



WASHINGTON AND LEE SPECTATOR

THE Student Journal of Fact and Opinion

WELCOME TO THE
LEXINGTON BUBBLE

ADVICE ON NOT "LOOKING
LIKE A FRESHMEN"

DATING AT W&L: WHERE
EMOTIONS AND ALCOHOL
COLLIDE



The faithful reader, of which I am sure there are many, may notice a few changes in this issue of the Spectator from issues past, and we would like to take a moment to explain. When the first issue of the resurrected magazine hit the stands in February of 2006, it did not meet with the reception its staff expected. Instead, it was condemned for being too hostile and confrontational to read. While we felt this criticism undeserved

and inaccurate, it did indicate that a successful publication needed to be two things: credible and appealing.

With this in mind, last year we went about trying to establish credibility. Gone were the political diatribes and outraged accusations, replaced instead with theoretically more balanced and more intellectual articles. While we were proud of this new Spectator, we felt that it was missing something. Voice. Personality. Verve. We realized that the tamer, more acceptable version of the Spectator was, well, boring. We missed the edginess, the humor, that had either entertained or offended so many of our readers.

And so in this issue of the Spectator, what we hope you will find is a balance, that we fall somewhere in the middle of tediously academic and completely implausible. We are aiming for somewhere along the lines of entertainingly thought-provoking, so we hope you'll bear with us while we discover what that means for us, and for you.

As always, we welcome your questions, comments, concerns, corrections, and anything else we can receive via e-mail.

Jennifer Sanow and Monica Chinn
Editors-in-Chief

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MISSIONS STATEMENT

The W&L Spectator is a non-partisan publication dedicated to promoting the free exchange of ideas in an environment where meaningful debate and ideological diversity are often lacking. We, at staff, seek to serve the W&L community by infusing it with the ingredients necessary for a balanced educational experience. These ingredients include conservative, libertarian and classical liberal thought. We believe that peace is best achieved through strength, that utopia is nowhere, and that true equality is blind to race, creed, sex, and sexuality. We take it as our mission to expose the inadequacies of the non-traditionalist ideas that do not understand and fail to work with our student body. We strive to adhere to the beliefs of the student body that the administration often overlooks. We invite the active participation of any student or alumnae who shares our vision and would like to join our movement.

DISCLAIMER

THE VIEWS EXPRESSED IN THE ARTICLES HEREIN ARE SOLELY THOSE OF EACH RESPECTIVE AUTHOR. THEY DO NOT NECESSARILY REFLECT THE OPINIONS OF ANY OTHER STAFF MEMBER OR OF WASHINGTON AND LEE UNIVERSITY.

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Welcome to the Lexington Bubble

Jennifer Sanow



THOUGH WASHINGTON AND LEE PRIDES ITSELF ON ITS POLITICAL HERITAGE, ITS STUDENTS REMAIN DISAPPOINTINGLY UNAWARE OF EVENTS FACING OUR NATION. THIS ARTICLE LOOKS AT WHY.

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DEAR CLASS OF 2011

WELCOME TO THE LEXINGTON BUBBLE

Four Supreme Court Justices. Ninety-four members of Congress. Thirty-one state governors. And the nation's most accurate mock convention since its inception in 1908. For a university that celebrates its two hundred-year tradition in influencing the nation's politics, the student body is surprisingly — and disappointingly — disconnected from the real world.

Remember over the summer when watching Fox News before work was a morning ritual? When the newspaper was more than just a possible costume accessory?

At Washington and Lee, rare is the student who makes staying abreast of current events a priority. Already invested in rigorous academics, sports, social organizations, and service, we tune in Sunday nights for *Desperate* and Thursday nights for *The Office*. We spend most of our day on sensory overload, trying to absorb as much information as possible. After a long day of cellular biology or differential equations, settling down to watch the news is less than appealing; it's not a passive activity. We accept being required to synthesize, memorize, predict, discuss, implicate, analyze and analogize in class, but for most students, in front of the television is not the place for mental exercises. The news is meaningless if you can't contextualize it both geographically and temporally, an effort that requires more energy than enjoying an episode of *24* does, with perhaps the same amount of violence.

Of course, the next best thing to actually watching the news or reading the newspaper is scanning the headlines on the internet while waiting for Facebook to load. Yahoo conveniently provides its users with a daily summary of important events, no doubt determined by a politically-astute computer programmer. If, while procrastinating composing this article, I happened to glance through them, let me share with you what I would have learned. As of today, the Israeli defense minister approved electricity cuts in Gaza; Putin has no faith in Iranian sanctions; smoke is a breathing hazard; some Neanderthals had red hair and fair complexions, and Che Guevara's hair may fetch thousands of dollars at an auction. I hope I haven't overwhelmed you with too many current events at one time.

Let us pretend for a moment that you in fact did come across these headlines today. Later tonight, say you find yourself stranded at a table of C-school majors, to whom this article probably does not apply, that are discussing say, the negotiations between Israel and Palestine. If they deign

to ask the opinion of a lowly English major such as yourself, you can assert with confidence that the Israeli defense minister approved plans to cut off electricity and fuel to Gaza.

Now, if you did not read the article, you may not have realized that this is not because Gaza failed to pay its electric bill. It is part of an effort to curb rocket attacks on Israel. You may not know that last month, the HAMAS-governed Gaza strip was designated as a "hostile entity," having fired over one thousand rockets into Israel since June. We are pretty sure you didn't read the article before attempting to impress the C-school majors with your worldliness, and now you just look silly. In fact, we think you chose to read the article about Che Guevara's hair auction, instead. Bidding starts at \$100,000.

This lack of motivation to know about the outside world heightens W&L's already intense sense of isolation. Our school is entirely self-contained, functioning like a well-oiled machine, provided no one has to step outside its boundaries. We graduate incredibly adept at both working in and manipulating the system. We know everyone who walks across the stage. During our four years here, we become experts at living in the world we create for ourselves.

Unfortunately, Washington and Lee isn't very much like the real world. Here, we are more afraid of a law enforcement officer after midnight than a stranger in an alley. We struggle to wake up before 9 and wouldn't consider going to sleep before midnight. Perhaps our rejection of the news is a symptom of a bigger issue. By ignoring the news's existence and temporarily forgetting about the outside world, we can become more fully submersed in Washington and Lee's alternate reality. It allows us to escape not only a world of violence in Israel, but one composed entirely of our surroundings and consistently meeting our expectations.

Said one junior who, embarrassed by her disinterest, wishes to remain anonymous, "China could be blown to bits and I would have no freaking idea." I'm sure that's not the case though. My Yahoo news feed would have told me.

JENNIFER SANOW IS EQUALLY GUILTY OF THIS, SO STOP ASKING FOR HER OPINION ON THE CANDIDATES. SHE DOESN'T HAVE ONE YET. SHE WELCOMES OTHER QUESTIONS AT SANOWJ@WLU.EDU.

SPECTATOR'S PICKS

CLASSES WORTH THE BATTLE WITH WEBREG

ANTH 100—INTRODUCTION TO ANTHROPOLOGY: One has to learn about all the prominent W&L alumni...including homo erectus and homo habilis. This course will give you the WHOLE history of our quaint little school—did you know that students burnt down a schoolhouse during the 18th-century where the Ruins are today? Yea, didn't think so. Take the class.

PHIL 106—INTRODUCTION TO LOGIC: (BAC) → D. Blood Alcohol Content leads to drunkenness? No. Bob and Carol will go to the fair only if Ann drives. If you have any ambition to take the LSAT or just want to think more efficiently, enroll.

PSYC 150—PSYCHOACTIVE DRUGS AND BEHAVIOR: Explanation not needed...especially if you followed our advice and took that logic class.

HIST 109, 110, 111—HISTORY OF ANCIENT EGYPT, ANCIENT GREECE, OR ANCIENT ROME: Illustrious professor? We vote yes. Professor Sanders has taught in a number of the countries he now teaches about. For crying out loud, the man helped write an encyclopedia (the Encyclopedia of Southern Culture, to be exact...yea, you can ask him about American history and trust the answer, too).

BIO 105—INTRODUCTION TO BEHAVIORAL ECOLOGY: Field trips to the creek to see salamanders is good enough, but getting to visit the Safari Park? We're sold.

NEURO 395—SPECIAL TOPICS IN NEUROSCIENCE: Sort of intense sounding, we know, but a frosh got a got an open job offer and a major (read: life direction) out of the class last year. Seriously, it's all about taking classes that seem to come out of left field—they might lead you home (that was corny and a sports metaphor, but doesn't make it less true).

POV 101—POVERTY AND HUMAN CAPABILITY: AN INTERDISCIPLINARY INTRODUCTION: Honestly, you can't graduate from W&L without meeting Prof. Harlan Beckley. The Shepherd Poverty Program is as prestigious as it is practical—taking this class will let you see a whole different side of things.

MONICA CHINN IS A SOPHOMORE MAJORING IN LIFE AND CAN BE REACHED AT CHINNM@WLU.EDU

FUNCTIONALLY ILLITERATE? CAN'T TELL THE DIFFERENCE BETWEEN A COMMA AND AN APOSTROPHE? LIKE MAKING OFFENSIVE COMMENTS WITH LITTLE SUPPORTING EVIDENCE?

If you answered yes, or grunted in assent, to any of the above questions, then the Spectator is the place for you! We need obnoxious, inflexible, and frustratingly dense writers to compose articles — and by articles we mean political diatribes — for the magazine. Contact us at spectator@wlu.edu or come to our next meeting if you are interested.

AVOIDING THE FRESHMAN FOLLY

A HOW-TO GUIDE ON SURVIVING YEAR ONE

The best advice for freshmen I have heard so far this year? One dorm counselor advised her hall, "It's really easy to look like a freshman." Now, feign misunderstanding all you want, Class of 2011, but, deep down, you know it's true. If you don't understand, keep reading. The same goes for upperclassmen who have yet to realize that puking in your roommate's closet does not make for a good story. If you follow these suggestions, we guarantee you social success at this fine institution of higher learning.

❖ **Don't talk about how much you like to/have had to drink.** Yes, many people do this. Now think of all of the times you have heard someone slur on and on about how well they hold their liquor and all the incredibly fratty things they've done while intoxicated. Was it impressive? How about interesting? There is nothing unique or exciting about drinking to a school full of drinkers, and frankly, we all hope you have something more substantial to brag about.

❖ **Sorry, ladies, but remember gender roles prevail at W&L.** No matter how modern the rest of the world is, double-standards are persistent at W&L. You can say hooking up is all in fun, but grandma may have been right about something: he won't buy the cow if he can get the milk for free. And guys always know who to go for to get the free milk.

❖ **Guys, try not to be "that guy."** Once you do something unbelievably foolish at a school this size, it tends to stick with you. Our apologies to the freshman boy who has already been singled out as "that guy," and possibly known only by an emphasized last name. Once you're known for trying to hook up with anything with long hair, your name will be synonymous with "sketchy." Girls will avoid you, no matter how nice a guy you actually are, because you are not worth the damage to their reputation your company entails. Even a drunk girl won't believe you when you say you're "only helping her home." And, if she does, ask yourself whether it is really that good of a life decision to hook up with a girl that drunk.

❖ **Restrain yourself Parents' Weekend.** Save the Stacy's Mom fantasies—they're just that. It does not make you a champ. Girls tend to stay away from the alleged (yes, I said alleged) guy who hooked up with someone's hot mom (trying doesn't count). Plus, being at your sketchiest in front of your parents/your friends' parents is not the way to make a good impression.

❖ **Don't be too nervous during rush.** We speak from experience on this one. Don't be the girl who puts on a fresh coat of lipstick between each house, or the guy who immediately clams up around fraternity boys in fear of saying

the wrong thing—honey, we can tell you honestly, it only makes things worse. On the flip side...

❖ **Don't get cocky about rush.** They call it Tear Night for a reason. Informal rush may be fun and the attention may be exciting, but it comes with a caveat: as much as you are narrowing down the frats/srats, they are narrowing their potential pledge class down, too. Too much confidence could cost you an otherwise guaranteed bid.

❖ **Careful with the freedom of Spring Term.**

Subcategory-snippets:

❖ *Buffalo Creek:* If you must "indulge" in the festivities, just remember what your mom said when telling you not to eat food with unknown origins: you don't know where it's been. And if it rhymes with "brooms," it was probably just pulled out of the mud. Delicious.

❖ *Slacking:* We ourselves have felt the lure of a warm, sunny afternoon, and abandoned our 1 pm class for a quick snooze in the sun. Making a habit of such negligence, however, has been known to kill a GPA. Don't believe us? Knock yourself out. And then learn "Do you want fries with that?" in Spanish.

❖ *Drinking from early afternoon until early morning.* While we don't doubt your ability to put down an obscene amount of liquor (see #1), and we would like to encourage as much spring time frivolity as possible, we would caution you against causing the actual death of your internal organs. Spending six weeks in a semi-conscious stupor may not be the best use of your tuition.

❖ *Tubing at Goshen:* More trivial advice, but heed it nonetheless. Buy your tube early. Every conceivable place that sells them runs out by the end of the first week of Spring Term. And attempting to float down the Maury with a table top between two tubes in order to play beer pong is an awesome idea, and we commend you for the attempt, regardless of how successfully it is executed.

Try and enjoy the ride. The W&L freshman experience is a unique one: not every school puts freshmen on a pedestal (see right next door for details) for an entire semester, just to rip them down for the first half of the second and build them back up for the remaining twelve weeks. It is the proverbial roller coaster, yes, but completely worth it. ❖

September
1-7

[2007]

[The Orientation Program introduces the newest members of our community to those Washington and Lee traditions which are central, both functionally and philosophically, to the past, present, and future of the University. Foremost here is the Honor System, the bedrock of all student life and work for well over a century.]

Freshman
and New
Student
Orientation
Schedule

We at the Spectator take researching out articles very seriously. In the course of carefully exploring what we like to call our "imagination," we discovered the unedited, still classified version of the freshman orientation schedule and have published the highlights here for your viewing pleasure.

Saturday, September 1
9:00am-2:00pm

CHECK-IN FOR ALL FRESHMEN AND NEW STUDENTS

If you have already arrived on campus, the vast majority of this time would best be spent nursing that hang-over from what was likely your first college party the night before. Try and remain under your covers until at least noon. If you are unlucky enough to have a roommate moving in, then it is absolutely essential to be coherent for your roommate's parents, lest they be convinced their son or daughter will be brushing their teeth with a complete social and moral degenerate. If you do need to leave your room, make sure you are clad in something more than boxers. At some point you will need to surface to pick up an envelope of undetermined contents and get an ID made. You will spend the rest of your college career wishing you had showered first.

5:30-6:30pm

DINNER

You should first report to the D-Hall where you will be informed not so kindly that you can't eat there, and you should walk to Evans Dining Hall. You will then struggle through the most awkward meal of college, seeing as you probably know no one. Your best bet would be to find someone you talked to for more than 3 seconds today or talk to the people around you in line. Since those parents who can't let go will be joining you, try to keep the volume of the discussion of how drunk you are going to get that night to a reasonable level.

9:07pm-2:13am

FIRST PARTY

The instant whatever activity the university has scheduled to occupy alcohol-seeking freshmen has ended,

rides will begin leaving in the Quad. Hop in the back of a stranger's pickup truck and go wherever the night takes you, probably to Old House.

Sunday, September 2, 2007
8:00-11:00am

CHURCH TIME

This is intended for you to go to church, but you will probably use this time to curse the worst hangover you have ever experienced in a very sacrilegious way.

9:00am-2:00pm

LANGUAGE PLACEMENT EXAM

Take the exam in its designated place at far too early an hour. It is almost certain that you will be wrongly placed, but don't worry, the drop-add period lasts two weeks.

11:15am-12:15pm

HALL GROUP BRUNCH

Get to know your hall better and meet you brother or sister hall, who you will then hope to never interact with again. You would be best served to schedule a placement exam during this period.

12:00-1:30pm

PRESIDENT'S WELCOME TO NEW STUDENTS

Since this is your first time in Lee Chapel, remember at midday it is going to be about 100 degrees, so men make sure to wear a jacket and tie, so you can really sweat it. Women should feel free to wear just about whatever, as long as it is a dress. As always cell phones are inappropriate, but feel free to set to vibrate and text away,

5:15pm

CLASS OF 2011 PICTURE

Has anybody ever seen this? Will anybody ever see it?

7:00-9:15pm

LIFE: PIECES OF THE PUZZLE & DISCUSSION

You will be subjected to re-enactments of "real life" situations and think to yourself, "Do I look that stupid when I do that?" If you are a male this will be the first of many times you are told that you are inherently a rapist. Discussions will follow; make sure to talk about your feelings. Rides will be waiting in the Quad as soon as the meeting is over, so sprint. Tonight is the first night you discover country houses, and for the first time fear being stranded. Make sure and apply everything you've learned thus far in determining whether or not you are making healthy choices.

Monday, September 3, 2007
9:00am-1:00pm

ACADEMICS FAIR

Walk around in the blazing midday sun and have

professors pressure you to take their courses. Remember that you are in school to party; don't mess that up with real classes.

3:15-5:00pm

STUDENT GOVERNANCE ORIENTATION

You will be introduced to the approximately twenty organizations that have disciplinary authority over you in a long-winded, confusing amalgamation of acronyms. Remember, the SFJC and EHB are always watching.

7:00-9:15pm

WHY IDENTITY MATTERS?

A panel will discuss race and diversity on campus with perhaps the most undiverse audience possible. Remember, if you're a white male, it's entirely your fault.

Tuesday, September 4, 2007
8:00am-2:00pm

SWIM TEST

Corresponding to your name, go to the gym and take the test. Who knew it could be so hard to swim after drinking so much? You will probably feel like you are going to die, but if you throw up in the pool, you will not have any friends. Ever. Also, take a good look around, because this will probably be the last time you are in the gym for a while.

8:30am-3:30pm

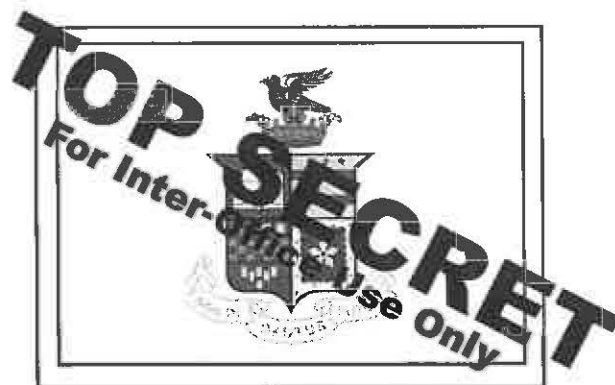
CLASS REGISTRATION WITH ADVISOR

Make sure to roll out of your alcohol-induced coma at the right time so you get a good schedule. If you have a late time, you're screwed anyways. How does 8am 5 days a week sound?

10:am-2:00pm

CAMPUS ACTIVITIES FAIR

Be prepared to get pressured into signing up for clubs. It's best to sign up for about thirty, even though you have no intention of participating. The list of people who signed up to write for the Spectator, but neglected to attend the meetings has been turned over to a death squad.



HOOKING-UP HORMONES

DEPRESSION AND W&L'S DATING SCENE

They're probably the most commonly used words on our campus. Many talk about it, almost everyone is doing it, and everyone is thinking about it. Of course, those words are 'hooking up.' But the way that the 'hookup culture' affects men and women is something very different. Males appear to be unaffected by this method of 'casual dating.' A one night fling with a woman they may or may not know is completely permissible. Indeed, some women are also able to sustain one night stands with no apparent side effects. However, some women feel that they are unable to feel unattached or completely separated the morning after, however casual they intended it to be. They avoid the hookup, whether out of perceived awkwardness or out of fear of lingering attachment. This article is by no means a condemnation of this lifestyle, but rather an explanation for the placement of some of these feelings.

Some research suggests that hormones may play a larger role in the hookup culture than one would expect, outside of the raging hormones of the pre-hookup. Laura Sessions Stepp, who wrote the recently published book *Unhooked: How Young Women Pursue Sex, Delay Love and Lose at Both*, contends that "In women, oxytocin is released. It's a chemical that makes women want to nurture their young and stay close. Men get a huge jolt of testosterone, which suppresses oxytocin, and that's nature's way of saying, "leave the nest and go sire offspring somewhere else." So when women think they can have sex and walk away just like guys do, they're having to suppress thousands of years of evolution that tells them to cuddle, stay in bed, and look forward to tomorrow. When they get up and walk out, they feel depressed and don't know why."

Beyond that, Stepp contends that rising alcohol abuse among women have the hookup culture to blame: "One reason we're seeing alcohol consumption rates go up in women is that they are taking part in these sexual encounters ... at some point it denies their own biology and desires, so of course they drink in order to prepare for it, because it's not what they want to do." She credits rising depression among women to hooking up: "We know from surveys that ... due to oxytocin — the shorter a relationship, the more likely it is for depression to occur afterward ...and hookups are nothing if not brief. Also,

casual sex may make later relationships more difficult, particularly if it becomes a pattern, because cheating is common." Dr. Luder, a psychologist in Washington and Lee's University Counseling Center, agrees with Stepp: "The "hookup culture" of casual, uncommitted relationships is an important factor in increasing the risk of depression in women; having close, stable, supporting relationships is probably the most important single protective factor that reduces the risk of depression."

Dr. Luder also suggested that "While oxytocin clearly plays a role, I think it's too reductionistic to attribute the differences between men and women in relationships primarily to differences in oxytocin levels; culture is a more important determinant...a lot of the men I see through University Counseling are also unhappy with the relationship scene at W&L.

Many of these men feel pressure to demonstrate sexual prowess, achieve sexual conquest, and disavow their own emotional needs in ways that mask what they really want: close, stable, and nurturing relationships."

One must ask, then, what about the college experience in general, and Washington and Lee in particular, become a catalyst for this type of dating? What about our social scene and campus life fosters this type of interaction between men and women? Stepp has one answer to that question: "A lot of the women... say one of the reasons they have casual sex is the fear that if they get tied up emotionally with someone, they won't be able to do their work or get ahead in their jobs." Certainly, Washington and

Lee is home to many driven and ambitious men and women. In addition, the instant, if temporary, gratification of a hookup is easier to obtain and theoretically less complicated than a functional relationship. It seems that regardless of the long term consequences of the hookup culture, both women and men see any kind of connection, no matter how limited, as better than no connection at all. ♡

SO WHEN WOMEN
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THEY'RE HAVING TO
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OF YEARS OF EVOLUTION
THAT TELLS THEM TO
CUDDLE, STAY IN BED,
AND LOOK FORWARD TO
TOMORROW.

JACKIE DIBIASIE IS A JUNIOR AND CAN BE REACHED AT DIBIASIEJ@WLU.EDU WITH ANY QUESTIONS OR COMMENTS. OR FOR A GOOD TIME.

LEXINGTON'S LOSS

MUSEUM OF THE CONFEDERACY NIXES ROBERT E. LEE'S RESTING PLACE AS POTENTIAL LOCATION

Last spring, the mere suggestion that the Museum of the Confederacy, currently located in Richmond, Virginia, would be moved to Lexington initiated a storm of debate. The Trident and The Ring-Tum-Phi immediately published articles suggesting that due to the museum's controversial nature, it should remain in Richmond. The authors of those articles should find recent statements issued by the museum reassuring, as Lexington is no longer among the cities being considered for relocation. I would like to suggest, however, that this represents an enormous loss for our community. Though the Museum of the Confederacy has been portrayed as offensive, a celebration of a less-than-admirable period in American history, its very existence represents our ability to learn from our mistakes and recognizes one of the most formative periods for our national identity.

Many accounts of the Civil War are riddled with holes, inconsistencies, and contradictions. The museum would have complimented the strong academic community in Lexington, providing a unique source of education to the citizens of Rockbridge County in addition to professors, college students, and tourists. The Confederacy is usually described as having fought for ignoble principles until it was defeated by a righteous Union. The primary claim for the Confederacy's illegitimacy is usually that it fought to protect its right to own slaves.

The Confederacy did allow slavery. Of course, the Union also allowed slavery, and it allowed slavery to exist in the North longer than in the South. When Abraham Lincoln issued the Emancipation Proclamation, he denied freedom to slaves held in Union states or regions under Union military control in an attempt to incite slave revolts that would disrupt the Southern war effort. He didn't stand on any moral principle, but acted in the hopes of gaining a strategic advantage over the South. The slaves not freed by the Emancipation Proclamation, the Union's slaves, were not freed until 1865 by a constitutional amendment.

Lincoln's speeches do not reflect a moral character,



intent on freeing slaves, but instead reflect views on the superiority of whites to blacks. Lincoln vocally supported a constitutional amendment to protect slavery during his First Inaugural Address. Jefferson Davis did not mention slavery at all in his Inaugural Address, but stressed peace, liberty, and free trade. In addition, the central motive for Lincoln's opposition to slavery's spread into western territories was that they did not want competition for white labor. Abraham Lincoln, so often seen as the "Great Emancipator," freed Southern slaves for purely political reasons and left Northern slaves under the whip. To characterize the War Between the States as a "war to end slavery" is a blatant contradiction to the ideas of many people at that time and today.

The North was not nearly as noble as it is often perceived, waging an all-out war on its Southern neighbors' liberties, property, and lives, resulting in a stronger, centralized government with more power over all of its citizens. Much as the American Revolution's rebels wished for self-determination and an end to unfair, economic controls and trade barriers, the seceding states left the Union in fear of increasing pro-Northern tariffs that harmed the Southern economy. Following Southern Secession, a Northern Congress quickly passed the Morrill Tariff in 1861 against the Eighteenth and Nineteenth Century's advancing arguments for economic liberalism given by economists such as Adam Smith, Jean Baptiste-Say, and

Frédéric Bastiat.

Free trade and free enterprise were further offended by growing trade barriers in the Republican attempt to return to the broken and corrupt system of mercantilism. Many southerners saw the dangers of the Republican protectionist agenda, and the Confederate Constitution explicitly outlawed protective tariffs and subsidies to private businesses citing their corruptive influence and economic illogic. The War Between the States can best be characterized ideologically as a Second

THE NORTH WAS NOT NEARLY AS NOBLE AS IT IS OFTEN PERCEIVED, WAGING AN ALL-OUT WAR ON ITS SOUTHERN NEIGHBORS' LIBERTIES, PROPERTY, AND LIVES, RESULTING IN A STRONGER, CENTRALIZED GOVERNMENT WITH MORE POWER OVER ALL OF ITS CITIZENS.

American Revolution, a people dissolving their bonds to their national government in order to seek a better system of self-government and free enterprise unhampered by unfair, harmful trade barriers and centralizing authority.

Not all of the seceding states left with Lincoln's election, which some southern states viewed as beneficial to the Union. It was upon Lincoln's call for troops to invade and subjugate the seceding southern states that Virginia, Arkansas, Tennessee, and North Carolina left the Union, joining the Confederacy. Virginians saw Lincoln's action as a tyrannical, unnecessary, and aggressive use of power, and they heeded their state motto: Sic Semper Tyrannus, or All thus to tyrants. Maryland would have likely seceded as well, but Lincoln clamped down on the state, jailing many state legislators and unconstitutionally revoking the writ of Habeus Corpus. The Baltimore newspaper editor Francis Key Howard was jailed in Fort McHenry, the same place where his grandfather Francis Scott Key wrote "The Star-Spangled Banner," for criticizing Lincoln's war and his suppression of civil liberties.

The southern cause was not aggressive, but defensive and classically liberal. The secession echoed of Locke's political philosophy and of the American Revolution; many European observers characterized the conflict in this way. The southern states did not wish to be subjugated by Northern tariffs and tired of wealth and power transfers benefit-

ing only Northern industry. Recognizing that their government no longer served their interests, the southern states left the voluntary union they had formed, making a contract for a new federal government in the form of the Confederate Constitution. In the face of unfair trade barriers and the unconstitutional loss of civil liberties, the Confederacy sought more liberal values as reflected by President Jefferson Davis's statement: "I love the Union and the Constitution, but I would rather leave the Union with the Constitution than remain in the Union without it."

Lexington would have been an appropriate town for the Museum of the Confederacy to be located, benefiting the academic community in addition to the town and its tourists, despite the controversy it incited. Free discourse is vital to the integrity of our history, and the stigma attached to the Civil War, as well as the misconceptions surrounding it, could have been better explored through the museum. Opinions should be exchanged and interpretations of history challenged in order to continue to learn from our past. The Confederacy serves as an essential part of American history, and ignoring it because it can be distasteful does no one any favors. The history of the Confederacy is one that teaches the lessons of the War Between the States, lessons that remain relevant in a time characterized by an overbearing centralized government, aggressive and unconstitutional warfare, suppression of dissent, unfair economic protections, and dissolving liberties. The Museum of the Confederacy is one of the best instruments to tell this story. The museum's decision not to come to Lexington is not a victory for those who opposed it, but instead a loss for the entire community. ❖

ROBERT CLAIBORNE IS LIVING PROOF THAT NOT ALL CONSERVATIVES SUPPORT THE CURRENT ADMINISTRATION AND CAN BE REACHED AT CLAIBOURNER@WLU.EDU.



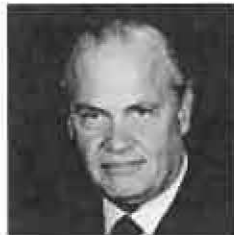
MAKING SURE YOUR CANDIDATE SPEAKS ENGLISH GOOD

Editors' Note: It's no secret that here at W&L, our Traditions and Place in American History are held in higher regard than Hilary holds her Botox injection appointments (this, of course, topped only on her Holier-Than-Thou to do list by health care 'ideas'...but we digress). With our focus not only on our own conventions and chronicles, but on those of our country as well, we at the Spectator have stumbled upon a fact that might surprise some of you. Even after almost 250 years as a nation, English is not our country's official language. On May 18, 2006 the Senate voted on an amendment of an immigration bill to change all that, but as Will reports, its results dictate more than the issue of diction.



The process for evaluating presidential candidates is a procedure that is dictated by a select few criteria. Stances on current issues, past voting records, experience, charisma, demographic orientation, and other basic measures have been determinants of the process for decades. But such a process fails to provide the public with a true understanding of each candidate. By "true understanding" we mean the individual course of reasoning and rationalization performed by each contender. Obviously we can only go so far in such a process, and we must be careful how much speculation we incorporate into our own conclusions, but the implications of doing such can result in invaluable information concerning each candidate.

A vote on one bill provides the perfect opportunity to decipher the reasoning of seven of the ten democratic presidential candidates. To briefly summarize the event, on May 18, 2006, Congress passed a bill 62 - 35 that would "preserve and enhance the role of English as the national language of the United States of America." The bill does not officially designate English as the country's official language, but gives no one "a right, entitlement or claim to have the govern-



ment of the United States or any of its officials or representatives act, communicate, perform or provide services or provide materials in any language other than English." Significantly, seven out of the ten current democratic presidential candidates voted against this bill.

We can conclude there were three possible motivations for the candidates to vote the way they did. One, they were pandering to a specific demographic group. We believe this is unlikely based on the widely accepted assumption that pandering is not particularly effective when the constituents are composed of many demographics. Two, they believe that a "natural selection" type process will take care of the issue in the future. Or three, and the possibility that is most alarming, they actually believe that all languages should be given equal treatment in the state and federal arenas.

This situation is indicative of a more important issue than the way seven out of ten Democratic presidential candidates voted on one specific issue. Anyone can examine the matter at face value and make simple judgments: the candidates are un-American, anti-patriotic, and ignorant of American history. The true issue here is why they made the decision, not what the decision was. Do they believe that English should not be the official language of the United States? A rush to judgment concerning this question is unfair and dangerous, but it does warrant further investigation

As stated before, with pandering set aside, candidates may believe that the bill is pointless because the overwhelming dominance of English will eventually weed out Spanish as it did to other European and Asian languages in the 1800's and early 1900's. If this was the belief of the candidates, then I have no quarrel with them. Personally, I believe this will be the case and a federal law mandating English will only expedite the process, but if not implemented will not put the "culture" of this country at risk. Our issue is not with this belief though. The concern here is the belief that other languages have every right to be practiced - in the federal and state arena,



NOT EVEN KIDDING. THIS GUY IS ACTUALLY A PRESIDENTIAL CANDIDATE...
JACKSON KIRK 'JACK' GRIMES
UNITED FACIST UNION



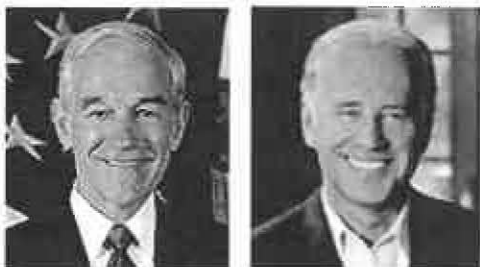
Photos Courtesy of Project Vote Smart.org

not privately - as much in this country as English. Is it possible that as much this mode of thought - irrational and short-sighted, yet aesthetically pleasing - will be transposed to other issues, such as healthcare or immigration or the war in Iraq? The potential for this method of thought frightens me far more than whether these candidates believe in the sanctity of the English language in the United States.

The bottom line is that we as a people need to abandon knee-jerk, biased reactions to candidates' stances and take a more insightful and enlightened approach so we can effectively evaluate them. This manner of evaluation can be applied to all issues concerning all candidates: why do they stand the way do? For example, conservative Mike Huckabee refuses to believe in evolution. Many accuse him of being ignorant. But again, this is a lazy reaction. The true issue and potential danger is why he believes as he does, considering Darwin's Theory of Evolution is as accepted in the scientific community as Newton's Laws of Motion. Is it stubbornness? Is it a refusal to deny his roots and upbringing? But most importantly, again, is there the potential for Huckabee to transpose such a way of thinking to more relevant and important issues of the day? If so, there is far more to worry about than one man's scientific ignorance.

Examine the people, not just the issues. ♣

WILL HENSON IS QUATRA-LINGUAL AND WELCOMES COMMENTS AT HENSONW@WLU.EDU








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WASHINGTON & LEE AND THE WORLD

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Illiterate adults in the world:
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Correct Mock Convention predictions since 1908:
18 out of 23, about 78%

College-age citizens who voted in the 2004 election:
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W&L's Graduation Rate (class of 2006)
86%

Americans who have college degrees:
27%

W&L students who own computers:
95%

Americans who own computers:
66%

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\$20,000

Current W&L tuition (4 years):
\$169,080

American colleges, including W&L, in 1785:
9

American degree-granting institutions in 2005:
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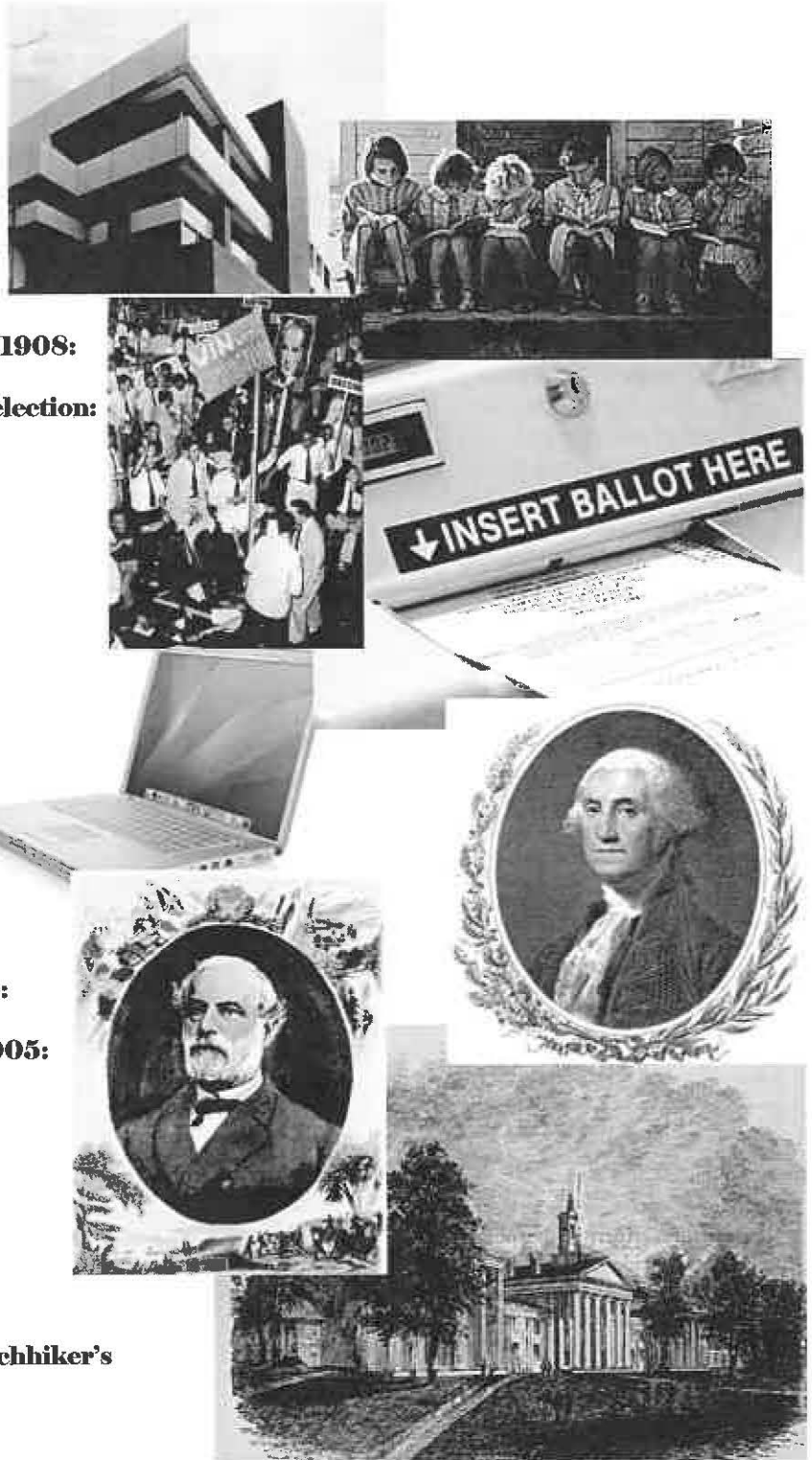
Birth date of Robert E. Lee:
1/19/1807

Grooves on a US quarter:
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Undergraduate majors offered at W&L:
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Sociology 202 - Contemporary Social Problems: White Flight Commute Getting You Down?

Sociology 280 - Male and Female Roles in Society: Keeping the Wife in the Kitchen in the 1990s

Sociology 305 - Power and Society: Forget Being Sensitive -- Be a Man

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Management 399 - Spring Term: Nepotism, Primogeniture, and the Good Ole Boy System

Accounting 315 - Depreciating the Condo, BMW, and Club Membership

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Physical Education 158 - Tennis

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