

# ALUMNI GAZETTE

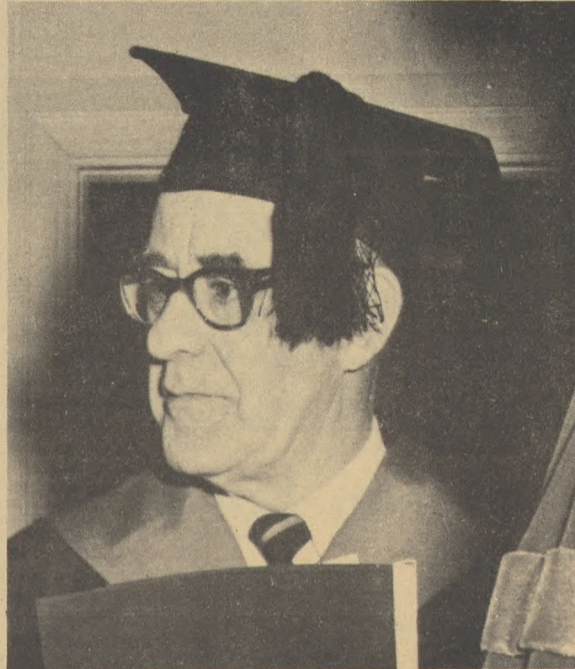
## of the College of William and Mary

Dean Fowler

### An Institution Retires After 40 Superb Years



Dean Fowler in 1934 and in more recent times in his cap and gown.



by Wilford Kale '66

The author of this article, W. Wilford Kale '66, is chief of the Richmond Times-Dispatch Bureau in Williamsburg. He is a former student of Dean Fowler.

His career at the College of William and Mary was in its waning hours. He was completing reports to be turned over to the next Dean of the Faculty of Arts and Sciences.

His famed notes for his lectures on the English Kings and Queens of the Tudor and Stuart era were already packed away. And just prior to his retirement last June 30, he took a little time to discuss his 40 years at the nation's second oldest college.

For Dr. Harold Lees Fowler William and Mary had been his only professional full-time teaching position "and my wife and I never at any time thought about leaving. We were always happy in Williamsburg.

"I found that I personally stood for what William and Mary was trying to do," Dr. Fowler explained, noting some of the reasons he stayed here. "I had great confidence in William and Mary's potential as a first rate undergraduate college of arts and sciences."

Dr. Fowler joined the William and Mary faculty in the fall of 1934. "Actually the college was already officially underway when I was appointed," he said. "Registration was in progress when I came for an interview."

His appointment was as an assistant professor of history and rising through the ranks to associate professor in 1943, he became a full professor in 1946 and head of the history department in 1959.

A graduate of Dartmouth College, Fowler received his M.A. and Ph.D. degrees from Harvard. There was a persistent rumor on the campus for many years that Harvard was always trying to lure him back.

Leaning back in his desk chair, Fowler grinned and laughed. "That's one rumor that was totally unfounded. I've always been happy here...just a crazy rumor."

Another tale said that the alumni of William and Mary were always giving money to increase his salary and keep

him here. Again he grinned. "That rumor was equally unfounded."

Having established himself as a dedicated lover of the school, Fowler also set another story straight.

Even though he has enjoyed his 10 years in the deanship and his work in college administration, Fowler said he would like to be remembered as a "teacher, not an administrator."

"My greatest personal satisfaction," he said during the rare interview, "has been my teaching and the contacts it has given me with my students."

Most of the thousands of former students think of him primarily in Washington 200 lecture hall, behind the lectern, gesturing, emphasizing and doling out 100 of years of history in a single 50-minute class.

Fowler and another Harvard man were the only two faculty members hired by the college in the Depression year of 1934. The school was small and he was interviewed and hired by President John Stewart Bryan and the long-time chairman of the history department Dr. Richard L. Morton.

He taught four different courses that first semester here, Fowler explained. A new curriculum was instituted in 1935 and included a requirement that students had to select from series of courses including the History of Europe, which they simply began to call History 101-102.

Dr. Fowler made 101-102 a legend. Developing the course himself, he modeled it "very closely on the History 1 course at Harvard." It was through this course that he first met many of his students.

His structured lectures, in which some students claimed that you could easily lose 100 years if you dropped your pencil, soon became his trademark.

A 50-minute lecture on King Henry VIII was recognized several years ago by alumni as the "most famous and most popular lecture" ever given at William and Mary. By the time Fowler had been giving the course three or four years, its popularity was a campuswide topic.

Students from past terms would learn that Henry VIII was to be given again and they would crowd Washington 200 to

hear his recitation of the English monarch and his six wives.

"England under the Tudors and Stuarts" was his speciality. Even after he became dean of the faculty, Fowler taught the history of those two royal families until his final session this past spring.

His History 101-102 by the early 1960s was so popular that enrollment exceeded 500 students per semester. He had to give successive lectures because at that time there was no hall at the college large enough to accommodate all the persons signed up for the course.

During the 30 years that he taught 101-102 he said that he never became bored. In fact, he explained, "it hurt me when I had to give it up in '64."

"No, I never got bored. I feel that a professor should not be in this game unless he really likes young people. And lecturing to large numbers had a very definite appeal for me.

"That may sound immodest, but I got great satisfaction and pleasure from it, because it was in that way that I got to know so many students and why I know so many alumni today."

Fowler noted that during the 1930's, 40's and 50's "one of the fine things about William and Mary has been that top senior professors taught the introductory subject courses.

"I did the history, Bill Guy the chemistry, Jim Miller then Frank MacDonald the philosophy and Dick Newman, the fine arts and so it went. And some of this has continued to be true today."

The reasoning behind it was "to give freshmen a firm footing and an opportunity to know what was expected of him at the outset," he explained. "And I think all of us who did that were genuinely interested in teaching freshmen, not simply because of the subject we were teaching,"

Just as he made a mark on students through his teaching of history, his colleagues agree now that Dr. Fowler has made another mark on the William and Mary faculty through his decade of service as dean.

During the last 10 years William and Mary has grown from the concept of one "faculty" directed by Fowler to multiple faculties. And he acknowledges that the institution went through "growing pains and several administrative reorganizations" as the college expanded.

It was also during that important decade that "the whole business of student unrest" became the focal point of American higher education. Students at William and Mary "took the form of conflict between administration and students," Fowler explained.

While his office was not directly involved, he watched the entire episode from the sidelines. Fowler said that now in the 1970's the important relationships emerging are not so much between

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### A Return To The Front

Carter O. Lowance, executive vice president at William and Mary since 1970, will leave the College on September 1 to rejoin the staff of Governor Mills E. Godwin. Lowance, affectionately known in Richmond as the "assistant governor" because he has served so many administrations, left Governor Godwin's staff when the Governor's administration went out of office after his first term. Godwin won a second term last fall. In his four and one-half years at William and Mary, Lowance won the respect and admiration of all factions of the College for his integrity and fairness. Even the student newspaper *The Flat Hat*, which rarely has a kind word for the administration, praised him in an editorial earlier in the year. President Graves' called Lowance's departure "a great loss for me personally and for the College." He said the College would begin to explore how best to fill the void.



Miss Martha Barksdale, '21, has been admitted to the Patrick Henry Hospital, for the chronically ill, Denbigh Blvd, Denbigh Station, Newport News, Va. 23602. All cards and letters would be greatly appreciated, especially for her birthday on November 8.



rests on a specified body of knowledge, often involves the learning of a technique, and is capable of being certified. A professional education in law or accounting or dentistry aims at certification through the demonstrated mastery of a corpus of knowledge or set of skills. Its purpose is specific and immediate, as well as utilitarian. While it is usually not so, professional education can quite legitimately involve a process of rote learning. Having taken degrees in

*Dean Livingston (center) with two of his colleagues in the Department of Religion, David Holmes (left) and Jack Van Horn.*

## Undergraduate Dean Looks at the College

*The Dean of the Undergraduate Program, Dr. James C. Livingston, frequently has described for various groups some of the issues facing students and colleges today. For the Alumni Gazette, he has gathered together various such comments and observations in the form of a thought-provoking essay, which follows.*

Colleges and universities have been scenes of tumult and change in recent years. In this they often reflect the tensions and events in society at large. Nevertheless, this unrest makes us uneasy and even resentful, since we somehow expect something different in our halls of academe. After all, they should be places of calm rationality and civility.

What is most obvious at a college like William and Mary is the fact of growth, and with growth inevitably comes change. The College has just completed its first Self-Study in ten years, and the evidence of growth in the size of the student body, the faculty, the physical plant, and the academic program is marked. With growth and change come many compelling and completing demands for reassessment of aims, priorities, and resources. Change always brings with it a conflict of competing values.

The College Self-Study reports that William and Mary holds to its ancient aim and preserves its historic strength. Nevertheless, the forces making for change in the larger society are also felt on the campus. These forces can be opportune if they shake us out of our conventional patterns of thinking and doing and force us into some hard analysis about what we are doing and why we are doing it at William and Mary.

Here I would like to indicate just three tensions that I see facing the College's undergraduate program at the present time. I could add others to the list—e.g., the tension between academic tradition and innovation or between teaching and research or between the academic and extracurricular educational programs. The three that I wish to highlight are the tensions between liberal and professional education, between the College's traditional parietal role and student self-determination, and the tension produced by the recent attack on the conventions of an educational meritocracy.

What I say here is the product of my own observation and reflection. I am confident that some members of the

faculty and administration see things rather differently and may be in considerable disagreement with what I say. However, I offer these comments as neither law nor gospel but as an opening for dialogue. I hope they will provoke your reflection and entice you into the dialogue with us.

### I. The Tension Between Liberal and Professional Education

From its inception William and Mary has been noted as a relatively small community of "universal study," where scholars, senior and junior, join together to explore ideas, push back the frontiers of knowledge, and transmit the humanistic tradition of arts and sciences from one generation to another. What has distinguished William and Mary, and conferred on it a national reputation, is the excellence of its program of liberal arts and sciences, carried out in an environment in which, as President Graves has noted, "relationships are possible that allow true teaching and learning to take place."

We are, however, living in a time of extraordinary technological advance, social change, and professional specialization. Colleges and universities, especially public ones, have rightfully responded to the needs of and have sought to serve the ends of the larger community. Indeed, I believe they have a moral obligation to contribute to the solving of society's most pressing problems.

What a college can most obviously offer society is technical knowledge and trained professionals certified to serve the immediate needs of the community. And so William and Mary's traditional undergraduate program has, over the years, been supplemented and enhanced by high quality professional training. But there is a creative tension here that we must not fail to recognize. Liberal and professional educations do, in fact, reflect quite different—though equally valuable—purposes and styles.

Liberal education is quite properly, and should be unashamedly, ivory tower. Its purpose requires a time of reflection, of experimentation with ideas, life styles, values, and prospective career alternatives. The college years represent that difficult period of transition between childhood and full adulthood in which there usually takes place something like

an "identity crisis." During these years most young people face, for the first time, those existential questions of who they are, what they really believe, to whom and to what they will give their allegiance, and what they want to do with their lives. That is a major educational agenda in itself!

A college of liberal arts and sciences is the ideal setting for the realization of this educational process. Its goal is not only the acquisition of knowledge, expertise, and skill but the achievement, by each individual, of a personal philosophy or set of values which can provide an integrated and broadly informed perspective on life. Such an education seeks to cultivate not only critical judgment but moral and aesthetic sensitivity and responsiveness.

What distinguishes liberal from professional education is the fact that it is, in the best sense, disinterested. It attempts to see things in their widest human context and not only instrumentally. Likewise, a liberal curriculum is not determined by its immediate "relevance" and usefulness. In fact, it must remain aloof from the constant permutations of the job market. Liberal learning is obviously difficult, if not impossible, to quantify, since its "efficiency" is not reducible to numbers of course credits or grade point averages. It can't even be certified by a diploma. The "usefulness" of a liberal education is often latent, in that qualities of rational judgment, moral responsiveness, and breadth of perspective may not be immediately manifest or measurable, as is a marketable skill. While, in the long run, liberal education is not only relevant but indispensable to a free and enlightened society, the liberal arts and sciences are, and should continue to be, suspicious of "relevance." What one freshman class considers "relevant" the next regards as *pas de*. A course on the philosophy of Kant can be far more important to a budding social worker than the most "hot off the press" analysis of inner city crime. Robert Goheen, recently president of Princeton, has said of a true college that "its production is not measurable. Its truest goals are not precise targets but high ideals—the enrichment of the minds and lives of its students, the advancement of knowledge, the increase of understanding among men, and the unending search for truth."

A professional education, on the other hand, serves very different purposes. It

both a liberal arts and a professional school, I know of what I speak. I also know very well that a lot of specifically professional education goes on in the sciences and humanities and that genuine liberal learning takes place in the professional courses. Nevertheless, these two worthwhile forms of education have distinct and quite different purposes and aims. There is a tension present in any undergraduate program that includes them both—as we do at William and Mary.

*Miss Blake, a June graduate of the College, was invited by the Gazette to reflect upon her recent years as an undergraduate at William and Mary. During that time, Miss Blake served on the Honor Council, as President of Mortar Board, as a Member of the Spring Honors Convocation Committee and as a presidential aide. A member of Chi Omega social sorority, Miss Blake was elected to Who's Who in American Colleges and Universities.*

By Barbara Blake '74

As my parents said good-bye on the Saturday I first "came to College," my Dad made a request of me which has become the touchstone of my life's experience at William and Mary. He asked me not to change.

Though pleased that my Dad implicitly approved of my ideals—even those with which I knew he did not agree—I wrote him a response in which I expressed the hope that he would never fear change in me for change would be the evidence of my maturation. Indeed, change seemed to me a good, if inevitable, fact of life to be welcomed for the growth it promised.

In fact, I entered college at a time when youth had to place their faith in the promise of change. During the sixties, historic events had touched our lives in dramatic ways arousing within us in an active belief that youth might be the catalyst of social change through which the inequities of the past could be rectified.

I was first personally confronted with the problem of civil rights in high school when Eddie Mims lost her job. Eddie was a black girl whose revolutionary Afro had allegedly endangered the health of her customers in a local restaurant. My senior government teacher had engaged a civil liberties lawyer to bring suit, and he encouraged the class to picket the restaurant in defense of Eddie's right to wear her hair as she pleased without loss of employment. For good reasons, my parents quickly vetoed the picketing idea, and I'm not even sure if Eddie got her job back. But the episode impressed upon me the demanding necessity for every individual including myself to involve himself in the rectification of social injustice.

Spring of that same year came the "Cambodian crisis." Headlines about Viet Nam had appeared in the papers ever since the time I had first begun to read. In fact, the war had increasingly seemed to capture the national headlines in direct proportion to my improvement in reading proficiency. But I had never read much

## II. The Tension Between "In Loco Parentis" and Student Self-Determination

Liberal arts colleges have traditionally supported the policy of *in loco parentis*—i.e., of maintaining a relationship to students as that of a surrogate parent. This was classically stated in *Gott vs. Berea* in 1915 in which the California Supreme Court declared that "As to mental training, moral and physical discipline and welfare of pupils, college authorities stand *in loco parentis* and in their discretion may make any regulation for their government which a parent could make for the same purpose."

Over the past decade or so, *in loco parentis* has come under heavy fire. Earlier it was contemptuously dismissed by a few educators, such as Robert Hutchins of Chicago, who called upon colleges to concern themselves solely with the life of the mind. According to Hutchins, colleges shouldn't involve themselves with the physical, social, or emotional life of their students. But Hutchins represented a minority point of view. The vast majority of educators held, and continue to hold, that a liberal education involves far more than minds alone.

Nevertheless, the attack on *in loco parentis* continues apace, and it would seem doomed. There appear to be many good reasons for this. First of all, college administrators find it difficult to stand in the place of parents with regard to students' personal and social life because there seems to be no clear agreement among parents as to what the college should stand for on many deeply personal questions. We are living in a highly pluralistic society, and our students come from diverse backgrounds with quite different life styles, values, and social norms. There is little common ground among parents on such issues as alcohol use, curfews, or dormitory visitation. I have been reviled by parents for upholding rules they thought "ridiculously strict and Victorian" and by parents who thought our rules libertine.

Secondly, the College can't easily play the parental role because the students and the College both recognize that in important respects our students are adults. Since passage of the new age of majority law, students in Virginia are legal adults at age eighteen—which means that about 98% of our students are legal adults at the time they first step on the campus. Furthermore, colleges have come

to recognize—sometimes painfully and tragically—that they cannot impose rules on students which are not rationally defensible or which, while not irrational, are totally rejected by the vast majority of students as representing rules of social behavior completely out of phase with their life-style and experience. It will be more and more difficult, both legally and rationally, to set rules for special segments of our student body and not for others—e.g. for women and not for men, for sophomores but not for seniors.

A third and most important reason for the unstable condition of *in loco parentis* is educational. The Latin root of the word educate suggests bringing forth or drawing out. That is, genuine education in values (which is what parietal concerns are or should be about) can't be something mechanically imposed from the outside. This kind of learning requires personal involvement, experience, and judgment. Matters such as honesty, self-discipline, respect for, and fidelity to, others can't be taught by mere command or exercise of authority. We all recognize how utterly silly it is to command or threaten a person to be honest or conscientious. We know that as soon as the soldiers leave the base all hell breaks

loose. A young person must come to see things as worthwhile through example and personal experience, not by external fiat.

William and Mary's dedication to the education of the whole person means that education must reach beyond the classroom into the daily activities and decision-making of each student. That is why we see the student-administered Honor System and the policy of self-determination as so central to our educational mission. The essence of these programs lies in the development of student responsibility, not only for the student but with regard for the good of the entire community. These programs are exercises in responsible citizenship.

Does all this mean that the College has thrown over its parietal role? As far as I'm concerned, not in the least! However, it does mean that we are conscious of the tension and sensitive balance that exists between the College as educator and the students' need for enough freedom to genuinely learn. I, for one, don't believe that most college students are full adults. They are, rather, undergoing a difficult process of passage from adolescence to adulthood. It is the time, as we said earlier, to reflect, search, and form an

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### Reflections of a Recent Graduate

## Looking Back at Four Years at William and Mary



about the cause or meaning of the war, and I felt the pressing necessity to inform myself and to take a stand.

That I also desired to participate fully in the frivolity of my coming collegiate experience at William and Mary seemed to me incongruous with my more serious concerns. Nevertheless, fraternity parties were every bit as important to me as demonstrations. When my friends went through sorority rush at the end of first semester freshman year, I went with them, if only to "meet the people". Campus life presented an infinite choice of possible involvements, and I wanted to be part of it all.

Limitation was a reality as antithetical to my interests as to those of Walt Whitman. Inevitably, however, I had to make choices in the attempt to "define myself". I sometimes began to fear that I had lost my sense of proper priorities, that my choices revealed how quickly the larger questions of national concern were fading from my immediate consciousness. What really happened was that my concern over "proper priorities" ceased to involve an examination of national issues, but rather of personal values.

More than one person has come to college to find himself, and education can provide fertile ground in which to grow in the search. With a liberal understanding of cultural differences, the educated individual may gain perspective on how best to develop his talents within the society of which he is a part for his own happiness.

To further this understanding, William and Mary has charged herself to provide a particularly liberal educational experience for those who seek it. To viably fulfill her mission, however, William and Mary has had to make major adjustments in recent years to the paradoxical needs of this modern society.

On the one hand, her traditional concern with the liberal arts has become more essential than ever in a world composed of diverse cultures in close contact with one another. On the other, her traditional methods of presentation have bored the very students whom the material presented was supposed to stimulate. How do you meaningfully present classical subject matter to a generation of Jetsons?

In some ways, the class of '74 seems to

me to be part of a transitional period ushering out the last of the "old-guard revolutionaries" and introducing the first of a new group of self-reliant youth. Young people are learning to think for themselves at an earlier age through a critical exercise of intellectual inquiry. As a result, they have much to contribute to their educational experience, but they expect much in return.

William and Mary, must remain sensitive to the needs of its changing students if it is to fulfill its responsibility to them. Unnecessary inanities which remain in the system distract from the proper fulfillment of its educational purpose. Within the boundaries of William and Mary's specified goals, the adventure of academia will benefit by continued energetic innovation, not meticulous management.

William and Mary has made significant advances in supporting this adventure, and for these advances it deserves commendation. Parietals have disappeared as students have been recognized as responsible citizens. Curriculum revisions have allowed students to acquaint themselves more

liberally with the academic disciplines. Living-learning centers have opened windows to new views on educational methods. These advances are working well, and working well in an academic context.

But recent administrative sluggishness in authorizing further developments makes me wonder how deeply William and Mary believes in her educational purpose. Immediate rectification of affirmative action inequities is necessary if William and Mary is to honor her philosophical commitments; yet, efforts to meet this necessity have been more procedural than real. Student requests that benefits similar to those enjoyed in the living-learning centers, including the experience of co-educational living, be established these dormitories can be discovered. Students enthusiasm seems to need an apologetic justification for its interests. In failing to fill the express needs of this communal, the administration is frustrating that community initiative toward academic growth whose cultivation is ultimately its principal responsibility.

In the classroom, William and Mary has traditionally pursued an appreciation of humanism, and she has done so in a manner worthy of the goal pursued. Seldom in my educational experience at William and Mary did I encounter a member of the faculty who allowed his legitimate personal interest in publication to interfere with his primary responsibility of teaching his students. On the contrary, I gratefully received the opportunity to learn under the guidance of certain outstanding professors who are truly gifted in their teaching talents.

Yet, something was unfortunately amiss in my general educational experience, and it resulted in pressured preoccupation with heavy academic workloads. In a few cases, academic pressure, whether external or self-induced resulted in the isolation of lonely kids who struggled to match the unrealistic expectations of their professors. More typically, however, heavy workloads so misplaced the emphasis of education upon the pressure of consumptive learning instead of upon the material to be learned, itself, that academic interest was smothered.

Part of the problem is that William and Mary is in many ways a self-contained community. If its students are to benefit as greatly as they might from such an educational experience, William and Mary must continue to develop those programs which will encourage its students to

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authentic self before knuckling down to a career and a family. I believe that during this period of transition the College should play a genuine parietal role. I am also convinced that the students *want* the College to do so, although they are suspicious of parietal tyranny. Somewhat inconsistently, students are both rejecting the College's parietal role and asking for increased services and benefactions. They do continue to want support, personal assistance, and experienced guidance. Originally *in loco parentis* implied not only discipline but this kind of personal guidance and help. However, as colleges and universities became larger and more professionally oriented, the older, nurturing functions were neglected. As Nevitt Sanford has remarked: "Students for many years surrendered their rights as citizens in exchange for the special care and attention that parents and colleges were expected to offer. Now, with the care and nurture gone, students not inappropriately demand their rights. This is not because students are less in need of what colleges might do to develop them; it is because they find themselves in a situation that is essentially unfair."

Students at the College do seek support, guidance in and protection for their many personal concerns, be they in regard to housing, interpersonal counseling, health services, career guidance, recreation, or whatever. The students also want greater freedom and fewer controls. Thus at colleges like William and Mary, dedicated to the nurturing of the whole person, there exists a creative (but often perplexing!) tension between the College's acceptance of a number of parietal functions and the students' rightful desire for more self-determination.

### III. The Tension Facing an Educational Meritocracy

One of the most recent tensions facing the College reflects the broader debate in America today over the meritocratic philosophy of education which has dominated this country's colleges and

universities since World War II. During the youth of this nation, higher education was thoroughly aristocratic. Students who attended college were from families of money and social status. Those who later rejected this view argued that a college education should be an earned right, not a birthright. The criteria for entrance into college must be academic merit, not privileged status. During the 1950's the last bastions of the aristocratic tradition, the eastern private colleges, accepted the meritocratic ideal—much to the consternation of old grads whose sons were turned down by Alma Mater. Meritocracy meant that students were chosen—whether from the slum gang or country club set, whether black or white, rich or poor—on individual ability and intellectual promise. The result was the democratization of higher education. It was considered as American as football. But, like football, it's been in trouble of late.

What's wrong with the meritocratic ideal is that, while removing certain kinds of barriers, it has raised other roadblocks to college for certain groups within American society. We know that the preamble of the Declaration of Independence calls for *equality of opportunity*, not equality of ability. But the critics of educational meritocracy are insisting that current tests and measurements, admissions policies, and curricular requirements are not a valid gauge of intelligence, creativity, or motivation but, rather, are adapted to limited cultural experiences and norms. As one study reports: "From elementary school on, the meritocratic system tests, measures, grades, and culls, to the progressive advantage of affluent whites." Whether this is fully the case is moot, but it is certain that economic and cultural deprivation, rising educational costs, and elitist images keep many highly capable minority students from institutions like William and Mary. Our desire to be "color blind" has, ironically, kept minority students from the College.

What is now being called for is affirmative action. This means not waiting for the occasional minority or

culturally-deprived white student to knock on our door, but to take aggressive measures to locate them, court them as we do a choice athlete, and offer them the inducements—financial, social, and educational—to come to William and Mary.

There are a number of reasons for our doing this. One expedient, but nevertheless compelling, reason is that the federal government is insisting on it, with threats, in the case of failure, of possible severe sanctions. A very good reason for affirmative action in admissions is that, as a state institution, William and Mary has a solemn obligation to serve the Commonwealth. Which means that the College has a responsibility to the constituency of Virginia—and not only to the affluent white constituency, but to all citizens. I don't mean to imply by this that William and Mary should adopt something like open admission. I am radically opposed to such a policy. Virginia has wisely developed a state system of higher education which can meet the different needs and capabilities of its mixed populace. The state recognizes that William and Mary has a distinct role to play in this system. Among its responsibilities is the training of professionals in a variety of fields. However, its unique and historic role has been the education of men and women for positions of wise and courageous leadership in the Commonwealth and the nation. This is what we need today more than anything else—and we need it in all segments and levels of our society. I firmly believe that the educational program at William and Mary offers a very special preparation for this kind of informed and intellectually disciplined leadership.

A second good reason for affirmative action in minority recruitment and retention is that William and Mary, and its students in particular, can gain from an educational community whose students and faculty represent a rich diversity of backgrounds, experiences, viewpoints, and talents. For this reason, the College has stated, as part of its

Admissions policy, that "it desires to incorporate into its community a wide variety of backgrounds, attitudes, and interests. This has meant a commitment to recognize and to try to meet the educational needs of members of minority groups."

William and Mary is committed to the preservation of its enviable status as a place of educational excellence. The College has no intention of diluting its academic program. If anything, standards and competition have become more rigorous in recent years. And the College has made it clear that any student admitted must have demonstrated that he or she is able "to meet the academic challenge of William and Mary."

What, then, is at issue? Where does the tension lie? The question that is being raised, and is most fundamental, is what constitutes educational merit and excellence? The attack is not on meritocratic criteria. But, assuming a relatively high minimum standard of achievement and promise, what are the determining measures of excellence in an Admissions program, and what constitutes educational excellence? We know full well that rigorous rules and requirements *as such* can be a sign of *rigor mortis* rather than a means of discovering or unleashing intellectual energies and creative thought. And what of the affective (i.e., having to do with attitudes and emotions) dimension of education? Is it, and should it be, taken into account? If so, how does it fit into the educational program?

These are some of the kinds of questions that the challenges to the conventions of the older meritocracy are raising. We are just beginning to feel their force here at William and Mary. Many of us see the tensions created by this challenge as full of educational promise. In any case, the issues are before us, and they can't be ignored. The College needs the thoughtful, sympathetic yet critical, input of all of its constituents—including the alumni, as it faces these and other complex issues in the immediate months and years ahead.

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participate in their academic community as fully as possible. When the education that students receive inside the classroom has no evident effect outside the classroom, it is small wonder that students seriously question the true value of their educational endeavor.

By the same token, the composition of the academic community must reflect social reality if it is to fulfill its educational purpose. Thus again, effective affirmative action program are crucially

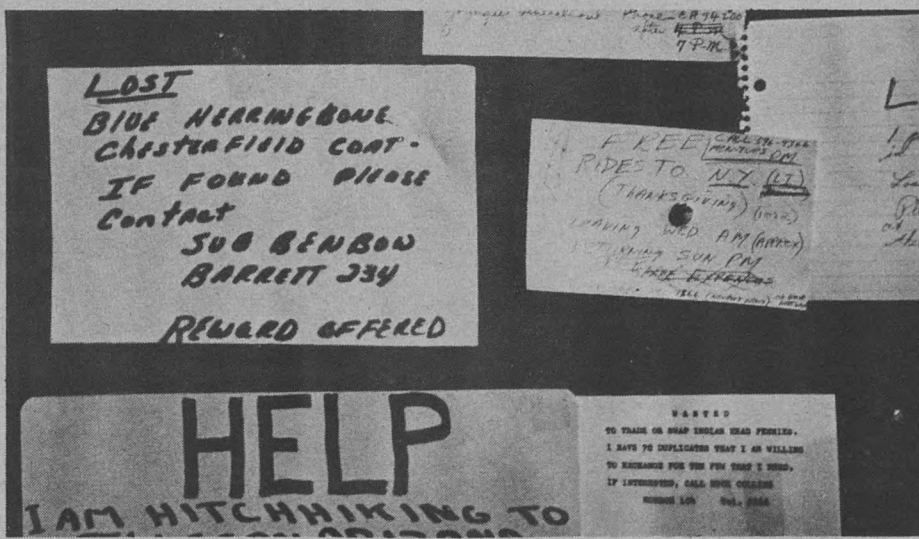


needed not only to rectify social inequities but also to maintain the educational integrity of the College.

William and Mary provides a good academic foundation upon which to build the achievement of future goals; but the achievement of those goals will be influenced by the development of the society in which they must be achieved. Thus, it seems to me that the success of our liberal education must be judged in the long run by whether the priorities we honor as citizens remember not only our own needful interests but the needful interests of others as well.

My personal understanding of priorities has changed as a result of my educational experience and personal maturation. With today's inflationary economy and tight employment market, providing a good living for one's family presents a worthy challenge to established citizen and recent graduate alike. In the context of unstable times, I can better understand my Dad's earlier concern that my fundamental faith in the values I received from my parents remain unchanged.

But, still it seems to me that there is a paradoxical virtue in allowing for the potential of change in even the most fulfilling of beliefs. If the world as seen through the eyes of a child fathers the faith of the many, as suggested by Wordsworth, then there is wisdom in the simplistic response that change is not to be feared but welcomed as the opportunity of growth and development. If our education can preserve within us the optimistic receptivity of a child's open mind, then I believe our society will realize more of the fullness it potentially promises.



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student and administration as between student and faculty.

Students today "are involving themselves more and more in academic programs and wanting more voice in curriculum matters, grading systems and the college calendar," Fowler said.

In the late 1960s, he explained, at William and Mary and elsewhere, students "achieved many of their goals in terms of getting rid of parental rules, changing residential arrangements and having more participation and voices in administrative matters."

Dr. Fowler agrees that student involvement in many of the collegiate areas are important. However, he emphasized that the "faculty has guarded always that academic portion of school life and they still do in most cases. In my judgment there are certain areas of faculty concern where students don't belong because these are matters which

the faculty, as professionals, should handle."

As Dean, Fowler said that he hopes he has contributed "some leadership in the development of William and Mary's academic program, education policy and high standards."

Through the years he has always stressed the position of the faculty of arts and sciences in the undergraduate curriculum as being the center of the institution.

"I strongly believe this and it's the position I represent to the president and vice presidents of William and Mary," he explained.

His plans for retirement days were somewhat altered by the death of Mrs. Fowler in May, but he still plans to continue living in the colonial capital. "I shall have a study down in the library," he explained, "and intend to keep my hand in...I want to continue to do some work for my own satisfaction."

# ORDER NOW FOR CHRISTMAS

## William & Mary Chairs

These popular chairs are available in several styles to help furnish homes or offices of William & Mary alumni.



The coat of arms of the College is reproduced on a bronze medallion embedded in the back, with the name of the College and the date 1693.

Armchair, all ebony ..... \$79.00  
Armchair, cherry arms ..... \$79.00



The comfortable Boston rocker has the bronze medallion with the coat of arms, imbedded in the back.

Boston rocker, all ebony ..... \$72.00  
Children' rocker, all ebony ..... \$42.00



The coat of arms of the College is reproduced in gold on the back.

Armchair, red cherry arms \$64.00  
Straight chair ..... \$49.00  
Boston rocker-All Ebony \$59.00

Cushion for Adult Chair  
2" deep latex foam rubber covered with Naugahyde in William and Mary Green with black trim ..... \$11.00



The Society still has copies available of this hand finished pottery plate, suitable for wall hanging or flat decoration. It is finished in dark green and depicts the coat of arms. The cost is \$16.00 plus \$1.50 for shipping.

### Necklace on Sale



A handcrafted sterling silver W&M cipher is available as either a necklace or pin from the society. Designed and produced by Mike Stousland, '41, it is available in either form for only \$10.

limited number of copies available

### AMERICAN EXCURSION Jack E. Morpurgo, '38

This collectors volume, now out of print, recalls the authors first visit to America, his years at William and Mary, and his impressions of the United States. Morpurgo is the first British graduate of this century, has received the Alumni Medallion and an Honorary Degree, and is currently authoring the HISTORY OF THE COLLEGE, to be published in 1975.



For those who wish a ready reminder of the pleasant days spent on the campus, there is now obtainable a striking watercolor painting of the Wren Building. The artist was Kenneth Harris, and the actual size of the picture, unframed, is 22" x 14 1/2". Just the thing for the office, the den, or looking ahead, for Junior's room as an inspiration and a goal. Available from the Alumni Office, Box GO, Williamsburg, at \$6.00, an attractive price for discerning alumni and art lovers.

### William & Mary Coat-of-Arms Needlepoint Kit \$20.00



Includes  
Instruction Sheet,  
Clearly Marked  
Reference Lines  
Blueprint, Needle  
Tapestry Wool for 14" x 14"  
finished piece.

### NEW...

17" x 18" CREWEL KIT of the COLLEGE COAT OF ARMS. Design is hand silkscreened on the finest Belgian linen, with imported English wool, needle, complete instructions, \$15.00.



ORDER FROM  
THE ALUMNI OFFICE, BOX GO, WILLIAMSBURG, VIRGINIA 23185

MAKE CHECKS PAYABLE TO  
Society of the Alumni

All chairs are SHIPPED FREIGHT COLLECT from The Manufacturer. Allow approximately 10 weeks for delivery. CHRISTMAS ORDERS MUST BE RECEIVED BY 1 OCTOBER 1974

# TAKE A "TIME OUT" FOR A FUN TIME

## JOIN THE CROWD



# HOMECOMING '74

## HOMECOMING RESERVATIONS FORM

**MAIL AT ONCE TO:**  
**ALUMNI OFFICE**  
**P. O. BOX 60**  
**WILLIAMSBURG, VA. 23185**

**Make Checks pay to:**  
**SOCIETY OF THE ALUMNI**  
**Enclose with your Reservations**

Please make the 1974 Homecoming reservations for me at the class motel \_\_\_\_\_

Other \_\_\_\_\_ (Specify) There will be \_\_\_\_\_ persons in my party

Arrival date \_\_\_\_\_ Departure date \_\_\_\_\_  
 Reservations confirmations will be mailed direct.

Please reserve \_\_\_\_\_ places at Friday Alumni Banquet @ \$11.00 (Free 25th and 50th Anniversary Dinner, compliments of the Society for class member and one guest.)

Please reserve \_\_\_\_\_ places at Saturday Dinner Dance @ \$13.00  
 Reservations will be closed on October 11, 1974. Tickets for these dinners may be picked up at the Alumni House during registration.

NAME \_\_\_\_\_ Class \_\_\_\_\_  
 (please print)

Street \_\_\_\_\_ Phone \_\_\_\_\_

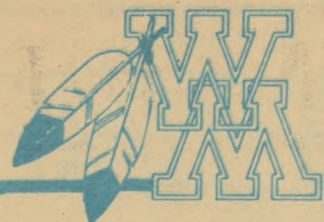
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

\* Please enclose check for dinner reservations payable to: Society of the Alumni

HOMECOMING 1974 - OCTOBER 18 & 19

### RESERVATIONS

Because demand for Alumni Banquet and Alumni Dinner Dance accommodations has been exceeding space availability, it will be necessary again this year to accept **ONLY PREPAID RESERVATIONS** for those two occasions, in order of receipt. Please pick up tickets at the Alumni House upon registration. There will be space available at the Banquet and the Dinner Dance for those who wish to attend the program only, at the conclusion of dining. Classes will be seated together as much as possible. If special tables are desired, please notify the Alumni Office with full listing of the ten persons involved. The Alumni Office will forward your name and address for room reservations to the motel and they will confirm directly to you.



# HOMECOMING '74

## HOMECOMING HEADQUARTERS AT ALUMNI HOUSE

THURSDAY, OCTOBER 17, 1974

Order of the White Jacket Reception  
Order of the White Jacket Banquet

FRIDAY, OCTOBER 18

Registration and Ticket pickup until. Coffee and doughnuts  
Golf Tournament for Alumni and Spouses  
Campus Re-Orientation; Brief Campus Bus Tour to follow  
Varsity vs. Alumni Soccer Match  
Alumni Varsity Tennis Match  
Sunset Parade with Queens Guard and Colonial Militia  
Class Cocktail Parties, Cash Bar  
Alumni Annual Banquet  
Annual Meeting of the Society  
Presentation of Alumni Medallions  
Address by President Graves

SATURDAY, OCTOBER 19

President's Reception and Continental Breakfast  
Registration and Ticket Pickup until 2:00  
Law School Alumni registration until 11:30  
Homecoming Parade - A real Biggie this year  
Alumni Band Practice  
Luncheon on the Lawn until Kick-off  
Alumni Board of Directors open meeting  
Law School Association Luncheon  
Football - William and Mary vs. Rutgers  
"Fifth Quarter" Social Hour  
Alumni Dinner  
Alumni Dance - BYOL

*(After arrival, alumni should contact fraternity and sorority houses for their open house and reception times. Seating will be available to those who wish to attend the Friday night Annual Meeting, and Saturday night dance, but who do not attend the dinners prior to them.)*



President and Mrs. Graves invite all alumni to the President's House on Saturday morning for a pre-parade continental breakfast.

### REUNION REST AND RECOVERY AREAS

1924	Williamsburg Lodge
1929	Hospitality House
1934	Motor House
1939	Hospitality House
1944	Motor House
1949	Williamsburg Lodge
1954	Hilton 1776
1959	Mount Vernon
1964	Colony Motel
1969	Lord Paget

### FOOTBALL TICKETS

FOOTBALL TICKETS MUST BE ORDERED DIRECTLY FROM:  
Price: \$7.00 per ticket plus 50 cents pstg. and ins.  
The Athletic Ticket Office phone number: 229-3389

THE ATHLETIC OFFICE  
BOX 399  
WILLIAMSBURG, VA. 23185

W&M  
ALUMNI  
ANNUAL  
GOLF  
TOURNEY  
1974



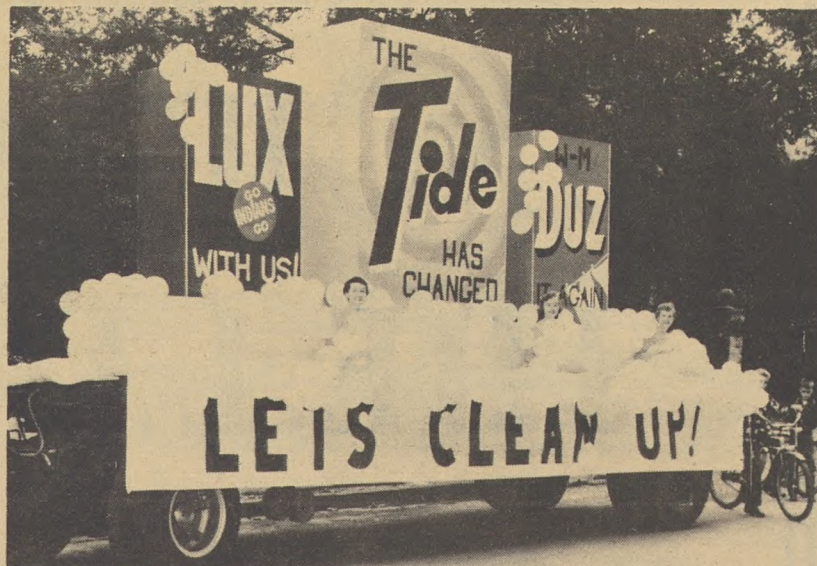
The Williamsburg Inn's Golden Horeshoe Course is again the site, and alumni and spouses are invited. Prizes for low gross and net will be awarded to both men and women. Please confirm your interest by October 16, and indicate preferred starting time, between 8 and 11 am, partners etc. Green Fees are \$8.00 and carts are optional.

1. Players .....
2. Tee Time Preference.....
3. Name of Registrant.....

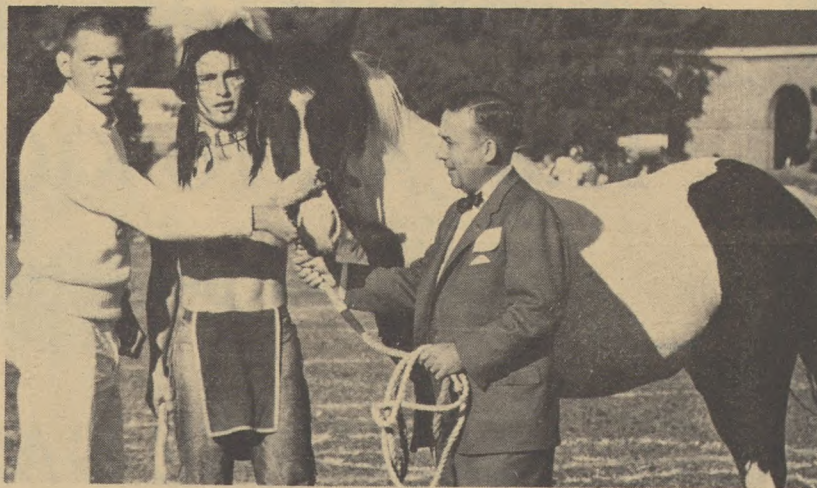
Return to Alumni Office, P.O. Box GO  
Williamsburg, Va. 23185, before Oct. 7, 1974.

## The Good Old Days

The Kappa Kappa Gamma first place prize float in the 1950 Homecoming Parade.



Tim Hanson '39 presenting Wampo Feather to Herb Hausmaun '63 and Wade Johnson '63 at Homecoming in 1962. Tim rode the first Wampo in 1938.



### Homecoming Day 1934

In the 1934 Homecoming Parade the Womens Athletic Department march by with hockey sticks and tennis racquets raised high.





# HOMECOMING '74

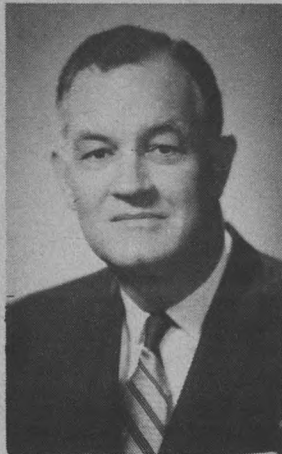
## 'OWJ' Celebrates Anniversary



M. Carl Andrews '27 is President of OWJ.



Dwight C. Brown '32 is Secretary.



Governor Godwin '36 is this year's Speaker.

The Order of the White Jacket (OWJ) was founded in 1972 by former W&M waiters. Its third Homecoming Dinner meeting will be held Thursday, Oct. 17, in the Campus Center Ballroom. So far, 193 men who worked as regular (or regular substitute) waiters, or headwaiters, in College dining halls have enrolled to help emphasize the value and dignity of working through College, to establish fraternal ties, and to initiate service programs for W&M. The form at right should be completed by those eligible to obtain further information on the OWJ, headed by M. Carl Andrews '27 of Roanoke.


### The Williamsburg COOKBOOK

Traditional recipes from the taverns of Colonial Williamsburg.

cloth 6.50 pp  
paper 3.50 pp

mail to

William and Mary Bookstore  
Box BN, Williamsburg, 23185



**'WAITER' SERVICE REGISTRATION FORM**  
(For eligible former students not now members of OWJ.)

You are hereby advised that the undersigned, a former W&M student performed services as a regular waiter, head waiter, etc., (or regular substitute waiter etc.) in the College Dining Hall or Cafeteria during the year (s) .....

Name..... Class .....

Address .....

.....

I am interested in information regarding OWJ.

Send to: Dwight C. Brown, Sec.-Treas., 4712 N. 20th St.,  
Arlington, Va. 22205

# LUNCHEON ON THE LAWN

AT THE ALUMNI HOUSE

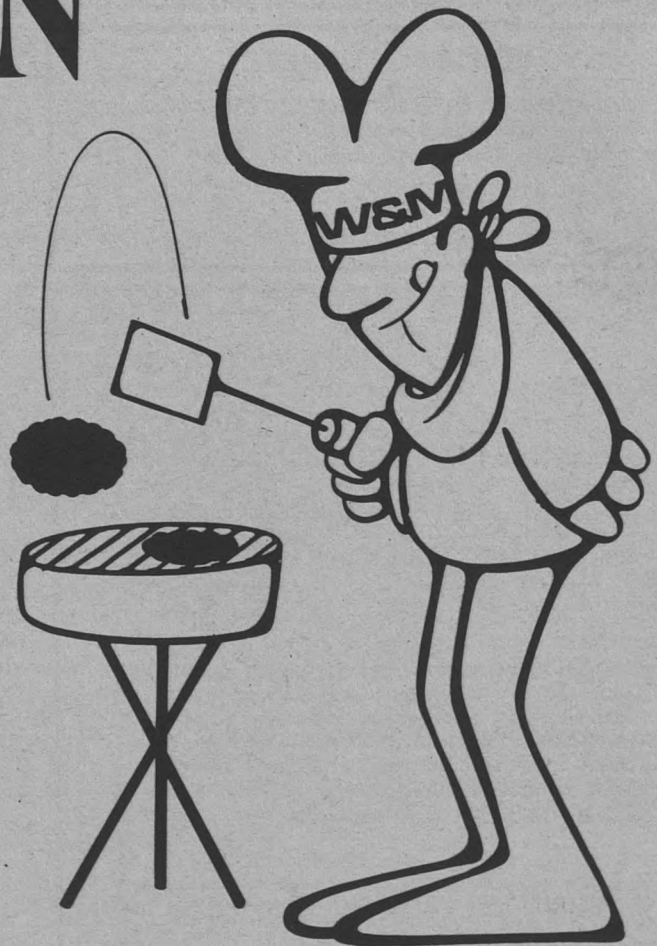
11:30 AM TO KICKOFF

(weather permitting)

ALL HOME GAMES

ALL ALUMNI AND BIG GREEN FANS ARE WELCOME

Park your car early, beat the rush, have lunch, meet your, friends, walk across the street to the game.





# Letters To The Editor

Dear Editor:

As a lawyer and a graduate of the College, let me suggest the following.

First: Based upon the report in this paper, Mr. Greene's race was an admitted factor both in his selection by the law faculty and in Senator Willey's objection to his selection. Under the 1964 Civil Rights Act it is illegal to "discriminate" on the basis of race in the matter of employment. "Discriminate" is defined: "... to make a clear distinction, distinguished, differentiate." Since both parties are culpable of the same conduct, which has the superior moral claim to propriety? Mr. Greene should have been neither appointed nor refused appointment because of his color.

Second: The traditional College ideal for faculty and students has always been people of high intellect, scholarship and character. Mr. Greene's strident emotional reaction to the President's decision and to Senator Willey's thoughtless letter persuades me that he lacks the last and gives me doubt concerning the first of these qualifications. People of character have long recognized that resounding silence in the face of unjust criticism usually reveals the critic's merits.

Third: We live in an age of declining standards, of legal and moral literalism wherein merit or right is never presumed but must be either demanded or placed in writing. President Graves' insistence on the ineffable requirement of character in the present time is a welcome act of integrity and wholly consistent with College tradition. I support the President.

Yours truly,

Edward H. Powers, Jr. '62  
Kansas City, Kansas

Dear Editor:

In the July issue, Alumni Gazette, Letters to the Editor, Ms. Cam Walker,

mentions that The Alumni Board of Directors living in states beyond Virginia, "did not have enough salient information to justify their harsh condemnation of the college faculties," regarding the JeRoyd X Greene affair.

The six contempt court citations spoke for itself, in that he has not respected the usual and customary discipline of our courts of law and that his attitude is that of a provocateur.

The administration of The College and The Directors of The Alumni Society are seasoned people who have no axe to grind except to uphold the traditions of our college. It is their duty to execute this responsibility as custodians of its rich heritage as a sacred trust.

May I state from one of the late Dr. David M. Potter essays (History and American Society, Essays David M. Potter, edited by Don E. Fehrenbacher) in which a reviewer has remarked.

Since the "Old Order" was challenged severely by new tensions as a result of Prohibition and The Great Depression, by the years following World War II, the revolution was completed. Authority no longer held any sanction. There was "no real authority which anyone was bound to respect." The ultimate deterioration of "consensual authority" became evident when society found itself defenseless against groups which would not bargain, which scorned prevailing values and which made demands that were, in fact, non negotiable." What had long been cherished as the right to dissent had, Potter believes, become the power to disrupt. The right to dissent was no longer employed to correct evils in society but, when involved by groups and individuals committed to the total rejection of society, became the means of assailing society itself.

If those in the faculty and others feel that the constituted authorities are too insular in their decisions, then they always have the privilege of moving up the peninsula into their own mainlands.

Respectfully,

John C. Stolz, '32  
Fleetwood, Pa.

# Healy Explains Reorganization

A year ago, William and Mary began to implement a new approach to student affairs. The administrative direction of programs for students had, heretofore, been directed by a staff which was organizationally separate from the academic programs of the College.

The new approach involved placing the jurisdiction for student affairs and services in the newly established office of the Dean of the Undergraduate Program. He, in turn, reports to the Vice President for Academic Affairs.

The rationale for this new concept, considered somewhat unorthodox, was explained for parents last year by Dr. George R. Healy, Vice President for Academic Affairs, as follows:

"As a primarily residential university of full-time students, William and Mary conceives of its educational mission very broadly. Our fundamental and central purpose, of course, is that of challenging the intellect, by bringing together in academic discourse the very best students we can enroll—your sons and daughters; and the best faculty we can engage—those men and women who I imperfectly represent this morning.

"William and Mary, as a primarily liberal arts institution of great antiquity and, we believe, of comparable distinction, is deeply committed to the belief that an educated person should welcome the hard academic work that is the price of discovery; that he or she should be stimulated by ideas, good talk, and great books; and should avow a continuing commitment to the search for truth in the patterns of science, the clarities of logic and of language, and the beauties of art. We try to provide the environment to achieve these intellectual and perceptive goals in our classrooms, our laboratories, and our studios.

"But education is even more than that. Education is a total process of developing the individual, and we try at William and Mary to recognize that fact by making no sharp distinction between the academic experience of the classroom and the laboratory, and the profoundly significant personal experience of the student among his fellow students in the residence halls and in extracurricular

activities of great and valuable diversity. All of this is learning; all of it is educational even as some of it may not be academic, at least in the narrow definition of that term.

"Recognizing this, we are trying to make a total environment at William and Mary that will encourage total learning process. We are trying to break down the idea that education is a classroom and sometime thing, and that what goes on outside it is extraneous to the academic concern. This is hard to do and we are far from achieving it. But it is our goal and our policy, and we believe we are making some progress toward its accomplishment. You might be interested in one change we have made administratively this year, which speaks, at least symbolically, to this goal.

"Characteristically, the administration of a college or university differentiates in its structure between academic and student affairs. There is of course nothing wrong in this, and to some degree such a distinction is useful and necessary; but it does accentuate the prejudice that there is a difference between academic and student affairs, that they are somehow unrelated and separate. In an administrative reorganization this year we have tried to weaken that differentiation. No longer at William and Mary do we have separate pyramids of administration, one called Academic Affairs and the other called Student Affairs. Instead, all of this activity is conceived as within the academic concern of the College. The area of student affairs is headed by a person who carries the title of the Dean of the Undergraduate Program—Professor Livingston, whose charge in this important office is not a narrowly academic or a narrowly "extra-curricular" one, but one in which the entire program of the student is conceived as a single organic activity, not separable into various parts each with an independent life of its own. We think this is a better way of seeing the student in his or her relation to the College; and we think that by this kind of visible administrative change, we can at least symbolize our conception of education as a whole process for a whole person."

# Vital Statistics

## BORN

To: Florence Bama McNeill (Steinman), '61, a daughter, Heather McNeill, April 17. Second child, second daughter.

To: Gwendolyn Ann Anderson (Ingraham) '65, a son, Jacob Anderson, September 16, 1973. First child.

To: Velma Rose Krowe (Gray), '65, a son, John Weston, August 14, 1973. Second child, second son.

To: Dorothy Leigh Gilbert (Jordan), '66, and Thomas Ferrell Jordan, '66, by adoption, a son, David Adam, born April 7, adopted July 8. First child.

To: Penelope Susan Coiner (Fletcher), '68, and Francis E. Fletcher, Jr., '65, a son, Francis E., III, September 5, 1973. First child.

To: Virginia Ann Nittoli (Matish), '70, and John Clea Matish, '69, a daughter, Beth, January 3. First child.

## MARRIAGES

Helen Studz, '33, and George E. Rogers, May 11.

Susan Jane Judkins (Black), '64, and George Dixon Gravely, '62, June 21.

Henry Harman George, '65, and Nancy Patricia Sadler, May 4.

James Spencer Dryden, Jr., '66, and Sheila Gail Maticic, April 19, 1973.

Sandra Rita Abicht, '68, and Fred Lee Simmerman, August 11, 1973.

Becky Lee Sweet, '68, and Richard Thomas O'Connor, March 30.

Beverley Wellford Marshall, '69, and Dollie Mathews Mc Grath, May 25.

Barbara Wayne Moriarty, '69, and Peter

Brown Fleming, II, October 6, 1973.

Marian Ruth Donnelly, '70, and Thomas Stewart Shadrack, Grad., January 27.

Linn Ann Acton, '71, and Michael Anthony Tyrrell, June 15.

Nancy Jane Bierly, '71, and Michael Thomas Chaney, May 25.

Agnes Hill Blandford, '72, and Harry K. Evans, Jr., '73, December 16, 1972.

Susan Jewett Hillard, '72, and James Clarke Chase, '73, May 25.

Janis Louise Reed, '72, and Alpheus Edward Keller, II, '71, November 22, 1972.

Cynthia Gray Stillely, '72, and Richard King Newman, III, June 22.

James P. Walsh, '72, and Peggy Vannoy, July 22, 1972.

Rebecca Sue Deans, '73, and Ralph Lynwood Crews, '71, June 22.

Mary Harleen Harper, '73, and John Thomas Dizer, III, April 6.

Valerie Jaquetta Wallace, '73, and Lt. Walter David Edwards, June 30.

Patricia Lynn Adams, '74, and John Brian Hostetler, '74, June 1.

Sara Culver Cheney, '74, and John Douglas Strom, '74, June 8.

Barbara Creech, '74, and Berton Vincent Kramer, Jr., '74, June 22.

Mary Eileen Hale, '74, and William Laerence Stockey, '74, June 22.

Debra Carole Houser, '74, and Jeffrey Bertrand Roberts, '73, June 15.

Janice Ann Magary, '74, and Hugh Michael McGahey, '74, June 15.

Karen Theresa Schorschinsky, '74, and John K. Donohoe, Jr., June 1.

Julie Christine Soderstrom, '74, and Bradley Lee Roberts, Grad., June 9, 1973.

Esmé Therese O'Connor, Grad., and Michael Francis Jenkins, Grad., June 30.

## DEATHS

Julia Elliott Green (Eggleston), '23, July 21, 1973, in Richmond, Virginia.

Mary Beauchamp (Moore), '29, January 19, 1973, in Richmond, Virginia.

James Olin Rice, '29, July 24, 1973, in Reedville, Virginia.

Ella deShields Cox (Rilee), '34 B.S., February 2, 1973, in Shacklefords, Virginia.

Lucy Baytop Sinclair, '34 A.B., April 15, 1972, in Hopewell, Virginia.

William Lawrence Whelan, '35, September 27, 1972, in Ettrick, Virginia.

Charles James Walker, Jr., '40, July 5, 1972, in Hamden, Connecticut.

Marion Elizabeth Milne (Barba), '41 B.A., June 1, in Short Hills, New Jersey.

Eugene Emilo Magliaro, Jr., '49 B.S., April 18, 1973, in Livingston, New Jersey.

Dr. Carol Lewis Thomas (Fortier), '66 B.S., March 29, in Richmond, Virginia.

# ALUMNI GAZETTE

of the College of William and Mary

July, 1974: Volume 42, No. 1

EDITOR/ Ross Weeks, Jr.

ASSOCIATE EDITOR/ S. Dean Olson

ART DIRECTOR/ George A. Crawford, Jr.

CLASS NEWS/ Mrs. Trudy Neese

VITAL STATISTICS/ Miss Mary T. Branch

TYPESETTING/ Mrs. Sylvia Holmes

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## The '74 Season: Can the Skilled Players Do It by Themselves

Win or lose this fall, Tribe football should answer an interesting question about the sport: do the grunts in the trenches make the players in the skilled positions look good, or if backs and ends have enough talent, can they do it by themselves.

"We should know by the fifth game," says head coach Jim Root, who begins his third season with the Indians this year.

Root's resources are depleted on both the offensive and defensive lines. He has made some personnel and logistic changes

14 of those on board, but with the limited number of grants, he did not have the flexibility of bringing in the linemen who should be stepping into the positions this year vacated by last year's fine crop of seniors.

"We are right in the valley of suffering from a changeover period of two years ago," says Root. "We are going to have to work like hell to overcome our handicaps."

One of the team's big problems last year was defense. As a result, Root and

"Root's resources are depleted on both the offensive and defensive lines. He has made some personnel and logistic changes in the defense to possibly offset the loss of several seniors. But on offense, the future couldn't be more grim."

"To offset the gloom, Root may have some of the best players in the skilled positions in the Southern Conference."

in the defense to possibly offset the loss of several seniors. But on offense, the future couldn't be more grim.

Root has lost his best returning lineman, Bucky Lewis, to a knee injury. He has only five other offensive linemen, two of whom are up from last year's freshman squad.

"In the opener against Wake Forest," says Root, "we will have to take three or four of our incoming freshmen, not out of choice but out of necessity. They should be playing JV ball for several games in order to mature, but we are



"If we can take care of those Richmond people, get a piece of East Carolina and a good chunk of Virginia, and stay pure against some of the other teams, we will be where we want to be."

going to need them right away."

To offset the gloom, Root may have some of the best players in the skilled positions in the Southern Conference. A healthy Billy Deery, who played hurt from the opening Virginia Tech game on last year, is back at quarterback after an excellent Spring. He has several fine helpmates in the backfield, including fullback John Gerdleman and running back Doug Gerhart.

At the other skilled positions are possible all-American candidate Dick Pawlewicz, Mike Bujakowski, Mark

Smith, and Bruce McCutcheon. Root has depth, too, in the backfield in rising sophomores Scott Goodrich, Ivan Fears, Tommy Smith, and in senior place-kicking specialist Terry Regan.

All of that may be cancelled, however, by the weakness in the offensive line.

"If the line doesn't measure up, the men in the skilled positions may get banged up," says Root. "By the time our young kids gain some experience, injuries could create a problem for us in the skilled positions."

Lack of depth -- a constant problem over the years with Tribe football -- is even more of a threat this year. When Root came to William and Mary prior to the 1972 season, he was given only 16 grants-in-aid to recruit with. He still has

his staff have changed the defensive front alignment from an even to an odd scheme in an effort to make the best use of his personnel. The Tribe is talented at the defensive end position, with several quick and experienced players in John Dodd, Bruno Schmalhofer, Bob Szczypinski, and Steve Dalton. Root will play a five or seven man line, with a man always over center.

"If we are going to be successful," says Root, "we have to stop the option which is so predominant in college football. This scheme better fits our personnel because our ends can cope better with the option."

Although North Carolina and Vanderbilt are not on the schedule this fall, the opposition is comparable to last year's. The Tribe leads off with Wake Forest, which should be much improved, and then follows with Virginia, a team Root would dearly love to beat. Midway, the Indians travel to Boston College, a perennial Eastern power. The next week, they meet Rutgers at Cary Field at Homecoming. On Nov. 9, Virginia Tech comes to Williamsburg.

The rest of the schedule will be played in the Southern Conference--Furman, The Citadel, VMI, East Carolina, and Richmond.

In the Conference, Root feels East Carolina and Richmond, despite changes in the coaching staff and the loss of some of their stars, should again be the class of the league. In a second grouping, he puts Furman, William and Mary and the Citadel.

When Root came to William and Mary, most of the talk centered on Virginia Tech. Now that he has beaten Tech twice in a row, he hears little about the Gobblers and lots about Virginia, where Sonny Randle, the former East Carolina coach, now heads the staff.

"A lot of people feel strongly about Virginia," says Root, "and I think the

"A lot of people feel strongly about Virginia," says Root, "and I think the average alumnus is keyed toward that game."

average alumnus is keyed toward that game." The Cavaliers, he says, are a question mark. "They have a lot of pluses, including a new system and new coach." The Tribe catches Virginia in its second game, after its opener against Navy. "I think their performance against Navy will have a good deal to do with the success of their season."

Root stops short of pessimism about his own team's chances this year, although he is realistically apprehensive because of his lack of manpower on the line. Root has, however, given William and Mary its first winning season (6-5) since 1967, and he's accomplished two other goals that most people thought were impossible when he came -- he's beaten Tech twice in a row and in two years, not a single player has left the school because of academic deficiencies. If his past track record is an indication, the season may be more promising than it looks on paper. Root seems to imply as much himself.

"If we can take care of those Richmond people, get a piece of East Carolina and a good chunk of Virginia, and stay pure against some of the other teams, we will be where we want to be."



### Mississippi State on Football Schedule

In early August William and Mary added an 11th opponent to its schedule. Other teams on the schedule are on page 11.

**At Mississippi State (in Jackson) Sept. 7:** This is the first meeting between the two schools. A member of the tough Southeastern Conference, Mississippi State was 4-5-1 last year, and the Bulldogs' coach Bob Tyler expects an even better year in 1974. State runs a Veer option offense, led by Rocky Felker, last year's top Southeastern Conference quarterback.

## The Quarterback and the Coach



Coach Jim Root confers with his quarterback Billy Deery at a crucial moment in the 1972 Tribe-VPI game in Richmond. (Photo by Jim Rees).

Tribe followers will see more play calling by the quarterback and less signalling from the sidelines this fall.

"Billy's in a position this year to operate our system by himself," says head coach Jim Root of his star quarterback Billy Deery. "He's played for us for two years, and we are on a same wave length in terms of philosophy and play-calling. He knows the system, and he has the talent and leadership ability to move the team."

In the past two years, Root has called almost one hundred per cent of the plays from the sidelines through a series of motions and gestures by his assistant coaches. This year, Deery will signal to Root the play he plans to call before running it. The coaches in the press box and along the sidelines will then know the play before it is run, thus giving them a better opportunity to evaluate it.

Root figures no one is in a better position to call plays than the coaches. No one prepares more for the game or examines more closely the films of the opposition. In college football, especially

at a college like William and Mary where studies take so much time, the quarterback simply doesn't have the time to prepare as thoroughly as the coaches.

But the practice of the coaches calling the plays loses something in the translation in the flow and tempo of the game, in the leadership confidence a team has in its quarterback when he is calling the signals, and in command of the action.

"If a quarterback calls a good game 90 per cent of the time," says Root, "and a coach calls a good game 100 per cent of the time, the 10 per cent is made up by the psychological state of the team in terms of confidence in its leader."

Fortunately for Root, he has an exceptional talent in Deery, and after two seasons, Deery knows the Root system. The combination enables Root to pursue one of his goals in coaching -- the development of a player's mental as well as his physical abilities.

"Part of the purpose of football is to put these boys in a decision-making position everytime they run a play," says Root. "That is really why we are here."



Tad Schaubach, son of former Educational Foundation president Elliot Schaubach '59 of Norfolk, gets a few pointers in the Jim Root Summer

Football Camp from assistant Tribe coach Phil Elmassion '73. The camp will be run again next summer.

## Sizing Up the Opposition

**AT WAKE FOREST SEPT. 14:** The Indians will travel to Winston-Salem for the season opener. The Demon Deacons expect to have a strong defensive unit this season and it may spend a lot of time on the field because the offense is the big question mark. Head coach Chuck Mills had what many consider an outstanding recruiting year and if some of the newcomers and junior college transfers live up to their billing, Wake should be vastly improved over its 1-9-1 record of last year. The big news centers around junior college All American Clark "Super" Gains, who has blinding speed and gives WF a bonafide scoring threat from anywhere on the field.

**AT VIRGINIA SEPT. 21:** UVA hosts the Indians and a new but familiar face will be at the coaching helm for the Cavaliers. Sonny Randle returned to his alma mater after a highly successful stint at East Carolina. The main concern at Virginia is solving the depth problem, but Randle feels he has a solid corps of front liners and is optimistic the squad will improve on last year's 4-7 record. The ACC's passing and total offense leader, QB Scott Gardner returns along with 32 other lettermen. There have been several personnel shifts in defense in an attempt to solidify the inconsistent and often times porous defensive unit.

**AT FURMAN SEPT. 28:** Head coach Art Baker turned things around last season for Furman and many anticipate the Paladins to improve on their 7-4 mark. Their offense is very well balanced with just about all the starters returning. The same applies for the defense, which, against the pass last year, was eighth in the nation. Baker started 11 freshmen at various times during the season and overall, 37 lettermen return. Furman figures to be in the running for the Southern Conference title, based on their all around strength and skilled veterans.

**THE CITADEL AT WILLIAM AND MARY OCT. 5:** An inexperienced defensive unit is countered by a relatively veteran offense but the Bulldogs have a severe problem with depth. Head coach Bobby Ross feels his young squad will have a very balanced offense, with the return of 10 starters which would make any coach happy. It is believed the Citadel will improve on its 3-8 record, especially if the defense can more effectively stop the ground games.

**AT BOSTON COLLEGE OCT. 12:** BC returns to the Indian's schedule and the Eagles appear as strong as ever. Their big plus is defense with eight returning starters, which includes a very talented group of linebackers. Like W&M, Boston College lost the heart of its offensive line so it is expected the aerial attack will be more utilized this season than in years

past. QB Dave Zumbach is an outstanding passer and he has several capable receivers which adds up to a lot of high hopes by BC partisans that the Eagles will better their 7-4 record of last season.

**RUTGERS AT W&M (HOMECOMING):** Rutgers will bring a highly touted defense to town. Coach Frank Burns, however, is faced with the task of rebuilding almost his entire offensive unit. Three returning starters are all the Knights have, in addition to filling the shoes of their great running back "JJ" Jennings, who has graduated. There is talk of more passing, which was inept last year, and it looks as though Rutgers will be depending a lot on the defense to come up with the big plays.

**AT VMI OCT. 26:** The picture for the '74 season does not appear much better than last season for VMI. They should have a more balanced offense, although they lost their number one quarterback. Defensively there will be a bit more depth so, overall, the outlook may be brighter for head coach Bob Thalman, whose squad went 3-8 in '73.

**VIRGINIA TECH AT W&M NOV. 9:** A new coach (Jimmy Sharpe) and a new offense (wishbone) have the Hokie fans looking for bigger and better things this year. Anything will be an improvement over the dismal 2-9 showing of last season. The defensive line will need some additional strength but coach Sharpe has been shifting players around in an attempt to solidify some of the weaknesses. Tech has good speed but there are just too many question marks to figure out what kind of year they will have.

**EAST CAROLINA AT W&M NOV. 16:** Like Tech, The Pirates will be going to the wishbone this year under the leadership of a new mentor, Pat Dye. Defense will be the rallying point for ECU as they have just about everyone back from an outstanding group of "Wild Dogs". They are the pre-season favorite to win the SC Title and few pick anyone else. The loss of QB Pat Summerell and FB Carlestor Crumpler will be hard to replace but apparently Dye has the players to do it.

**AT RICHMOND NOV. 23:** Picked for a second place finish in the conference the Spiders have depth offensively and defensively but gone is the big man Barty Smith who is darn near impossible to replace. With outstanding speed Richmond has signed some highly talented junior college athletes. The season finale in Richmond should be a good one between these two Virginia rivals whose long standing confrontations rank as the third oldest rivalry in the nation.

## Tribe Alumni in the Pros

David Knight, the best flanker in William and Mary history, and Dennis Cambal, the former hard-charging running back, begin their second season with the New York Jets. Cambal has been used at tight end and on defense. Knight has continued as a receiver with the Jets, and may have a chance at winning a starting position.

Joe Montgomery, 1st team all-East center and a 3rd team all-American, is with the Philadelphia Eagles.

Rich Hodsdon, a defensive tackle at

William and Mary, has signed with the Florida Blazers of the World Football League as a middle linebacker.

Russell Brown, the fine two-time all-Southern Conference punter, signed initially with Hawaii of the WFL. After Hawaii let him go, he joined the New York Giants of the NFL.

Barry Beers, a star offensive tackle for the Tribe, is in training camp with the Kansas City Chiefs, who are reportedly impressed by his size (6-3 250 pounds) and talent.

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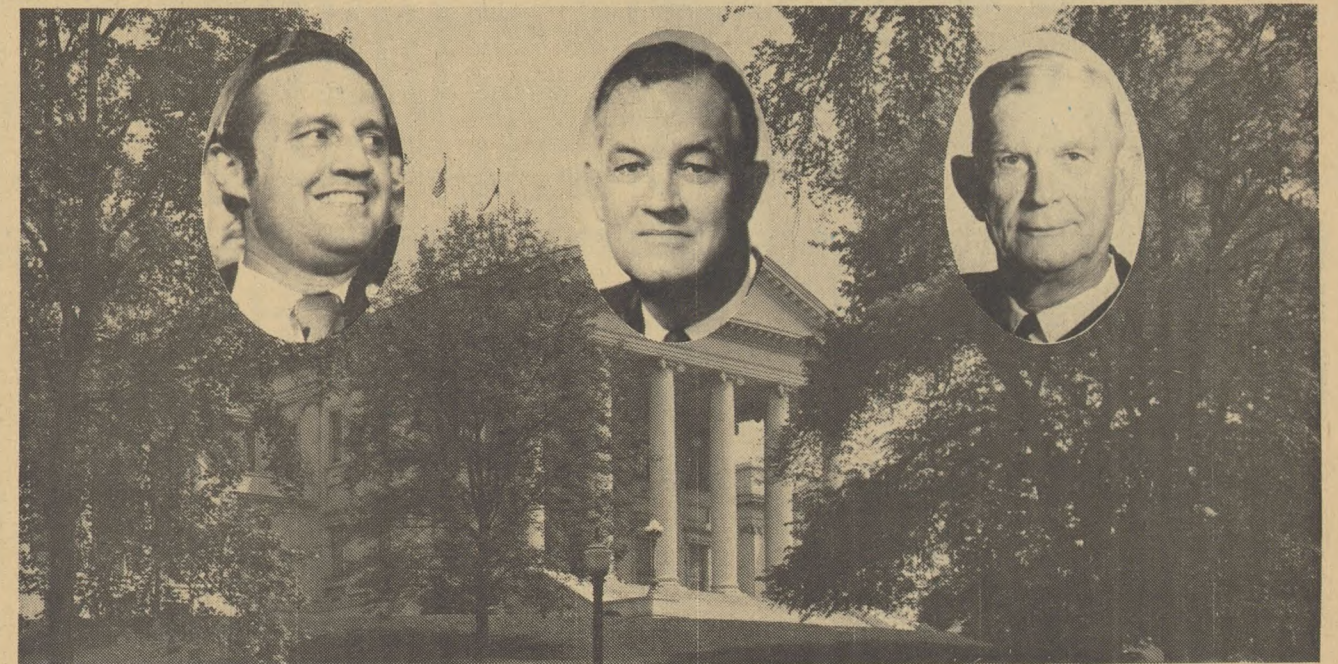
# ALUMNI GAZETTE

## of the College of William and Mary

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AUGUST 1974



Lt. Gov. Dalton

Governor Godwin

Judge I'Anson

## W&M Alumni Take Over

In the 18th century, William and Mary alumni exercised considerable influence on the affairs of both the Commonwealth and the nation. In more recent times, however, graduates of the University of Virginia have frequently occupied the positions of power in the Commonwealth that were once the domain of her sister school in Williamsburg.

Looking at the major offices in Virginia this year, an observer notices a re-emergence of the old William and Mary influence. Last January, two William and Mary alumni assumed the top two political offices in state government when Mills E. Godwin '36 was sworn in for a second term as Governor and John Dalton '53 took the oath as Lieutenant Governor of Virginia. Now another William and Mary alumnus will become the top jurist in the state. In July it was announced that Lawrence Warren I'Anson '28 will assume the post of Chief Justice of the Virginia Supreme Court of Appeals.

All three men are recipients of the Alumni Medallion from the Society of the Alumni. Godwin received his in 1972 and Justice I'Anson received his in 1961. Dalton was

voted his medallion this year.

Governor Godwin attended William and Mary in the mid-30s. He went on to a distinguished career in the House of Delegates and State Senate before he was elected lieutenant governor in 1961 and governor for the first time in 1965.

I'Anson graduated from William and Mary in 1928. He performed brilliantly at William and Mary, and was elected to Phi Beta Kappa and Omicron Delta Kappa. He was also a member of Pi Kappa Alpha fraternity.

A former member of the State Board of Higher Education, he was appointed to the Supreme Court of Appeals in 1958. In 1973, he received the Virginia Trial Lawyers Association Distinguished Service Award.

Dalton, a member of the famous Dalton family of Virginia, showed his leadership abilities early at William and Mary. He was a president's aide, president of his junior class, and president of the Student Association. He was also a member of Sigma Alpha Epsilon.

Dalton recently received national attention when Time Magazine listed him as one of 200 emerging young leaders in the United States.

### SEE THE TRIBE MORE IN '74

Last year's season ticket application led off with the phrase that it could be the year the Tribe gets that winning season — it was. This year the Indians must rebuild its offensive line, but almost the entire backfield returns including exciting quarterback Billy Deery and Mr. Everything, Dick Pawlewicz. The home schedule lists four games and brings to Cary Field an excellent variety. After three road games the Indians open at home with Southern Conference rival The Citadel. Former William and Mary Assistant Coach Bobby Ross is the Head Coach at the Citadel and the Bulldogs gave the Tribe fits last year in Charleston. Rutgers, under a massive program to become a major power, is the Homecoming foe and the Tribe renews an old rivalry with the Scarlet Knights.

November brings Virginia Tech to Williamsburg, the Indians have beaten the Gobblers both years that Jim Root has been the coach at the Reservation,

but the Hokies have a new coach and the game is expected to be an early sellout. East Carolina follows the Gobblers into town the next week. The Pirates are the two-time Southern Conference Champions, and they too have a new coach. On the road the Indians have a tough

#### HOW TO ORDER 1974 FOOTBALL SEASON TICKETS

Season ticket orders will be filled first. Last year's season ticket holders will receive same seat locations if their orders are postmarked no later than July 15. After that date the seats will be sold on a "first-come, first-served" basis.

Individual game tickets ordered in addition to season tickets will not necessarily be adjacent to season tickets.

All orders must be accompanied by a check or Bank Americard number. Make check or money order payable to WMAA and mail to Box 399, College of William and Mary, Williamsburg, Virginia 23185.

alignment. Wake Forest is the season opener followed by a trip to Charlottesville to battle new coach Sonny Randle's Cavaliers as the Tribe at long last gets to battle their state rival. A trip to Furman and the first SC game ends the three week trek. Boston College, second only to Penn State in the East the last few years, is sandwiched between two home games and V.M.I. is met in Lexington before Virginia Tech. The season ends with the traditional clash with Richmond at City Stadium. An 11th game, originally scheduled with Davidson, was dropped at Davidson's request because of their de-emphasis program and a replacement was not found.

There has been an increase in individual tickets this year to seven dollars for the sideline seats and four dollars for the end zone. All tickets for the Virginia Tech game are seven dollars. You can still get them at \$6.00 per game by ordering season tickets now.

This is the year to see the Tribe more in '74.

TEAR OFF & MAIL

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

#### 1974 SEASON TICKET APPLICATION (4 Home Games)

##### Sideline

# \_\_\_\_\_ @ \$28.00 = \$ \_\_\_\_\_

##### End Zone

# \_\_\_\_\_ @ \$19.00 = \$ \_\_\_\_\_

Postage & Insurance \_\_\_\_\_ .50

TOTAL \_\_\_\_\_

#### 1974 INDIVIDUAL GAME FOOTBALL TICKET APPLICATION

Date	Game	Number	Side Line	End Zone	Total
Sept. 14	@ Wake Forest		@ \$7.00		\$
Sept. 21	@ Virginia		@ 7.00		
Sept. 28	@ Furman		@ 4.00		
Oct. 5	The Citadel		@ 7.00	\$4.00	
Oct. 12	@ Boston College		@ 6.00		
Oct. 19	Rutgers (H.C.)		@ 7.00	4.00	
Oct. 26	@ Virginia Mil.		@ 6.00		
Nov. 9	Virginia Tech.		@ 7.00	7.00	
Nov. 16	East Carolina		@ 7.00	4.00	
Nov. 23	@ Richmond		@ 6.00		
			Insurance & Postage		.50
TOTAL \$					

I am a member of the Educational Foundation of \$\_\_\_\_\_. I would like to make a contribution of \$\_\_\_\_\_. Check is enclosed or bill me \_\_\_\_\_.

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