should be called Afro-Americans. Whether one's ancestor's are from Ireland, Mexico, Nigeria, Germany, China, Natal, or France, anyone who can be called an American citizen is an American---period. His biological heritage may be from another country, but sociologically and politically, he is part of the American tradition, which is firmly based on Western thought and culture.

If this is the case, then why all the fuss for diversity in the curriculum? Perhaps it would be helpful to cut through all the rhetoric and see just what really is the impetus for "multi-cultural"

studies. Does it stem from a desire to learn about other cultures? I do not think so, for understanding these cultures does not really teach us much about black Americans, or Native Americans, or American women. Further, the very schools where a "multi-cultural" curriculum has been implemented are the very same schools that have been offering courses on other cultures for years (especially in the history and politics departments). The truth is that the courses in "multi-cultural" studies are generally meant to convey a certain idea about particular groups in our society. In fact, the whole reason behind these courses is to bring about understanding between the so-called "patriarchal" white male and the "disenfranchised" groups of our society. What the advocates for "multi-cultural" studies will not admit is that to bring this understanding about, one must not turn to these other cultures but instead to the ideals of Western culture itself. Dinesh D'Souza rightly argues, "When you look at other cultures and at the developing world, you realize that there is not a highly developed tradition of racial equality, say in Africa or in Asia.

Third world cultures do not tend as a whole to be receptive of the ideologies of feminism, for example. Don't even ask about their attitudes towards homosexuals." On the other hand, Western thought has always re-

affirmed the tradition that

"all men are created" and the concept of "equal justice under the law." Our pluralistic society demands that we all try to understand the particular needs of all other groups with whom we live, yet "multi-cultural" studies do not allow for such an understanding.

Those in higher education who would want to replace a core curriculum based on the great works of Western civilization can be indicted on Allan Bloom's charge of cultural relativism. How can a student who is not firmly rooted in what Matthew Arnold calls "the best that has been said, thought, written, and otherwise expressed about the human experience" even begin to accept or deny the particulars of the culture of some obscure third world country? Even if the student does not conclude that all cultures are equal, he surely will not be able to articulate the reasons why one is better than the other.

The recent occurrences in China and East Germany remind us of the importance of the Western tradition. Chinese students did not take

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"Ideas themselves should be evaluated on their own merit. The author's race, gender, or whatever else, is extraneous."

WHY DOES THE LEXINGTON CITY COUNCIL WANT TO ASSESS STUDENTS' CARS?

by Brian Tanis

"Because no immediate tax or utility rate increases are necessary, we have the opportunity to consider these problems free of the oppressive burden of urgency we may feel in the future."

City of Lexington, Virginia

Proposed Budget for FY 1990 describing the future needs for revenue that may arise when the city builds its consolidated school system. Furnished in accordance with Virginia Freedom of Information Act.

The proposal made last May by the Lexington City Council to tax the automobiles of all university students in Lexington has received an inordinate amount of attention this fall. Concerned students have protested: How can we be taxed when the city's voter registration office wouldn't let us register to vote last year? Isn't that taxation without representation; or more directly, is it constitutional to deny any citizen the right to vote in the locality that he/she decides to call home? It appears as if the council has decided that it can tackle any capital development that it so desires by increasing its tax revenue source pool to include students. Should not students be allowed to voice their concerns over these projects?

STUDENTS DRIVE ON OUR STREETS

One of the major reasons that the city council repeatedly offers as justification for taxing the student vehicles is that the students benefit from the city's street maintenance,

public safety department, and Stonewall Jackson Hospital. True, the nasty business of street maintenance is very expensive. The proposed Fiscal Year 1990 expenditure for arterial and collector streets is \$415,231, which is 5% of the City of Lexington's projected 1990 budget.

Do students actually pay their share? If the personal property tax were instated, any revenue collected from students would enter the General Fund. General Fund money is used to cover many different types of expenses such as the important horse and buggy carriage, the school system, and the streets. Unless the money is tagged with the purpose of paving the city's streets, the money could end up supporting any number of programs.

What is a fair assessment of the students share? The students use the streets for nine months out of any given year. The total voting student population of VMI and W&L is over 3,000, while the population of Lexington (without students) is approx. 5,000. Therefore, if students

proportionally use the streets the same amount that citizens do, the students should be responsible for 28.1% of the street maintenance budget. From a calculation of existing student taxation sources (See Table A), students pay \$231,000 in taxes a year which is much higher than the \$116,680 figure representing their share of the burden. If the residual of the calculated and uncalculated student revenues was pumped into public safety and fire prevention, you would discover that the students contribute substantially to this city's tax base.

Yet one still has to wonder, is it possible that residents of the city of Lexington benefit additionally from both VMI and W&L's speakers, cultural events and vast resources? In 1970, Lexington's City Council proposed a similar car tax that had the form of a five dollar usuary fee in the fall for all vehicles and ten dollars after the new year. The justification was straight and to the point:

"The purpose of the student tags is purely financial," insisted the Mayor of Lexington, Douglas E. Brady. "We feel the tax is justified, since students use the streets just as much as the city residents do."

Ring-Tum-Phi, Sept 23, 1970.

Maybe the universities should reconsider their free public offerings, or even their open access policies to the libraries and other resources? Or, maybe the City Council should stop and consider how much the students contribute to the local economy through their patronizing of Lexington stores, thereby adding indirectly to the city coffers through additional sales and property tax revenue.

STUDENTS SUBSIDIZING STUDENTS

The largest single expense on budget for the city is the school system. Almost all of the locally generated revenue that is reserved for the school system comes out of the same general fund already mentioned. \$1.4 million from that fund is transferred to the schools, the rest is received from federal sources such as block educational grants. Maybe I am the only one that doesn't see the correlation, but how many W&L or VMI students (assuming VMI students can get out on weekends), have kids at all, let alone kids of the 'schooling age.' Consider the fact that students already volunteer in many local organizations including the big-brother/little-sister program and the Rockbridge Area Recreation Organization. Why should they financially support the Lexington School System?

Another point worth considering: why does a city the size of Lexington have a \$2.8 million dollar school

system? Is the employment of a \$70,000 thousand dollar superintendent appropriate for its size? The recent efforts to consolidate the city and county school systems seem to have been created to hold costs down, yet in the short run the city incurs the additional expense of heavy debt financing without any proof that a joint high school effort will keep expenses under control. Through its actions, the council is implying, 'Why not tax the students now while we can in order to raise money for later use?'

LEARNING FROM OR REPEATING ITS MISTAKES

One of the aspects of the 1970 student user fee that particularly bothered students was that the City Council passed the ordinance during the summer, perhaps because they expected no student opposition. The council had proposed the fee in May during a city council meeting. At the time, two Executive Committee members who were present were promised by the city council that the tax would not be instated, especially while the students were gone.

Last May, I talked with Brian Shaw, a member of the Lexington City Council. First and foremost in our discussion was my concern over the proposed car property tax. Mr. Shaw assured me that I must have read the May 17, 1989 article in the Rockbridge Weekly incorrectly. He stated that he did not support a property tax on student vehicles. However, he thought that students should be responsible for the use of streets and also for the fire protection they receive. But, in essence, Shaw virtually guaranteed me that the car tax would probably not become a reality, certainly not during the

summer. The June 14 edition of the News-Gazette reported a different story. A mere two weeks after the graduation of the class of 1989, the "Lexington City Council made it clear at a May budget work session that it intends for college students in the city to pay personal property tax on their motor vehicles." Does this summer strategy sound familiar?

In 1970, the Executive Committee was blasted for its lethargy, especially for its lack of a response to the tax. Certainly no student in those days reasoned that a Lexington student-tax "is a fair tax," as did an editorial in last year's *Ring-Tum-Phi*. At least the E.C. of 1970 had members present at the council meetings and also appointed the Legal Aid and Research Committee of the Law School responsible to find out how to avoid the tax. What has the E.C. done in 1989?

TAXATION WITHOUT REPRESENTATION

The user fee of 1970 raised some very serious questions about the city's right to tax students, yet it seems trivial when compared to the 5.5% property tax proposed in 1989. If students are considered residents in this locality, because they reside here for over nine months, then why have they traditionally been denied the right to vote? The city's registrar left no doubt about the problem when questioned by the Rockbridge Weekly in May of 1989, "The requirement is that you have a year round residency. Students, per se, are not legal residents of the city of Lexington." How then was professor Charles F. Phillips, Jr., who spends all of his summers in Martha's Vineyard, to become mayor for 16 odd years of a city

TABLE A

POTENTIAL STUDENT SOURCES OF TAX REVENUE
FOR THE CITY OF LEXINGTON

Local sales and use taxes	\$ 445,000
Consumer utility taxes	\$ 320,000
Food and lodging taxes	\$ 275,000
Court fines	\$ 56,000
Parking tickets	\$ 28,000
ABC profits	\$ 22,000
Wine profit	\$ 9,000
	\$ 1,155,000*

Students make up approximately three eighths of the population
for nine months out of the year
(equal to a 28.1% student contribution/use ratio)

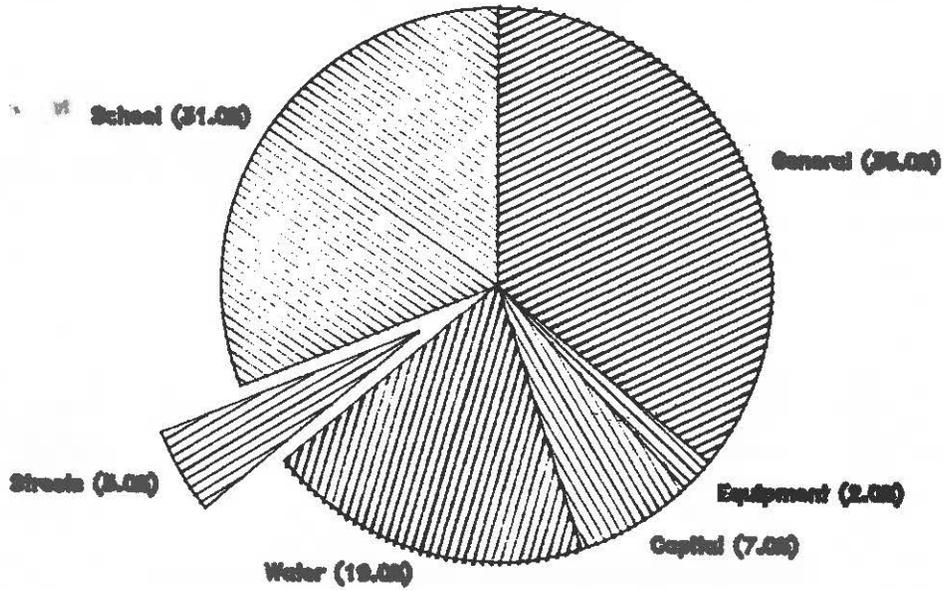
	\$1,155,000	
		20%** Conservative Estimate
Estimated Student Revenues	\$231,000	
	\$ 415,231	
		28.1%*** Full Liability
Student Tax Liability For Streets	\$ 116,680	
Student Tax Surplus, Excluding Additional Revenue	\$ 231,000	
	\$ 116,680	
	\$ 114,320	

*NOT INCLUDING:

Telephone taxes; water; sales tax revenue from parents, alumni; indirect rev. From rental property tax; and hidden fraternity tax called: industrial waste removal tax, at \$50/mo./House; and excluding annual W&L gift.

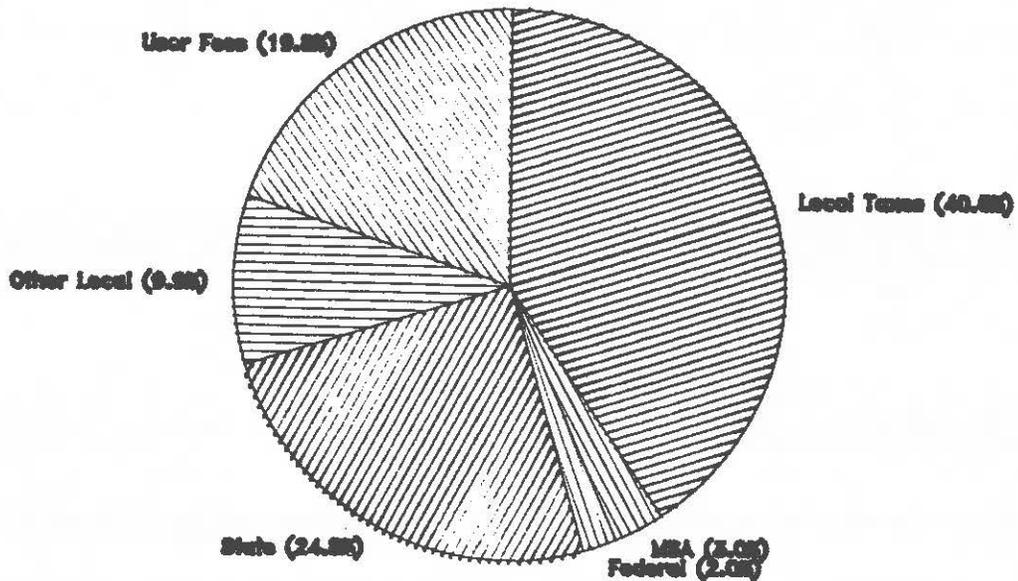
CITY OF LEXINGTON

FY 90 Expenses



CITY OF LEXINGTON

FY 90 Revenue



where he did not legally qualify as a resident? Clearly, an anti-student bias has existed when it comes to student voting.

What about the fact that the Virginia taxation laws concerning automobiles are unique to this state? Most states impose a higher primary sales taxes on the car and charge smaller registration fees throughout the life of the car. How can Lexington compare apples and oranges? Further, if we are only residents for nine months, as the registrar insists, why don't we pay a nine month fee of 4.125% instead of the full 5.5% before we are allowed to subtract the difference of our local taxes?

TAX THE STUDENTS BECAUSE THEY CAN AFFORD IT?

Apparently, there is a pervasive view in the City of Lexington that students have very deep pockets. The Rockbridge Weekly projects that "...the taxes on a 1987 BMW 325 4-door, not an uncommon student car, would be \$871.76..." Who would keep their car at school if they were required to pay that tax? The editorial on the November 16, 1988 edition of the Rockbridge Weekly, entitled "Tax the Snazzmobiles," admits that "(t)here are no easy solutions to the problem [created when half of the property in Lexington is tax exempt], but every day plenty of four-wheel shiny things that sure could help go rolling down the city streets."

The City Council and the area newspapers understand that everyone at Washington and Lee and VMI does not drive a limited edition Europe-

an sports car. What they fail to understand is that a great

Tanis For Mayor

On November 3, 1987, 23 year old Phil Tanis was elected mayor of the small town of Holland, Michigan. Phil was a recent graduate of Hope College in Holland and a tax paying resident throughout his undergraduate years. He was quoted in the school newspaper as being frustrated at the way things in the city were being run. Specifically, he wanted to set up "a revenue enhancement committee to find more ways of bringing in money instead of just through taxes." The school rallied behind him and, despite hostile opposition from the city paper, Tanis won by the small margin of 16 votes. Makes you wonder what Lexington's Gestapo would do if they had to answer to a mayor who is a law student. No need for them to worry though; we can pay taxes alright, but we just can't vote.

number of students receive some form of financial aid and cannot simply write a check for any amount that the city requests. Any additional burden would force many students to leave their cars at home and ultimately discourage prospective students from attending the universities.

The city council should alternatively look at ways of cutting or even controlling costs instead of seeking revenue from the "cash-rich" students. This same concerned council has recently taken a part-time city employee in charge of dog-catching and deputized him as a full-time member of the Lexington Police force. His sole mission is to hand out more parking tickets. How will they pay for any additional costs incurred? The Proposed Budget states that the additional fines the officer levies will cover any increase. This is not only backwards logic, but it also has the ring of speed traps, council mandated ticket quotas, etc.

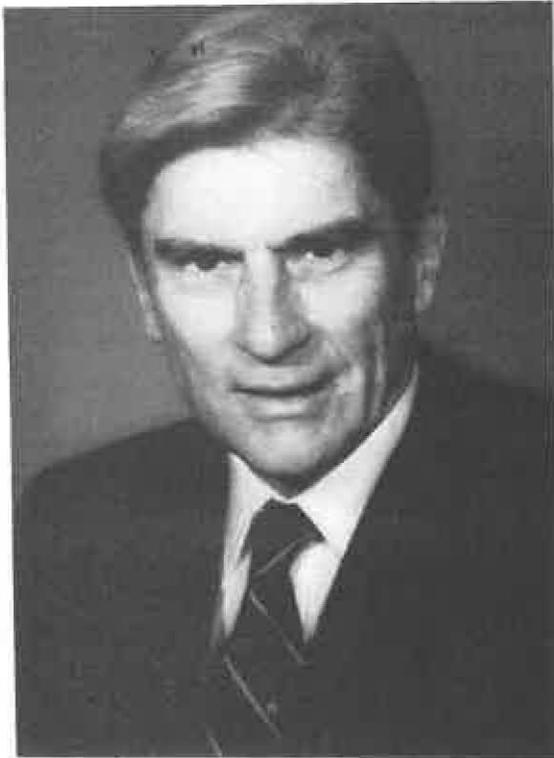
CAN OR WILL THIS TAX BE ENFORCED?

Oddly enough (or perhaps not) no one at city hall can give any sort of a concrete answer to this question. It appears, through some sort of miraculous change of heart, that the city considers all students to have sufficient residency to allow taxation. The tax assessors office and the city manager Joe King have differing ideas about collecting the difference between any other car tax paid at a different locality, whether or not the law applies to only resident Virginia students, or whether all

students at large are required to pay the property tax as some statements indicate.

While it wouldn't necessarily be unlikely that the fearless leaders of Lexington cannot get their story straight, I offer a different, although hopefully not correct, solution to the puzzle. Let's suppose that the city managers let out word of a tax, only to confuse all inquisitors later. They were afraid that the student populations of over 3,000 students, give or take a thousand or so apathetic students, would control their election, where only 900 concerned citizens vote. Then let's suppose that the registration deadline for upcoming gubernatorial elections is approaching. If that council could just maybe...keep...those pesky students from... registering to vote...maybe the tax could go through and...they wouldn't have to worry... especially about being accountable... new schools... new courthouse... more police officers to give parking tickets...

Exclusive Interview: Senator John Warner



"I don't know that I remember a single thing that I was taught there except the code of the W&L Honor System and the W&L Gentleman."

John William Warner, Republican from Virginia, was first elected to the United States Senate on November 7, 1978, and was reelected to a second term on November 5, 1984. Senator Warner is the ranking Republican on the Armed Services Committee, and a member of the Select Committee on Intelligence. He graduated from W & L in 1949 and was a member of Omicron Delta Kappa. When he spoke with us last spring, Senator Warner was never at a loss for words on his old Alma Mater. He related his undergraduate experiences in such vivid detail, that it seemed to us that his "good old days" at W & L provided him with quite a few fond memories. In fact, before we could ask our first question, he was already reminiscing...

Warner: I came to W&L in 1946. I had been in the Navy for two years and the entire freshmen class, with the exception of a few, all came out of the service. I'd say about 85% of that class were

World War Two veterans. I can remember two things stood out about the first week. One is my father, who was a doctor in Washington and in northern Virginia and had gone to school with Dean Gilliam, and he also knew President Gaines. My admissions process was as follows: My father got on the phone as the war ended and said, "Dean, I got a boy that wants to go to W&L," and Dean replied, "Well, Dr. Warner, send him on down," and that was it. Filed no papers, took no tests, and went on down to W&L. And when I arrived, I remember the first day we were all lined up in front of Washington Hall to go in and fill out a lot of the forms that we had to fill out, and about half the guys were still in World War Two uniforms because you couldn't buy clothes. It was hard to believe. I stopped and gathered some old suits that my father had and the rest of the guys also wore their dads' clothes ...

I remember the first suit I ever bought. It was from a guy named Art Silver. He used to sell clothes in Lexington. He was a funny old guy, and I remember going into Art's shop. It was on the first floor of the Robert E. Lee Hotel, and it was a little corner room in there. He said, "I've just the thing for you," and he showed me this gray flannel suit. Everybody wore gray flannel clothes in those days. And he conned me out of twenty-five or thirty bucks. He said, "I want you to know that you've gotten a suit that is made in England," and he said, "Look at the label. It says, 'imported fabric.'" and I said, "Man, Art, that is big time stuff." I gave him a check and he hit the cash register, and it was one of the old drawers and the damn thing flew out, and onto the floor rolled this big wad of labels that said, "Made in England."

But as I have gone through life and I have nearly a quarter of a century in public life since W&L, I tell you the honor system and the honor code remain with me to this day. It is what guides me in every activity that I have. I don't know that I remember a single thing that I was taught there except the code of the W&L Honor System and the W&L Gentleman, and those two things I think have stood me well, and I would attribute whatever little success I have had in life to those two things from W&L.

Spectator: Why did you originally choose to go to W&L?

Warner: Well, my father had gone there and he was going to help me a little bit with the tuition,

and that was important. It was a family tradition, and I think he talked about it and loved it as I loved it. Incidentally, my son, I couldn't get him in. So he went to UVA. He couldn't meet the academic standards, so the third generation got booted. I served on the board twelve years at W&L.

Spectator: How studious were the students of your day?

Warner: I'll put it to you bluntly. Damn studious. For a couple of reasons. One, many of the men had been in the service from anywhere from three to five years, and they recognized the need to get started as quickly as they could to make up for lost time while serving in WW II. And they really hit the books and hit the books hard ... Perhaps the most important reason is that the university thought to open its doors to the largest class ever in history because they knew that they were backed up from the war years, and the competition was fierce to stay in the school. The school made it very clear that they would take the biggest class, but it didn't mean that they would graduate the biggest class. You had to meet the

W&L standards rather quickly. Now they were indulgent given the fact that a lot of these men had been wounded in the war and had been away from the books and they had been in far flung areas of the world. It took a certain mental discipline to get back into an academic swing after what a lot of these guys had been through in overseas assignments.

Spectator: Was there an active social life?

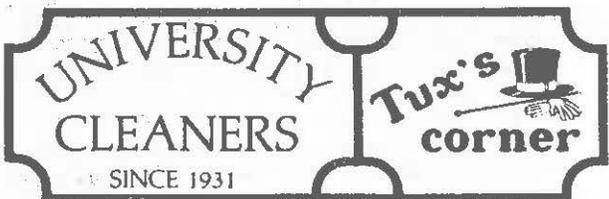
Warner: Oh, yes. We had a lot of fun ... Sunday mornings (I was reminded of it this past week when I drove through Virginia), we stood up and laughed at the VMI cadets and threw beer cans and stole their girls. I slept in the hay over there many a time. And we would load up all the busted down old cars (we didn't have many new cars in those days because the factories were just beginning to turn cars out) and made our way to Sweetbriar and Hollins and Lynchburg College and Buena Vista.

Spectator: So there was a pretty solid W&L - VMI rivalry back then?

Warner: Oh yes. Well, its always been that way. As a matter of fact, when my father was there, a boy was killed in an athletic event, I'm pretty sure it was football, and they discontinued the fall athletic competition between the two schools because of the intense rivalry. But I'd like to put in a plus for VMI. I've come to know that institution in a different perspective, and it probably has the strongest alumni association in America today. Not just Virginia, all of America, and those men really have had dedicated lives, much of it devoted to military service. They have risen to the very top.

Spectator: How important were athletics in your days at school?

Warner: It was exceptional. You just loved it. I played on the lacrosse team and junior varsity football and a lot of intramural basketball. The only honor that I ever won in athletics at W&L was that I was the intramural freethrow champion in basketball, and that's when we did it down between our legs, you know.



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[Virginians] don't like big brother in Washington telling them what to do...and I agree with that 100%.

Spectator: I'd like to change to Virginia politics if I may. I was wondering what you perceive to be the fundamental reasons why the Republican Party has not been extremely successful in statewide elections during the past decade.

Warner: I don't care what you say about the two parties; in Virginia, it comes down, when the lever is pulled in the booth, to the man or woman seeking office. We do a lot of hoop-la, and work hard, but Virginia voters traditionally have been proud of their roots in politics, whether they are Democrats or Republicans. But when they go in the booth and pull the lever they pull it for the best qualified person. I don't care what our party says on why we lost these races. People perceived and believed the other candidate was better, and that was true when we were winning in the grand old days of Linwood Holton, who incidentally was one of my roommates at W&L, and John Dalton, who was one of the finest men who ever served public office in Virginia. So, that's the main thing. The second thing is you'll find in politics that people sometimes can just become restless and want a change. And the third reason we've seen here in the last two decades of America. A desire for Americans to have in the Presidency a Republican. And that means that back in the states the Democrats can argue, "Look, they've got a Republican in the White House, we better have more Democrats in the local offices." And frankly, the Democrats are better at organizing the "court-house" infrastructure than the Republicans in the state of Virginia.

Spectator: I was wondering if you could comment on the strengths of the candidates in the Virginia Republican Primary Gubernatorial campaign and...

Warner: I'm not going to touch on the governor's race at this time because I'm strictly neutral, but over the past two decades the issues that Republicans have gone to Virginia on are the ones Virginians have believed in for generations. That is, number one, a strong national defense; two, fiscal responsibility; number three, individual freedom-- we don't like big brother in Washington telling us what to do. And those are the three issues that have elected Republicans and will continue to elect Republicans, because often times if not invariably the Democrats are on the other side. They believe in bigger and more government. Virginians kind of like to run their own affairs. They don't like big brother in Washington telling them what to do all of the time, and I agree with that 100%.

Spectator: How have Virginia politics changed since the times of Harry Byrd, Sr. and Jr., Gov. Mills Godwin, and former Gov. Tuck?

Warner: Well, first of all I was privileged enough to know all of those men. And, by and

large they were good men. They believed in the basic fundamentals which the Republicans embraced when the George McGovern era wrote the Southern Democrats off the map. We moved right into the void and assumed the leadership. At that juncture in American history...These men were very skillful in organization, and they did build political machines which are no longer in existence in Virginia. In those days, gentleman, bear in mind, we didn't have television, which today is the single most important factor in electing an individual. You had newspapers, but by and large political columns were read by only a few persons, and today voter interest is far more widespread...

Spectator: Could you tell us a little about television and how its changed politics on a national scale?

Warner: And a State scale. You see this gubernatorial campaign being fought out in two forums. One, on debates and secondly on television ads.

Spectator: I'd like to find out your reaction as to how it has changed the senate now that television...

Warner: Well, absolutely. I mean, you saw that when the Tower nomination came along. I was on the Senate floor for thirty-six hours, during that deliberation. That's over a period of several days... It has required the members to clean up their act a little bit, and to shape-up in terms of their personal attire and demeanor on the floor. So, I think, on the whole it's been good. I'm solidly in favor of trying to introduce the public, through television, to more and more of American life.

Spectator: You mentioned the Tower hearings, and my question is, has the Senate become more politicized?

Warner: The Senate is not as politicized as the House of Representatives. And the Founding Fathers purposely designed the Senate so that you're in here for six years, and therefore you can try to find a little more time for some original thinking. You can be more balanced in reflecting in your votes perhaps your own philosophy as opposed to what it is your folks back home demand of you and will chuck you out of office if you step one foot out of their pathway.

Spectator: Thank you very much Senator Warner for taking time out of your busy schedule to speak with us.

Interview by Marc Short, Ray Welder, and Paul Lagarde, Spring, 1989.

Potpourri

Frankly Speaking

By Tom Brubaker

On August 25, a sex scandal hit Washington D.C. A member of Congress had lived with and hired a prostitute for repeated sexual rendezvous. The prostitute, formerly convicted of cocaine possession and narcotics peddling, lived and worked for this member of Congress for 18 months. Who is this ex-Congressman, you ask? That is where the real story begins.

The Congressman is Barney Frank (D, MA) - an outspoken liberal, and also an outspoken homosexual. Mr. Frank still holds his office, and still enjoys all the Congressional perks. Why? Simple - his live-in prostitute was also male.

Washington D.C. has a double-standard regarding sexual relationships. Imagine the furor, and holier-than-thou rhetoric of politicians and the press if a Congressman had been caught with a female prostitute. Where were the stinging editorials denouncing Frank?, the strident reprimands from the House Democratic leadership?.

The response from the Beltway was woefully weak. The Washington Post chided Frank because his actions impeded his ability to serve his "cause" (read homosexual rights) effectively. There was no mention of moral misconduct, instead the problem was presented as solely a political one for Mr. Frank and the Democratic Party to overcome.

What follows is a brief look at Democratic response to the Frank travesty: House Majority Leader Tom Foley (D, WA), "...He (Frank) has provided outstanding service to his constituency and nation, and I'm absolutely confident he will continue to do so long after this matter has been forgotten." Chet Atkins (D, MA) said "... his (Frank's) personal life has nothing to do with the way he performs his duties." Ironic how House Democrats disregard Frank's personal life after they have slandered worthy men such as Robert Bork and John Tower.

House Democrats have been strangely silent of Frank's sexual escapades. The reason is that the gay lobby is a powerful force in the Democratic Party. Messrs Foley, Gephardt (D, MO), and Mitchell (D, ME) praise Frank for his quick wit and dedication to Congress. Their syrupy public comments seem more appropriate for eulogizing a departed colleague instead of one who committed serious moral misconduct and then covered it up for 2 years.

Mr. Frank does not think of his debacle as moral misconduct, but rather as "bad judgment." A fake punt on 4th and 18 is bad judgment; homosexual relations with a drug-pushing prostitute is value-free lifestyle. What a commentary on Washington and the current liberal mind-set that homosexuality should be so fervently protected. The public will cast judgment on the Democratic Party's non-response to Mr. Frank's misconduct, and, I believe (even in Massachusetts), they will find the Party lacking.

Art & Culture

By George Nomikos

From drug programs to tax reform and from franking to flag burning, recently Congress has been dominated by numerous explosive issues. Perhaps one of the most divisive, if not highly publicized, is the controversy over the National Endowment for the Arts and the National Endowment for the Humanities. In light of all the concern over taxpayer funding for the arts, it might be good to step back for a moment and take a look at what the function of art in a society really is (or should be).

Historically, artists have sought to glorify and immortalize those things which they or their societies esteemed above all else. The ancient Greeks built temples to their gods, the Romans created monuments to the Republic; the men of the Middle Ages erected and adorned Churches

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to the glory of God, and the Renaissance humanists praised Man. As overly simplified as this statement may seem, it is generally true. This is not to say, however, that art has never been controversial. Societies have often condemned art as pagan or immoral, among other things. Ancient sculpture was considered indecent by Christians in the Middle Ages, and many "pagan" Renaissance paintings were condemned by Luther and the Protestant Reformers. Today their sculptures and paintings are numbered among the world's greatest treasures. What, then, is wrong with submerging a crucifix in a jar of urine and calling it art (as Andres Serrano did)?

Among the numerous problems with popular art is that those people who find it offensive are being forced to pay for it. In the past the population at large was not required to support artists out of their own pockets. It was the job of the patron of the artist not only to support him financially, but also to regulate what he produced. Rarely were artists given total liberty, and if they were, they would certainly not create something which condemned their patron while at the same time expecting to be paid for it and receive new commissions. Today, society is being forced to patronize art which is offensive and insulting to it. If an artist wishes to condemn religion, fine, but he shouldn't expect the taxpayers to pay for it. Since the Federal government cannot support a nativity scene on the front lawn of a courthouse, then it certainly should not support blasphemy of Christ crucified. The federal government would certainly never support anti-

semitic or racist art, but for some reason, anti-Christian art is all right. There is nothing more artistic about the "Piss-Christ" than there is about burning crosses. You do not find the NEA funding the KKK.

One of the most notorious examples of the new class of artist who believes their goal is to offend was Robert Mapplethorpe (who died of AIDS in March of this year). Mapplethorpe was a photo-artist whose final project consisted of numerous homoerotic, sadomasochistic, and sodomitical photographs, and which was funded by \$30,000 of taxpayer money. Not only was the exhibit offensive, but it was pornographic. At a time when ethics in government are being

"If an artist wishes to condemn religion, fine, but he shouldn't expect the taxpayers to pay for it."

emphasized, what about ethics in art? Congress seems to be quite concerned with the moral character of its own members (and rightly so), but perhaps they also need to be more concerned about the ethics of the artists they fund. It is ironic that on one hand there are local and national laws banning pornography (and sodomy for that matter), while on the other, the government is funding pornography and calling it art.

Even more disturbing than the fact that taxpayers are paying for pornography, however, is the fact that so much of modern art is either offensive or unintelligible. When Michelangelo was creating his "David", "Moses", or "Pieta" he was crafting

something at which all humanity could marvel. Created as a reflection of his society's faith and to the glorification of God, as well as to the artist's own talent, the sculpture could be enjoyed by everyone. Sadly, however, much of the art of the late 20th century is almost anti-art; that is, the works are created not to be aesthetically pleasing, but to be blatantly offensive or vulgar. It seems that the best way for an artist to achieve prominence today is to try to shock the values and mores of society. Increasingly, the art world is diverging from mainstream society and culture. Society at large is to blame for much of the poor state of today's art. The confusion, despair, and immorality of the late 20th century are showing up more and more in modern art. Why does society find it necessary to support and praise those men who exemplify and glorify everything that is wrong in society and condemn all that is good?

In his work Modern Painters, John Ruskin writes that "[h]e is the greatest artist who has embodied, in the sum of his works, the greatest number of the greatest ideas." Seemingly, then, the artist should create that which will edify and inspire, rather than that which will disgust. An exhibit in which visitors are asked to walk on the American flag is an example of the way in which modern artists fail to embody that which is great. Not only does such an exhibit accomplish nothing in the way of constructive criticism or beauty, but it shows a lack of imagination and creativity. Anyone can damn the United States and desecrate her symbols, but only the truly talented man can create a

work which is both aesthetically pleasing and intellectually stimulating. Today, the idea that art must disgust is a perversion of the goal of the artist. No one is implying that modern artists should cease to challenge man and to shake his conceptions about himself and the world. These goals can be accomplished, however, by awing society, not disgusting it. It should be the job of art to inspire and not to crush humanity and the human spirit.

The question of government's relationship with art is an emotional one which raises tensions to feverish heights. Everyone has different conceptions of good and bad art, and any attempt to regulate art immediately raises the cry of censorship. Certainly, no one advocates government control of art in a sort of neo-Stalinist style, but there is a difference between regulating art and setting standards to which government sponsored art must conform. The only way to avoid any government interference in creative freedom, while at the same time not forcing society to pay for art which it deems to be vulgar or offensive, is to end all government subsidy for the arts. Artists could then create anything they wished, provided they could find people to support them. Perhaps we should get the government out of the business of funding the arts and thus keep Congress from becoming art critics. They have enough with which to keep themselves occupied without taking on another job for which they are unqualified.

Newt

By Jennifer Spreng

If you think even for a second that one vote doesn't count in the big scheme of things, guess again. One vote made the difference in Georgia Republican Newt Gingrich's 87-85 victory over Illinois' Edward Madigan in the race

Lee Memorial

Thursday, October 12, 1989, the Liberty Hall Volunteers in conjunction with Lee Chapel held a memorial service honoring General Robert Edward Lee on the One Hundred-Nineteenth anniversary of his passing. This service marked the third annual such event held by the Liberty Hall Volunteers, a Confederate reenactment group representing Company I of the Fourth Virginia Infantry - a group that served with distinction in the Stonewall Brigade and was comprised entirely of men associated with Washington College.

At 9:30 AM, the hour of General Lee's passing, Captain Robert C. Peniston, the curator of Lee Chapel, tolled the Chapel's bells nineteen times symbolizing a nineteen gun salute. With the stroke of the Noon bells, the Liberty Hall Volunteers marched from Washington Hall to the Chapel to commence the ceremony.

Captain Peniston then made remarks on behalf of the United Daughters of the Confederacy. Professor I. Taylor Sanders, II, spoke on General Lee's life and gentlemanly standards. J. Kent Gregory, '92, President of the Liberty Hall Volunteers, read a passage from Robert E. Lee describing the day on which General Lee passed away. To conclude the ceremony, the congregation sang "How Firm A Foundation", General Lee's favorite hymn. The Liberty Hall Volunteers then withdrew from the Chapel.

last spring for House Minority Whip. That one vote is probably making all of the difference in Gingrich's apparently new outlook and image.

Commentator Rowland Evans, who with Robert Novak publishes *The Inside Report* on political trends in Washington said on the pair's CNN talk show that since his election to the Whip position, Gingrich, "is not the mow-mow artist he used to be. He talks, not softer, but not quite so brittle."

That may be the least of the changes.

Gingrich's attention has shifted somewhat since becoming Minority Whip. No longer just the back bench populist crusader for the silent majority of the 1980's, Gingrich's energies are now well-focused on the task of winning a Republican majority in the House in 1992 with the

tools he believes the party has at its disposal.

Instead of trying to disrupt the institution, the emphasis is on reform and transformation. With his new job, Gingrich got a new perspective, and maybe a somewhat new ideology.

He has replaced his former democratic conservatism with a republican populism. Somewhere amid the oxymoron of the former and the paradox-but-truth of the latter he may have rediscovered the Founding Father's strategy for governing that could make Republicans the majority party by 1992.

In his 1984 book, *Windows of Opportunity*, Gingrich challenges readers to form political action and discussion groups, to involve themselves with local government and to watch C-Span. He advocates an almost

Continued on Page 21

Self-Studies: An Initial Look

by Ray Welder

"We believe that the programs and services now in place are appropriate and, as the Mission Statement articulates, the University engages in almost continuous self-examination through individual program review, as well as through standing and ad hoc committees."

Institutional Long Range Plan, 1990-2000

This statement may well be representative of the whole idea of the University's self-study, which is dramatically titled, "Into the 21st Century: Academic and Financial Goals For Washington & Lee University." The Institutional Long Range Plan is the product of many long hours of deliberation and discussion. Nearly 50 sub-committees have reported their findings to 10 full committees who have reported their findings to the Steering Committee, which has somehow put together a consensus of the collective wisdom of the Administration and Faculty. The two volume report recommends some sort of change in just about every aspect of University life. And although it is not clear just how much influence these recommendations have, it is clear that Washington & Lee is moving away from the maxim "if it ain't broke, don't fix it" to the progressive concept of "long range planning."

The studies serve "to enhance the quality of" numerous facets of University life; certainly, many of the Long Range Plan's recommendations are reasonable and promising. For instance, the Committee to Enhance the Quality of Academic Programs rightly suggests that W&L should move to better the University-Rockbridge Symphony Orchestra by hiring 10 additional musicians. The committee also strongly urges that Washington & Lee increase the amount of student writing done in individual courses. It states, "We must take steps to see that all students...continue throughout their four years to practice clear and effective writing." And their rhetoric is not empty; they wish for professors to keep classes small in order for student's papers to be intensely corrected; they want the University to adopt a standard

writing handbook; they urge the hiring of a Writing Program Director, and also to move the now cramped Writing Center to more "spacious quarters." These recommendations, and others like them, deserve applause from the W&L community. To be sure, the Institutional Long Range Plan for 1990-2000 demonstrates to all that its authors took their job seriously. But while many of the Committee Report's recommendations are laudatory, a good number deserve and require further deliberation, discussion and, dare I say it, dispute.

The committee, unfortunately, has been unable to give specifics on many of its recommendations; many questions still remain. To name just a few: Do the reports call for "affirmative action" in the hiring of new faculty?; Why is Winter Rush thought of as "kinder" to freshman?; What exactly is the function of a "permanent standing committee on the status of women"?; What is meant by an "equitable climate for all women"?; What is the purpose of symposiums such as "Love and Sex in Western Civilization" for entering Freshmen? The Institutional Long Range Plan for Washington & Lee University leaves the answers to these and numerous other questions up to the discretion of the committee.

Another concern over the 21st century goals is the apparent disregard for the wisdom of Robert E. Lee. (In fact, our staff could only find one reference to the man himself.) It appears that General Lee's opinions on duty, honor, and the moral growth of students held little if any weight with the recommendation's authors. Let the whole W&L community hope that General Lee's insightful words receive more regard in the final

decisions than they did in the recommendations.

A noticeable problem in the 441 page report is the author's names on the various committees, or rather, the lack thereof. With the exception of the members of the Steering Committee, the author's of the individual recommendations are not named. This raises the general question of accountability. Who or what is ultimately responsible for something that is instituted because of "long range planning"? As students, we are appropriately held responsible for our words and deeds. The author's of the recommendations that will set the stage for the future of this University should be as well. I urge that the chairman of The Long Range Plan Steering Committee attach an addendum to the Institutional Long Range Plan that consists of the names of the respective committees and their members.

The Institutional Long Range Plan 1990-2000 is now a reality; and the importance of its recommendations to the future of our school cannot be overly emphasized. The discussion that will inevitably follow should and must involve all groups in the Washington & Lee community---alumni, students, administrators, and faculty. The Long Range Plan Steering Committee agrees, for they conclude their report with the statement, "We invite and welcome your response."

To students, I beseech you to follow the Steering Committee's advice and check out the reports and read them carefully. All students, from seniors to freshmen, have an intimate stake in the direction of Washington & Lee University. As alumni-in-residence, it is our duty to become aware of the possible future of our school, and where some in our community want to take it.

Tuition Update

by Paul Lagarde

A recent survey by the College Board "shows tuition rises outpacing inflation for the ninth consecutive year" reports The New York Times. "Students at four-year private colleges will pay an average of \$8,737 for tuition and fees, up nine percent." The reasons for these tremendous tuition increases in higher education are complex, usually having more to do with administrative services, however, than with actually educating the student. Here at Washington & Lee we have always taken pride in our ability to keep tuition costs down, but hang on to your wallets students, the \$1,200 tuition increase we received last year may be just the beginning.

The Long Range Plan Steering Committee on "Enhancing the Quality of Administrative Services" has a particular section on "Tuition Policy." Currently, the University operates on a "cost-based approach to setting tuition levels." This means that each year tuition has been re-evaluated on the basis of rising costs. The committee finds fault with this method since it results in "a wide variety of year-to-year increases." The committee concludes that "long range planning" is needed to set fixed tuition increases.

What, then, is the justification for the yearly tuition increases through 1994 recommended by the Steering Committee? Is it based on the rate of inflation? No. Is it based on the expected cost of living increases for faculty and administration? No. In fact, just about the only concrete reason given for tuition growth is that other comparable schools are already more expensive and increasing at a faster rate. This one factor is vitally important to the

committee since they also argue that "many students and their families associate price with quality." Consequently, in order for W&L to remain competitive, the University must raise tuition at a rate faster than the rate of other colleges in order to give prospects the impression that we are a top-notch University. The Steering Committee's recommendations for 11.41% fixed tuition increases over the next five years are based on the calculation that a group of twelve other small liberal arts universities will raise their tuition at an average of nine percent per year. After five years of increases, our tuition will be approx. 85% of what the other schools are.

At this point, many problems with this follow-the-leader approach to setting tuition levels might occur to the reader, yet there is one that is not quite so obvious. At least three of the twelve institutions that Washington & Lee wants to emulate in tuition are currently being investigated by the Justice Department for price fixing. If these other universities have done something illegal, than it would seem that such a policy

would lead to artificially high tuition levels.

Finally, in a letter last year to W&L parents and students, President Wilson expressed concern over rising tuition dependency: "Next year [1989-90] our tuition dependency will rise to 58.4% and I regret this very much." The projected tuition for the year 1994-95 is \$17,338 - that is only tuition (see front cover). Since Washington and Lee does not use tuition to help cover financial aid expenditures, an extra burden will be placed on other sources of income in order to meet the increased need for financial aid. Thus as tuition increases so must fund raising. Even if W&L is able to maintain its excellent track record on financial aid through increased donations, one might question, "when is this whole escalation going to end?" Further, is the extra burden on those who scrap and save for their education necessary? Indeed, is it justified for those whom money is not much of a problem? Ultimately, Washington & Lee can either follow in the footsteps of Williams, Amherst, or Bowdoin, et al., or it can

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follow the advice of Secretary of Education Lauro F. Cavazos who urged college officials to "make holding down costs a priority ... accessible education must be our common objective."

Newt (cont. from page 18)

Gingrich has always said that Republicans, "have an obligation to develop an agenda worth voting for," as he did in an April 27, 1989 speech to the National Press Club. But the emphasis had changed from grassroots mobilization to reform of the current system to yield "responsible party government," an idea borrowed from Washington Post columnist David Broder's 1972 book, The Party's Over.

Instead of fighting unethical or irresponsible legislators already in Congress, Gingrich now wants to educate voters on how to make better choices on Election Day.

Republican populism is really what the founders in large part envisioned. The people, united behind broad ideals, picked representatives, who were to be guided by these same ideals, to do the day-to-day decision making. Getting people to vote in terms of those broad ideals was the successful element in George Bush's campaign for president, and it is the cornerstone of the strategy for 1992 that Gingrich is beginning to articulate.

He explained to Evans and Novak later last summer that the way for President Bush to convince Democratic Congressional leaders to be more accepting of his programs was not to use inside political bullying tactics but rather to educate the public to the validity of his programs, and watch Congressional leaders react to the change in public opinion.

Gingrich now behaves as if a true return to republican principles will result in Republican control over the Congress in 1992, and perhaps his own ascent to the Speakership.

"The Republican party has to bear much of the burden for failing in the last 30 years to become the majority party," he told the National Press Club, "The country is much more ready for us to be a majority than we are to reach out and be that majority."

He suggests a party-wide platform offering serious solutions to moral and economic problems about which he believes most Americans are most concerned. He believes that although the Republican party still sees itself as a scrambling minority, that the nation is eagerly looking to Republicans to govern.

"If we have the courage and the discipline and the nerve to do that," he concluded to the Press Club, "then all bets are off as to

who's in charge of the House and the Senate by the end of 1992."

Yes (cont. from page 6)

schools. Integration is a two-way street. Today's one-way integration is insulting, arrogant, and condescending.

This country's education is extremely Eurocentric. One learns about Julius Caesar, Napoleon, Alexander the Great, Charlemagne, Shakespeare, Plato, Aristotle, etc. How many persons learn about Sunni Ali, Askia Muhammed, Lokman, Imhotep, Shaka Zulu, Mansa Musa, etc.? Because one receives such a Eurocentric education, this leads one to believe that the White Anglo-Saxon Protestant is either the only or the largest contributor to civilization. When one(person or culture) does not receive adequate knowledge about another(person or culture), it is often the case that one assumes superiority. For us to have mutual cultural understanding, we must move from Eurocentrism to cross-cultural education. Cultures are never superior to another, but merely different. The

feeling of superiority to another is a sign of insecurity, because secure entities are comfortable with differences. If different cultures are going to be comfortable with differences in this society, then Eurocentrism must be supplanted with cross-cultural educational courses concerning the aforementioned minorities: Afro-Americans, Hispanics, women, and Native Americans. I propose that these courses be added to the major departments such as politics, history, psychology, sociology, economics, journalism, etc. It is my desire for Washington and Lee's educational system to foster growth. Growth is never static - always continuous. When studying other cultures, learning will be limitless. If Eurocentrism remains, minds will be restricted and growth will not occur. If different cultural groups are going to ever come together, growth must occur. I challenge Washington and Lee as one of the premiere institutions in the country to be a leader in this endeavor by instilling cross-cultural education.

If Washington and Lee believes in integration, then true

integration must take place. Integration involves mutual understanding. One would have to be living life with blinders on to think that mutual cultural understanding exists today. I have spelled out a solution for this to occur. The rest is up to Washington and Lee.

No (cont. from page 7)

bullets in the back of their heads for Asian ideals or African-like tribal rule. Those 17,000 plus East Germans were all headed for the West and Western ideals. These people did not believe that "Western culture's got to go"; they wanted more to come.

And finally, I am not at all trying to suggest that it is unnecessary to study other cultures. There is much good that could come from such an undertaking. I, myself, believe that I benefited from the South African and Japanese history courses I have taken here at W&L. All I am arguing is that the Western tradition is more interesting and more fertile than any other intellectual tradition. Further, it is within Western thought, not outside of it, that we will find the answers to living in our pluralistic society. While the arguments on the other side may have some merit, they do not justify the changing or the altering of the core curriculum at Washington & Lee to the grab bag of "multi-cultural" studies.



101 W. Nelson St.
Lexington, Va.
463-7911

The Sunday Satirist

Dear Ms. Steinum:

Nine men watched me struggle with a huge, filthy box at the U.P.S. office last summer and none of them offered to help me. The box ruined my favorite blouse. It's all your fault, Gloria. I don't blame the men; I blame you! You have told all the men we are going to carry things for ourselves and open our own doors. We are supposed to be completely independent of the male race - even to change a flat tire. You have told men that if they act with manners, they will be sexist male chauvanistic pigs! If I had my druthers you'd be put on trial for attempted murder of the Southern Gentleman. Now Gloria, you and your crowd may go by Ms. something hyphen

something, or your maiden names alone, but I just happen to resent you dragging me into it. I'm not just a woman. I'm a lady.

Sure, Gloria, I carried that box into the U.P.S. office by myself, but what did I achieve? Did I get some radical feminist sensation? Did I feel independent and strong because I could carry that box without the help of a man? No. My sense of self worth wasn't ever boosted. All I got was a sweaty face and a stain on my favorite blouse. I suppose you wouldn't care if you ruined a blouse of your own, considering you've burned some of your lingerie in public, but I certainly don't like having my clothes ruined because of your ideas.

Sincerely,

Miss Cullins Carriker

Washington and Lee Spectator

The *Spectator* is a new student-run newsmagazine on campus offering a forum of discourse on important political, cultural, and student issues of the day, as well as topics of direct interest to the University.

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Out Loud

"To be a reactionary today may simply mean to be alive, because only a corpse does not react any more- against the maggots teaming upon it."

Bernanos

"Man's greatest weapon against totalitarianism is freedom... It is democracy's ultimate power and assures its eventual triumph over communism. I believe in faith, hope, and charity. But none of these is possible without freedom."

Barry Goldwater

"A professor is someone who talks in someone else's sleep."

W.H. Auden

"Education is too important to be solely left to the educators."

Francis Geppel

"There is nothing so stupid as an educated man, if you get off the thing he was educated in."

Will Rogers

"The inherent vice of capitalism is the unequal sharing of blessings; the

inherent virtue of socialism is the equal sharing of miseries."

Winston Churchill

"That government is best which governs least because its people discipline themselves."

Thomas Jefferson

"Everyone wants to live at the expense of the state. They forget that the state lives at the expense of everyone."

Bastiat

"God bless America,
Land that I love."

Irving Berlin (1888-1989)

"The only thing necessary for the triumph of evil is for good men to do nothing."

Edmund Burke

"A flute without holes isn't a flute, and a doughnut without a hole is a danish."

Chevy Chase (Caddyshack)

Young man, there is America- which at this day serves nothing more than to amuse you with stories of savage men and uncouth manners; yet shall, before you taste of death, show itself equal to the whole of that

commerce which now attracts the envy of the world."

Edmund Burke

"For the second time in our history, A British Prime Minister has returned from Germany bringing peace with honor. I believe it is peace for our time... Go home and get a nice, quiet sleep."

Neville Chamberlain 9/30/38

"It is better to be an actor than a critic."

Sir Winston Churchill

"Duty is the sublimest word in our language. Do your duty in all things. You cannot do more. You should never wish to do less."

Gen. Robert E. Lee

"Opinions cannot survive if one has no chance to fight for them."

Thomas Mann

"Tradition means giving votes to the most obscure of all classes, our ancestors. It is the democracy of the dead."

G.K. Chesterton