

ALUMNI GAZETTE

of the College of William and Mary

WHATEVER HAPPENED TO MR. CHIPS

The traditional image of a college professor was that of a friendly, somewhat relaxed, reserved or absent-minded gentleman in baggy tweeds. He had time to play golf, dabble in painting, engage in philosophical discourse, travel extensively, and enjoy leisurely three-month vacations in the summer and three weeks off at Christmas.

If it ever did exist, the image is myth in the modern day. Like the outward appearance of most people engaged in professions these days, things have changed. The poorly paid professor now earns a salary in the teens or better and his choice of clothes is apt to be contemporary, even expensive.

And because of the pressure of his vocation, he can no longer afford to be absent-minded. In fact, many professors must cram so much activity into so few hours that they are better served by the characteristics of a well-organized young business executive than by those of a "Mr. Chips."

A study at William and Mary shows just how much pressure comes to bear on a cross-section of professors, selected from the various schools at the College and from the Faculty of Arts and Sciences. Many somehow cram from a minimum of 45 hours to a maximum of 75 hours of activity into a week that has no respect for evenings or weekends.

The time the professor spends in the classroom, even at a renowned "teaching" institution such as William and Mary, is just the tip of the iceberg. A plurality of his time is still devoted to the classroom, but his associated activities may vary from directing a college play, which absorbs hours of his evenings over a period of weeks, to the preparation of the annual program for a national scholarly society.

And nearly every professor at the College is involved in the governance of the institution through his work on committees - those "damnable" committees, as some instructors call them, which require so much time.

One professor in the School of Education, for instance, serves on six different committees, although, fortunately, he notes, they don't always meet during the same week. In addition, he is an administrator through his position as coordinator of one of the divisions of the school, a consultant on a non-fee basis to area schools, and a counselor psychologist teaching and performing active research in educational psychology.

Still, he notes, 23 per cent of his time during a typical week is spent in the classroom, another 20 per cent is spent in research and study, and another 15 percent is spent in advising his students on their study and research.

His typical week requires a minimum of 50 hours.

Another professor in the Faculty of Arts and Sciences even outdoes this arduous schedule. A noted author of scholarly books and journal articles, he, like other senior professors at William and



Mary, still teaches undergraduates. He spends 12 hours a week in the classroom and another 15 preparing for his classes, conducting research in the library for revision of his lectures.

In the past year, he has served as program chairman for a major learned society with several thousands of members. As such, he is responsible for coordinating a program of 47 sessions, with 90 papers, extending over a period of four days, involving 230 persons in a convention in which more than 1000 will participate.

Although he has been involved in the preparations for more than a year, the professor considers the time well-spent.

"A program chairman for a major learned society reflects credit upon the university he represents," he notes. And for the professor, it is a national academic honor.

Still, he cannot neglect his other obligations. He is a member of a major faculty committee; he must advise and counsel a number of students; he monitors comprehensive exams for the doctorate in his department; and as a scholarly figure of a national prominence, he spends a minimum of 18 hours a week in research and writing for a new book contracted by Oxford University Press, a leading publisher of scholarly books. His week requires 75 hours - with no time off on the weekends for good behavior.

In some academic fields, particularly those involving creative writing, professors must spend hours of their off-duty time reading and analyzing papers, preparing for periods of consultation with students. Because the work is so individualistic, each student requires a personal conference with the professor to go over his individual creation.

One professor, for instance, teaches two sections of a playwriting course,

involving 40 students who submit plays which require three to four hours to read - and then additional time to discuss the critical suggestions with the students.

He is involved, too, with the production of plays, some of them student-authored. He may get home for a quick bite to eat before rehearsals in the evening, but his day, which begins with a morning class, may not end before nine or ten in the evening. Neither is he absolved from endless committee and faculty meetings to work on such mundane topics as registration, orientation, and scheduling. In addition, at least 10 hours are devoted to scholarly writing - articles, book reviews, and plays which he has had professionally produced.

In the law school, professors are faced with a continuous outpouring of new legislative and judicial decisions that they must read to keep up with their areas of specialty. In a typical week, one professor, for instance, found his spare hours devoted to reading appellate court decisions on radio and television, administrative law, unfair trade practices, and colleges and universities.

The same individual, of course, teaches a full complement of courses in the law school. In addition, he is chairman of a major all-college committee, which usually meets in the evening because its participants are so busy in the daytime, and within the law school he devotes hours of his time to curriculum revision, moot court briefs, and student aid policy. Like most professors, he is actively involved in writing and research; on Sundays instead of a professional football game, he has his attention trained on the preparation of an article for a law journal.

A colleague in the law school labors under an equally arduous schedule. His days are so filled with teaching, student-counseling, research for professional articles and on questions that

have been posed in class; with committee work, and with the preparation of a major tax conference of which he is the chairman, that his evenings are devoted to class preparation for the following day. Routinely, his days end at 11 p.m. with two to three hours of updating and revising his classnotes.

At William and Mary - as at most universities - a teacher is often a proverbial "jack of all trades." He's expected to do more than just teach, more than serve on committees, and often more than produce scholarly articles. An instructor in the performing arts at William and Mary finds hours of her time involved in video taping, publicity, costuming, light design, program copy preparation, and other production-related activities.

Many professors, too, find themselves traveling frequently to other universities for talks, guest lectures, and various scholarly pursuits. A member of one department who conducts complicated research at the Space Radiation Effects Laboratory in Newport News (administered by the College for the National Aeronautics and Space Administration) spends seven hours a week commuting to the facility. In addition, he spent additional time on the road in a typical week traveling to and from the University of Virginia where he delivered a guest lecture.

In evaluating his typical week for the study, he commented wryly: "This was an interesting experience for me. I was sure I was always working an 80-hour week and now I find an entire day (a Saturday!) without a minute spent academically."

That may surprise those who still believe in the absent-minded professor myth, but not the modern day professor who finds a pocket calculator is a better tool than a pipe that won't stay lit.

BOARD SUPPORTS DEVELOPMENT, ELECTS DAVIS TO 4th TERM

The Alumni Board of Directors elected officers and adopted a formal statement in support of the Office of College Development, at its winter meeting in January.

Colin R. Davis '50 was elected president of the Society for the fourth consecutive year, giving him the longest tenure of any President in the Society's 133-year history.

Other officers elected were John F. Morton, Jr. '58, Vice President and Mrs. Jean Canoles Bruce '49, Secretary-Treasurer. New members who took office were Pat Sell King '58 of La Jolla, Calif., and Norman Moomjian '55 of New York. Retiring members who were recognized for their service were Jane Harden Hanson '42 of Potomac, Md. and Dan Edmonson '38 of Glen Ellyn, Ill.

The Board's statement on the development program said:

"We would like to express publicly our appreciation for the excellent job that the Office of College Development (and the many alumni volunteers) have done, and we pledge our enthusiastic support in their continued efforts to expand the private financial resources of the College."

The Board also voted to support the production of a Christmas television program featuring the William and Mary Choir, in cooperation with the Choir and the Office of Information Services.

A pilot program to provide career counseling in areas other than Williamsburg, using alumni contacts, was discussed with the Office of Corporate Relations and Placement. The Board endorsed the concept and will initiate a pilot advisory program in five major cities.

Partial funding of a film for use by the William and Mary Athletic Educational Foundation as a recruiting and fund raising medium, was also approved by the Board.

The formal dedication of the Alumni House was set for Homecoming, 1975, the weekend of October 10-11. A special 50th reunion for the Class of 1925 was approved for Commencement weekend this year.

Several meetings were held with members of the faculty and students to discuss areas of mutual concern and interest. President Graves held his traditional meeting with the Board to discuss matters of College and alumni interest. The Board and spouses were guests of the President for a reception at the President's House, and joined with the Board of Visitors for a banquet.

GIFTS SOUGHT FOR BARKSDALE MEMORIAL SCHOLARSHIP

The former students and other friends of Martha Elizabeth Barksdale '21, who died this past October after forty-five years of devoted service to William and Mary, are seeking gifts for a scholarship fund honoring her memory.

The scholarship will be administered by the College Committee on Student Aid and Placement and awarded to a deserving student recommended by the Chairman of the Department of Physical Education for Women.

Contributions should be made payable to the "William and Mary Fund - Barksdale Memorial" and sent to Mr. Andrew D. Parker, Jr., Director for Special Gifts, Office of College Development, College of William and Mary, Drawer 1693, Williamsburg, Virginia 23185.



Members of the Class of 1925 meet at Alumni House to set plans for a special 50th reunion during Commencement weekend. Standing (l to r) are Charles P. Pollard and Edward N. Islin. Seated (l to r) are Betty Pollard, Elizabeth Eley Islin, Arthur J. Winder, Suzanne Garret Montague, and Vernon L. Nunn.

UNIQUE REUNION SET

A new tradition may be beginning at William and Mary this spring with that class of firsts, the Class of 1925. In addition to the usual reunion at Homecoming, the Class of 1925 is holding a very special 50th Reunion to coincide with Commencement weekend, May 31-June 1, 1975.

In order to make the 50th Reunion more meaningful, Arthur J. Winder, chairman of the Reunion Committee, and committee members Elizabeth Eley Islin, Edward N. Islin, Suzanne Garrett Montague, Vernon L. Nunn, and Charles P. Pollard have planned a weekend full of special events for the class members.

Activities will begin on Saturday, May 31, with registration at the Alumni House, followed by a luncheon on the lawn. During lunch, the class will visit with members of the Board of Directors of the Society of the Alumni as well as current members of the College Community.

After lunch, the group will be given a bus tour of the new campus by Jim Kelly, former executive secretary of the Society of the Alumni, and currently Assistant to the President of the College.

Saturday evening will bring a black tie reception at the Alumni House at 6:30 P.M., followed by a banquet in honor of the class.

A special feature of the weekend will be the induction of the class into "The Olde Guard" of the College of William and Mary, which consists of all of those who have reached their 50th Reunion. Special Olde Guard diplomas will be awarded individually at the banquet, and conferred upon the group during Commencement by President Graves.

One of the highlights of the weekend will be at Commencement Sunday as the Class of 1925, in academic regalia, sits in a place of honor, and is recognized as a group before the entire audience of graduating seniors, parents, and friends of the College.

Before Commencement on Sunday, there will be a Champagne Luncheon at the Alumni House, following which there will be a Class Photo of the group in their robes, and a chance for those present to write a group letter to members unable to attend the Reunion.

Gordon C. Vliet, executive vice president of the Society of the Alumni,

emphasized that this spring reunion will not replace the activities at Homecoming, but rather is designed to give the 50th Class the special recognition it deserves.

"It is hoped that this activity, supported and encouraged by the Society of the Alumni, will be highly successful," he added, "and will be carried on by succeeding 50th year classes. We will support and assist other classes through the years in developing this new concept."

The Reunion Committee met in Williamsburg at the Alumni House on January 22 to formulate plans for the spring reunion. Chairman Winder has urged members of the class to return their biographies promptly, in order that a Colonial Re-Echo may be prepared for distribution at the Reunion in June.

In addition, he asks all class members to make a contribution to the Class Gift. It is hoped that sufficient funds will be collected to purchase a silver coffee and tea service for the Alumni House, suitably engraved from the class of 1925. Checks for this purpose should be sent, along with biographies and reservations, to the Alumni Office, P.O. Box 60, Williamsburg, Virginia, 23185.

Chapter Activity Listed

March 13: PITTSBURGH, PENNSYLVANIA. Dr. Hans von Baeyer, Chairman of the Physics Dept. and 1973 winner of the Thomas Jefferson Teaching Award, will give a program on PROJECT PLUS. 7:30 P.M. at the University Club, University Place, Pittsburgh. Refreshments will be available. For further information contact: Ash Woolridge, 1612 Frick Building, 15219. Business Phone: (412) 288-2670. Send reservations to Mrs. Joy Foster, 526 Irwin Drive, Sewickley, or call her at 741-9659.

March 14: PHILADELPHIA, PENNSYLVANIA. Dr. Hans von Baeyer will be in Philadelphia and will meet with alumni and friends to give a program on PROJECT PLUS. Social hour at 8:00 P.M., followed by the program at 8:30 P.M. in the Wharton Room of the Hilton Hotel of Philadelphia, Civic Center Boulevard at 34th Street. The cost is \$1.00 per person, and checks should be made payable to the Philadelphia Alumni Chapter. Send checks and reservations to Owen Knopping, 1401 Walnut Street, 10th floor, Phil., Pa. 19102. His business phone is (215) 568-5700 if you wish further information.

March 23: ATLANTA, GEORGIA. Dr. David Holmes, of the Religion Department, will meet with the chapter to give a program on the Colonial Churches of Virginia, with slides of historic churches throughout the state of Virginia. Alumni will gather at the home of George Sullivan, 5624 Chamblee Dunwoody Road, Atlanta, at 2:30 P.M.

The program will be followed by refreshments and a chance to visit formally with Dr. and Mrs. Holmes. There is no cost for the event to alumni and their guests, but please be sure to return your reservation form as soon as possible so that adequate plans may be made. For further information contact Mark Shriver, 1260 Oak Grove Drive, Decatur, 30033. Home phone: 634-1455.

March 24: BALTIMORE, MARYLAND. Alumni will be gathering with the William and Mary Lacrosse team, coaches and players' parents following the William and Mary-Ohio Wesleyan Lacrosse match at Norris Field. The game is an evening contest, and further details on the reception following the game will be included in a mailing to all area alumni. For further information contact: Tom Jasper, President, 1035 Kenilworth Drive, Baltimore, 21204. Home phone: 296-9466.

"All of the coeducational units have one thing in common: A sense of community that governs the behavior and dormitory life of the inhabitants."

NEW IDEA IN HOUSING

cont. from cover

All three concepts are in extension of William and Mary's commitment to diversified housing and to the much-discussed ideal of educating the "total individual."

"We don't want to educate brilliant scientists who are ethical morons," says Dr. James C. Livingston, Dean of the Undergraduate Program, under whose administration housing comes.

A formal chairman of the Department of Religion, Livingston believes education in the classroom has to extend into dormitory life.

"Students spend a tremendous amount of their time in the residence halls," he says, "and rather than have them see the halls as simply hotels or living quarters, we want them to see their residences as places where their education continues after they leave the classroom -- where what goes on in the classroom is supplemented and complemented."

William and Mary began its experiment with coeducational housing in 1972 with the inauguration of Project Plus, an academically-oriented program centered around two of the nine units of the Botetourt Residences. The highly successful program is a mixture of men and women who live in alternate wings of the Botetourt facility and who take part

of their academic work under faculty who teach in the residence itself.

The success of Project Plus gave rise to three other experiments in coeducational housing -- three language houses located in Botetourt Residences; Asia House, located in the fraternity complex; and Madison House, a group of some 50 students, several of whom were Project Plus alumni and who were so pleased by their Project Plus experience that they requested a residence to continue the experiment on their own. The Madison group lives in alternate wings of three floors in Madison Hall.

All of the coeducational units have one characteristic in common: a sense of community that governs the behavior and dormitory life of the inhabitants.

According to Livingston, the experience with community living gives the William and Mary student that extra dimension to his education.

"We want students to leave here who have matured socially as a natural process of their living environment," says Livingston. "Through diversified housing, we can provide them with an environment where they have to make responsible social decisions, which is a part of the experience of growing into responsible citizenship."

Moreover, coeducational housing provides a natural environment, rather than an artificially segregated one which is unlike what students find in the actual world around them. Studies show that men and women view each as human beings as a result of coeducational living rather than in sexist roles.

"In a coeducational situation," says Livingston, "we have a much more natural expression of society at large." As a result, according to a detailed study conducted by the Office of Residence Hall Life, at least seven positive factors accrue:

1) Students tend to exhibit more mature behavior in a variety of situations, have better manners and exhibit less tension;

2) Educational and recreational programming is more easily accomplished;

3) Student decorum is improved and damage to the physical environment decreases;

4) Students plan and participate more in cultural and community activities;

5) Women students express feelings of greater security, and the presence of men acts as a deterrent to intruders;

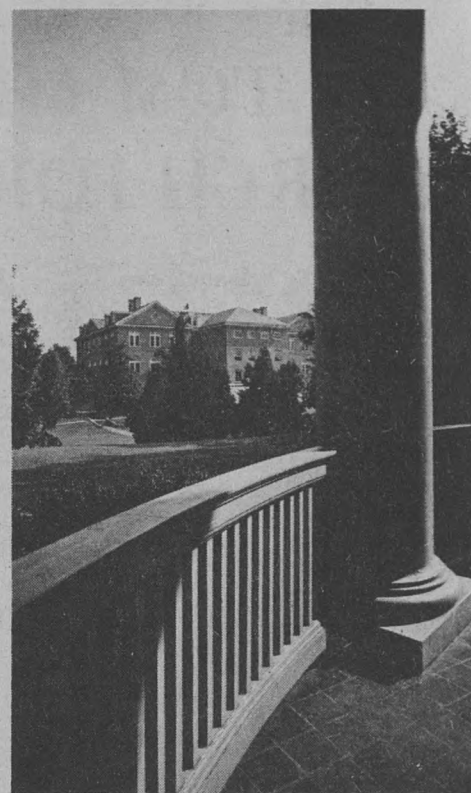
6) Obsession with sex and sexual stereotyping is de-emphasized, and a healthier, more mature attitude toward members of the opposite sex develops;

7) Students participate less in structured one-to-one dating and are involved in more informal group activities.

The study showed, too, that promiscuity declined in coeducational housing, because, among other reasons, there is less focusing on the opposite sex in terms of strictly sexual perceptions. Students in coed housing infrequently date each other, and the relationships that do result are relationships of friendship.

The key to successful coed housing, Livingston believes, is good administration and a manageable size. William and Mary plans to carefully select the staff that goes into Bryan Complex to ensure that its members are mature and well-trained in human relationships.

In addition, the staff will work on programs within Bryan to "bring people together" and establish a sense of community. The dormitory is well equipped for its new mission; its recently renovated basement has a large sitting room, a recreation room, music room, conference room, TV lounge, kitchen and laundromat. In addition, in the Stith unit



of Bryan, there is a second large room capable of seating 150 people.

Students selected initially for Bryan will come from the senior, junior, and sophomore classes. They will choose to live in Bryan; no student will be assigned to the complex against his or her wish.

At least five other state colleges in Virginia are heavily into coeducational housing. At the University of Virginia, 16 buildings are coed residences; Virginia Tech has one large building of 1200 students in which both men and women reside; Radford operates two coed residence halls; Virginia Commonwealth University has two high-rise buildings with coeducational housing, and Madison College has about 10 per cent of its student population in coed housing.

William and Mary plans to watch its newest experiment in coed housing closely to measure both the benefits and drawbacks. However the Bryan project turns out, coed housing will not necessarily be the wave of the future at William and Mary.

"The emphasis will remain on diversified housing," says W. Samuel Sadler, Dean of Students. "We will not expand any one type of housing to the point where it will be in preponderance over other types."

That means new innovations in single-sex housing, special interest housing, apartment-style living, freshman "block" housing, high privacy housing, and quiet housing -- as well as in coeducational housing.

Hopefully, the administration at William and Mary will strike the right balance, one that will offer options to the different interests and desires of the students, and one that extends education into the residence units, accomplishing the ideal of educating the "total individual."

COMPLETING CRIM DELL



Crim Dell

One of President Davis Y. Paschall's fondest dreams during the last years of his administration was the completion of what has been called the Jefferson Prospect.

Legend has it that Thomas Jefferson, as a student, remarked that "the College should always look upon the country." The "College," of course, was the early name for the Wren Building and evidently Jefferson was looking westward when the remark was made.

A significant step in moving the Jefferson Prospect westward will begin this spring under another name. The project, centering on installation of a storm drainage system for the older sections of the campus, will lead to further beautification of the "lily pond" or "Landrum Pond," known since 1966 as "Crim Dell pond."

Installation of the system, costing \$193,067 which was appropriated by the 1974 General Assembly, will be a "first" for the campus.

More than 20 years ago, water flowing from rooftops on the campus emptied into the city sewage system. The lines were disconnected when a new disposal plant was opened, and ever since then storm water has cascaded across the campus. In many areas, it has never been possible as a result to maintain lawns and other ground covers; mud and silt frequently cover a number of walkways; and water stands in some sections for long periods of time after heavy rains.

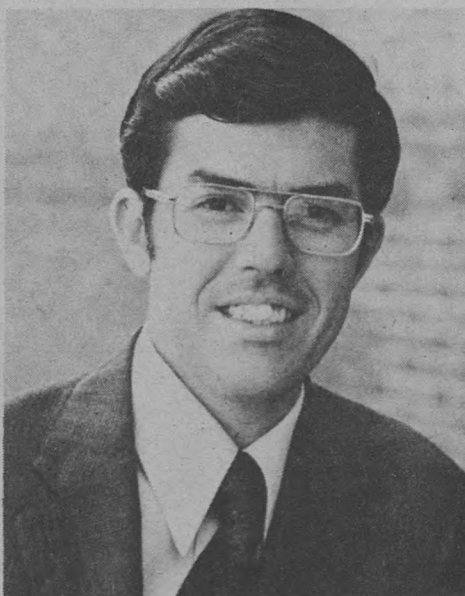
The new system will carry rooftop water and surface rain to the Crim Dell area, eventually flowing into Lake Matoaka.

Heavier flows of water will be diverted around the pond, thus reducing the amount of silt entering it. The pond itself will be dredged and equipped with an aerator system to maintain a high oxygen level in the water, to end a tendency toward stagnation. In dry seasons, a special well will replenish the pond's fresh water supply.

The increased flow of water into the gully beyond Crim Dell will find its way to Lake Matoaka through terrain which has never been reclaimed. The hope is to eventually dredge this area to the lake.

Crim Dell was "restored" in 1966 and dedicated at the first Parents' Day that spring. Extensive landscaping and beautification, and installation of an oriental bridge and winding walkways, were funded with gifts from the Class of 1964 and a number of friends of the College.

Dr. Paschall dedicated the area as "a place where one can walk in beauty," to the memory of the late John W. H. Crim '01, an attorney who achieved national prominence as prosecutor of the Teapot Dome case.



Dean Sadler



Dean Livingston

TOM MIKULA '48 -- SEARCH FOR EXCELLENCE

By Eleanor Weber

Tom Mikula, '48, has been "in training" for his latest job all of his life. As the new Headmaster of Kimball Union Academy in Meriden, New Hampshire, Tom views his duties with the self-discipline and single-mindedness that has brought him success in all of his endeavors to date: football coach, teacher, educational administrator, and now, head of a respected private boarding school.

Tom's goals have always been related to the search for excellence. During his college days at William and Mary, however, the word "goal" had a different, and quite specific, meaning -- for Tom was both a star player and coach for the Indians. He had come to William and Mary from Johnston, Pa., where a high school football coach had redirected his steps from the local steel mills to a career in coaching and teaching.

A mathematics graduate, Tom remained at William and Mary as a coach and physical education instructor for several years. Then, after a brief stint as an admissions officer for Rollins College, he moved with his family to Andover, Mass., where he became a mathematics teacher and dormitory master as well as coach at Phillips Academy.

A decade of teaching and guiding young men followed. It was at "P.A." that Tom developed the standards of discipline which were to be the guideposts of his later career. He learned to relate to his students in the atmosphere of a total "community," and found that education was a process that never stopped, one that occurred outside the classroom as often as within traditional schoolhouse walls.

In 1964, a unique concept of education was created, and Tom was asked to be the "resident director" of the first Public School ABC Program, in Hanover, New Hampshire. The ABC House on East Wheelock Street balanced between a family (ten young men lived with Tom and Elva Mikula and their children Anna and Edward) and a boarding school (these talented but poor youth had left their homes to complete high school on the ABC [A Better Chance] scholarship program).

As the ABC idea developed, Tom became instrumental in its growth and

stability. He helped the Andover community establish the second Public School ABC Program, and, in the eight years that followed, saw the inception of ABC programs in 30 additional communities.

Sponsors in many of these towns say that it was, as much as anything, Tom's integrity and confidence that encouraged them to start their own ABC programs. Setting up a residence and developing an educational program which invited young people to become "citizens" of a new community took commitment and vision -- and Tom was expert at providing both.

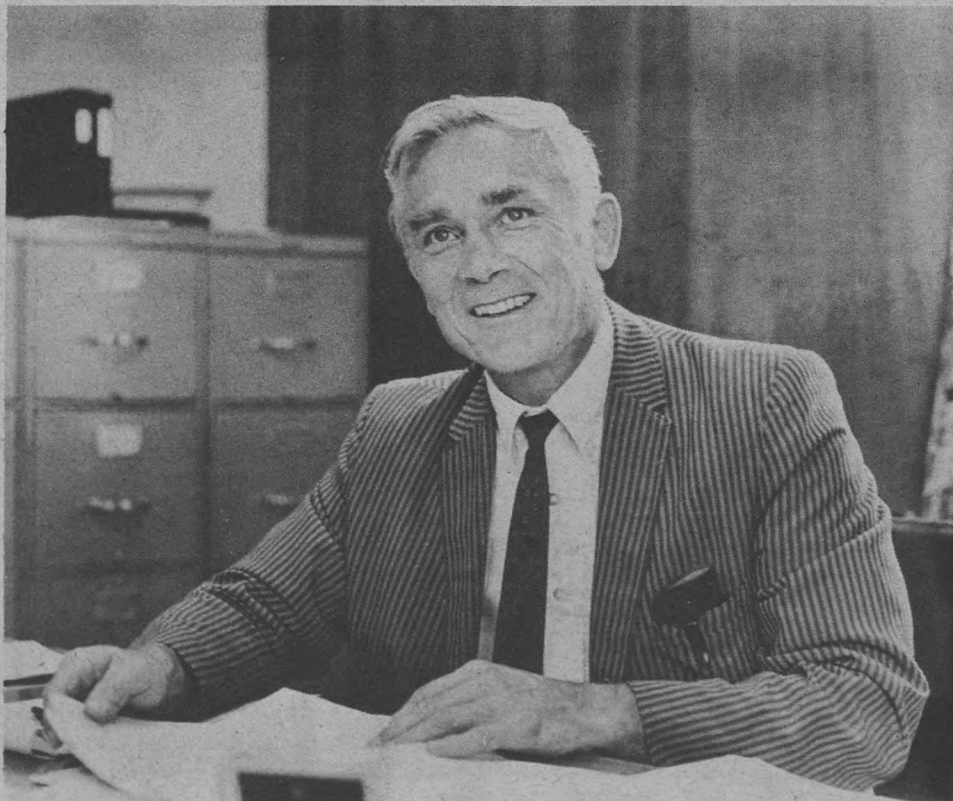
As these programs grew, Tom wanted to find more places for female students. His talented wife Elva and daughter Anna (now a senior at William and Mary) were happy reminders that women had the potential for leadership which educational institutions needed to recognize and foster.

Thus, when Tom left ABC to become headmaster of Kimball Union Academy, it was logical that he would be the vanguard of the school's long-range plans to return the Academy to an up-to-date version of the coeducational institution it had last been more than 130 years ago.

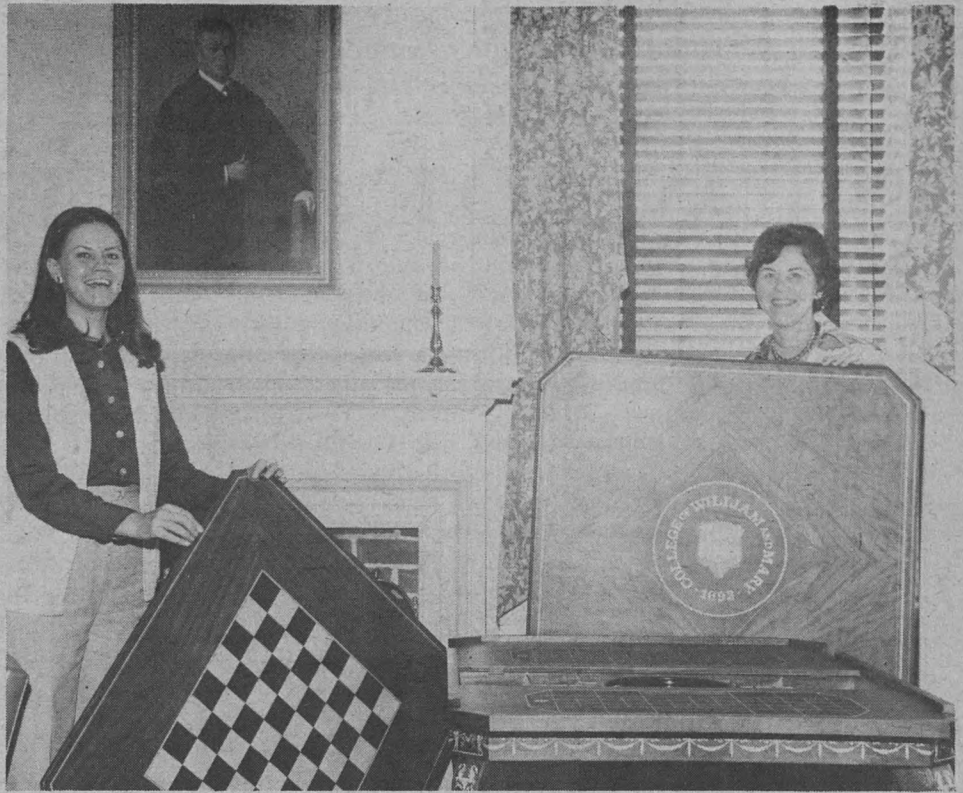
And, with the consistency of Tom's concern for quality in the lives of young people, he wanted coeducation to become a part of K.U.A. as a fully established part of school life from the very start, rather than a timid pilot project wary of its own success.

Young women are expected to comprise one-third of the total new students entering Kimball Union in September 1975. The admissions office is now seeking applications from interested female candidates. Plans are underway this year for developing facilities, activities and curriculum so that the existence of women on the K.U.A. campus will be a significant and smoothly integrated aspect of the school. The trustees of the Academy have endorsed a dynamic fund-raising year to expand the educational programs at the school, and modernizing some of the facilities has already taken place.

In his new efforts, Tom is again demonstrating the qualities which he began developing many years ago: setting careful goals, working hard to achieve them, and enlisting the support of those around him for his innovative ideas.



Tom Mikula, Kimball's new headmaster.



Two employees of the Alumni Society, Frankie Martens and Lynn Heeg (left), display a versatile gaming table given to the Society by Norfolk businessman Roy Charles '32.

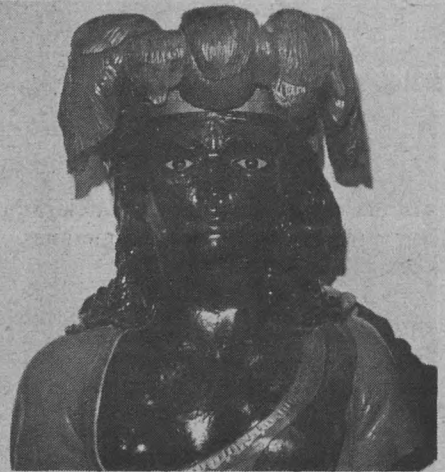
GIFTS FROM ALUMNI

Dr. Gerald J. Rose, '42, of Falls Church, has presented the Society with an enlarged still shot taken during the filming of *The Howards of Virginia*. Many students of the College were used as extras in this film. The picture will be framed and properly displayed in the Alumni House.

In addition the Society received a special Christmas present from Roy R. Charles, '32, of Norfolk - a beautiful custom made inlaid gaming table to be used in the Alumni House. It was delivered by Mr. Charles in mid-December.

The reversible top has the College Coat of Arms and "The College of William and Mary 1693" inlaid with a backgammon board on the reverse. The next level, removable also, has a chess/checkerboard on one side with a green felt top on the reverse.

Jim Seu '53 and Ed O'Connell gave the Alumni House three booths from their old Colonial Restaurant, which moved to a new building last fall.



This figurehead from a replica of the sailing ship USS Chesapeake was given to the Alumni House by Arthur B. "Tim" and Jane Hanson on the occasion of Mrs. Hanson's retirement from the Alumni Board after six years of service. It will become a focal point of a social room in the basement of the Alumni House sponsored by the Hansons and known as the room of the "Sign of the Indian Princess."

GIFTS TO THE PASCHALL LIBRARY

Recent gifts to the Paschall Library in the Alumni House include *Cue's New York and Stages*, *The Fifty-Year Childhood of the American Theatre*, given by the author, Emory Lewis, '39. Mr. W. Brooks George, '32, gave *Governors of Virginia 1776-1974*, by Roslyn and Edwin C. Luther, III, '65. *State Government in Virginia*, by James E. Pate, was given by Samuel F. Royall, '54. Connie Byard Hindmarsh, '60, gave her book, *Stories from Connie's Magic Cottage*. Ennis Rees, '46, gave to the library a number of his books, including *The Tragedies of George Chapman*; *Fables From Aesop*; *Riddles, Riddles Everywhere*; *Poems*; *Selected Poems*; *Lions and Lobsters and Foxes and Frogs*; and the translations *The Iliad of Homer* and *The Odyssey of Homer*.

Two books were gifts to the Paschall library by Samuel F. Royall, Class of 1954.

They are: *Modern Government in a Colonial City*, by Luther Gulick and *Latin and the Romans*, by Thornton Jenkins and Anthony Pelzer Wagener.

NOMINATING COMMITTEE NAMED BY DAVIS

A five-member committee to receive and screen suggestions for nominations to the Board of Directors of the Society of the Alumni has been appointed by President C. Randolph Davis.

Davis named the following to the committee: Mrs. Harriet N. Storm '64, Hampton, Virginia, chairman; Raymond T. Waller '40, Richmond; W. Brooks George '32, Richmond; Gilbert L. Granger '57, Williamsburg, and William G. Thompson Jr. '28, Virginia Beach.

From all of the names suggested, the Committee will select 10 candidates for five positions on the Board. The names of the nominees will be published in the May issue of the Gazette. Election will be held by mail during late summer, and the winners will be announced at Homecoming next fall.

Alumni wishing to recommend names for nomination should send them either to Mrs. Storm, 36 Albany Drive, Hampton, Va. 23666, or in c/o of Mrs. Storm at Society of the Alumni, Box 60, Williamsburg, Va. Suggestions should be accompanied by a short written statement of support.

Alumni may also be nominated by petition signed by a minimum of 50 contributors to the William and Mary fund. Only contributors to the Fund are eligible to vote.

W&M ALUMNI VISIT USSR

By J. Sebastian Sinisi

It looked like a civilian version of the retreat from Dunkirk with no boats in sight: nearly 180 William & Mary alumni, families, friends and fellow travellers stumbling along the long walkway of the Leningrad train station, schlepping their own bags, complaining of unspecified absurdities in words emerging in clouds of vapor in the near-zero (F) night, to the amusement of onlooking Russians as they staggered in a ragged march toward the midnight train for Moscow.

The train trip marked the midpoint of the December, '74 alumni trip to Russia. It's also as good a time-space axis of symmetry as any for an odyssey so kaleidoscopic in nature that it's best described in fragmented vignettes rather than an A-B-C narrative.

Besides, narratives tend to be a drag anyway.

Remembered images:

Walking through Lenin's tomb in absolute, unctious silence; past guards spaced every five feet or so with the air freighted with high tension--feeling almost as though one might be arrested for breathing too heavily. And, studying mummified comrade Lenin, musing: "Looks a bit waxy, but not too bad after 50 years."

The Hotel Rossia (sic--Rossia) with five separate lobbies, a 6,000-person capacity and big as half a dozen Hiltons rolled together. And more cosmopolitan than any New York hotel with Arab, African, Japanese, Western and Mongol visitors and businessmen on an elevator at any given time and sometimes all together. The Rossia's entrance-rampway curved into a parentheses sweeping for three blocks and bracketing three ancient Byzantine churches. In America, we'd have razed the whole area for a parking lot.

An amazing emphasis on children, whom Lenin saw as the future hope--with entire theatres, sports arenas and department stores set aside specifically for children; unlike the U.S. where we stick kids in front of the tube and are happy if they're quiet.

Magnificence of the Kirov opera in Leningrad with tier upon tier of horseshoe circles in glittering gilt--the way the old Met in New York probably looked in its heyday. And another irony of an autocratic regime that cares about and subsidizes the arts that go begging in America.

Clambering onto the pickup bus at the Moscow train station. The driver is smoking a typically stinking Russian cigarette, under a "No Smoking" sign. And listening to American country-western music on a transistor radio.

Shortly thereafter, a first glimpse of Red Square, St. Basil's and the Kremlin wall with turrets and spires topped with red stars burning eerily in the pre-dawn dark. And St. Basil's an incredible onion-domed apparition from a half-remembered childhood storybook in a lost incarnation--a first view as breathtaking as the first glimpse of the Acropolis in Athens.

A popular bar deep in the subterranean depths of the Hotel Leningrad, filled with drunken Finns who come from Helsinki to Leningrad that serves as a good-time mecca. The Finns like Americans and buy them drinks. And a lone bartender--in the process of mixing a screwdriver--who notices that it's quitting time and stops pouring orange

juice in mid-drink. Along with elevator operators who take breaks very punctually and never mind the people waiting, another myth--that of socialist zeal for the work ethic--is blown.

Gleaming Moscow subways: with trains every half-minute, magnificent marble and bronze statuary in stations, tile mosaics, stained glass and no subway graffiti (which anyone who knows the New York subways knows its an art form apart from the unimaginative rest-room graffiti of mainstream America).

Platoons of "chooin" gum" kids on the street who'll try to wheedle you for precious sticks of gum (not manufactured



in the Soviet Union), and will trade for pins of Comrade Lenin, cosmonauts or other socialist heroes, for gum. On a good day, I'm able to secure a Soviet army belt, complete with a brass hammer & sickle buckle, for only one pack of Wrigley's and a half pack of cigarettes I'd picked up on a breakfast table; and I don't even smoke.

Endless lines that Soviet citizens must endure daily, with every retail transaction calling for three separate lines: to get a price-slip, to pay for and to retrieve the item. This tedious system--it's rumored--is deliberately maintained to limit consumption of scarce consumer goods. And citizens who spend so much of their non-working time on lines, not surprisingly, do lots of frenzied rushing around and jostling on the streets.

The pleasant realization of no advertising signs cluttering the landscape anywhere; the only signs being larger-than-life murals of Lenin, in a Pete Seeger cap, exhorting the workers (to Whip Inflation Now?).

Adequate--but monotonous--food that has all of us craving hamburgers and beginning to conjure images of golden arches sprouting from the cobbles of Red Square. Consequently, one morning outside the Kremlin wall, my eight year-old boy starts singing the introduction to Burger King's jingle--and 20 hamburger-starved adults join in a chorus of "...have it your way..."

A pleasant hotel employee in Leningrad; a middle-aged woman from Georgia, USSR--who gives my boy and me apple juice at 3 A.M. when nothing is available to drink (and you don't drink tap water) and offers other insights--all positive -- in a person-to-person encounter that the guides studiously avoid.

An amazing Moscow circus with all of the highly-accomplished artists--including strongmen and trapeze--performing on ice skates. And an actual hockey game played by trained bears to put Barnum & Bailey's best to shame.



SYMBOLS OF RUSSIA

Above, the Kremlin; left, the Tsar's Bell dating from 1735; right, a symbol of Leningrad in front of Hotel Leningrad, and below, Moscow University. Photos by Gordon Vliet.



Through all of the above, and more, we're able to compare what our own eyes say with 25 years of Cold-War propaganda served up by our side: films of Soviet troops massed in Red Square on May Day with tanks, jets and missiles; cliché-film footage of Soviet party bosses reviewing troops marching by Lenin's tomb.

Even allowing for the selectivity of what we were allowed to see, the yellowed newsreels, when weighed, come up wanting.

Those of us who strayed beyond the regimen of a hotel-tour-hotel routine (more than adequate in itself) and poked into crannies of the Leningrad and Moscow G.U.M. stores, walked the streets and rode the subways on our own were swept along in a tide of rushing, jostling humanity that even years spent on the New York subways leaves one totally unprepared for.

We also encountered warm and friendly Soviet citizens who were gracious and neither expected us to speak the language (more than can be said for Parisians) nor regarded us as children when we couldn't. People far removed from the stereotyped Ivan in a military

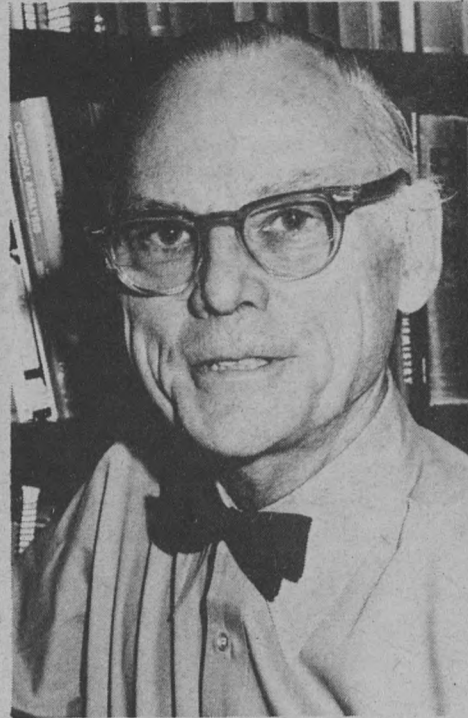
coat, fur-flap hat and rifle on his back; shaking a fist toward the West as in some 1934 poster. People, moreover, far less interested in conquering the world for Communism than in getting suits and dresses that fit.

And therein lies a paradox that may yet undermine the Communist dream that Marx, Engels and Lenin labored for. Soviet citizens don't smile much on the street and move with a determined air. Somehow, you get the feeling that they--not us--represent the wave of the future. But they've begun to taste long-denied consumer goods. They want more. If that continues, they'll inevitably become more like the West. And that's not good in terms of maintaining anybody's ideological fervor--which we saw little enough of as is.

Twelve insomniac hours out of Dulles airport--including a bleary-eyed stop at Shannon to look at mostly-closed airport shops--a span made more surreal by meals served at insane hours--our Pan-Am jet touched the frozen runway at Leningrad airport. In our section of the plane (a militantly non-smoking section), we were already known as the Colorado crazies

cont. on P. 11

CHARTER DAY -- 1975



Virginius Dabney, distinguished historian and former editor of Richmond Times-Dispatch, (left) blows out the candles on a special cake at Charter Day, at which he gave the primary address (see full text elsewhere in Gazette). Above are Thomas Jefferson Award winners. Dr. Alfred R. Armstrong (left), professor of chemistry, received the Thomas Jefferson Award and Dr. Gerald H. Johnson, associate professor of geology, received the Thomas Jefferson Teaching Award. (Photo of Mr. Dabney by Ed Offley; of Dr. Armstrong by Jim Rees; of Dr. Johnson by Tom Slater).

'SCHOOL FOR SOLDIERS' ALUMNUS BOOK STIRS DEBATE

By Wilford Kale '66

Few ROTC lieutenants ever spend their active duty years as a professor at the U.S. Military Academy at West Point. But Dr. Joseph J. Ellis III, a 1965 graduate of William and Mary, had that unusual opportunity and from it now has come a controversial book.

Published last fall, Ellis' second book in two years, "School for Soldiers: West Point and the Profession of Arms," has become a rallying point in some circles for opponents of the military school on the banks of the Hudson.

"A great deal of the book is based on interviews of people at West Point," he explained. "I still have many friends there and a large segment of people at West Point is pleased with the book. They think it tells it like it is."

Conversely, another much larger group of people, "who are die-hard academy supporters, don't know what to do with the book," Ellis said in a telephone interview from his South Hadley, Mass. home. The book, he added, "is not a muckraking piece and attempts to be critical but balanced." Opponents don't seem to be clear how to respond to it, Ellis said. "They think I've misrepresented them and the academic regarding its integrity and quality of education."

The book has received many reviews, including highly favorable ones in the Christian Science Monitor and the New York Times. Because of the nature of the book, Ellis said it has become a kind of "ink blot test. People read the book and congratulate me for defending things I didn't know I was attacking.

"Other people read it, get a different view and criticize me for attacking something I didn't think I was attacking. I don't think that's too bad," Ellis said.

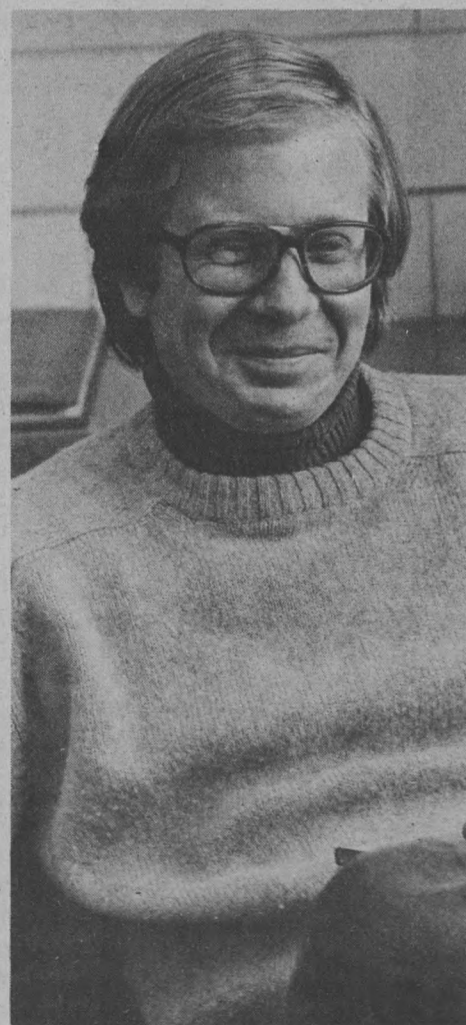
Ellis' story behind the book is probably as good as the book itself, especially for those persons who knew the philosophy major when he was on the William and Mary campus.

He received his ROTC commission during graduation exercises, but a Woodrow Wilson Fellowship and a desire

to continue his education in graduate school at Yale University postponed his military obligations. During his last year at Yale he found himself in a difficult position.

The Anti-Vietnam war had really developed into a full-blown movement in 1968-69, Ellis said. The Yale campus was highly involved with William Sloan Coffin, the Yale chaplain, head of the concerned clergy against the war. "I was very much opposed to the war," he said, but Ellis had signed a contract with ROTC and "was officially committed to go into service."

"I didn't know what to do . . . I knew I didn't want to go to Vietnam because I thought it was all wrong," he explained.



Joseph Ellis

On his own initiative Ellis went up to West Point to see them about a teaching position, noting that he would have a ph.d. degree in history later that year.

West Point officials gave him a quick "no, forget it." But apparently they did not forget him or his credentials, because a few months later after an officer designated to teach at the school had been killed in action, he was asked to accept a teaching post that was now open.

He agreed, even though it meant he would have to spend three years on active duty instead of two. "West Point personnel knew of my anti-war feelings," he explained, "and they didn't want me to cause any trouble, so they kept me dangling about the third year, which could or could not have been served at West Point."

Ellis candidly said that he knew he would remain at the Point after the first year, because of his work there with minority group affairs. He said that one of the reasons West Point wanted him to teach was his competence in black history.

He had worked with Blacks and traveled a lot in the South in 1967-68, recruiting black students for special summer educational programs at Yale.

"Ironically, most of the Black cadets at West Point felt freer to talk to me than some of the Black officers, because I was not a career officer," Ellis explained, noting that he played a constructive role many times during crises at the academy involving race relations.

During his West Point days, the Army asked him to help write a curriculum which is still utilized throughout the army to train soldiers in race relations and to expose incoming GIs to the history of black people in America.

In 1972 after leaving the Point, he joined the history department faculty at Mt. Holyoke and in early March received notice that he had been granted tenure and would be promoted in July from the rank of assistant to associate professor.

His first book, published in 1973, was entitled, "The New England Mind in Transition." A revision of his doctorate

dissertation, it was about 18th century America and the shift from Puritanism and very pessimistic estimates of human nature to what historians call the enlightenment.

The book, he added, is an example of how a historian utilizes philosophy in the study of American thought. Ellis was attempting to explain why he changed his course of study from philosophy at William and Mary to history at Yale.

"I've never really been able to answer the question myself," he said. "I wanted to study men and movements and the history of thought and not in the way the philosophers were doing it."

At William and Mary, Ellis was a Phi Beta Kappa scholar and a strong participant in extra-curricular activities including the Flat Hat, Theta Delta Chi fraternity, and intramural sports.

For three years he taught at an all-male school. For the past three years he has taught at an all-female school. "I've got a real hankering to teach in a coeducational environment--like William and Mary," he said. "I think back to those days often."

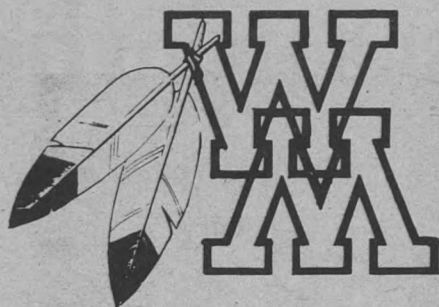
Two former William and Mary professors Dr. John Lachs (now a philosophy professor at Vanderbilt University) and an English professor, Dabney Stuart, (now teaching at Washington & Lee University) "did a lot to influence me and shape my future."

Reflecting on those undergraduate days, Ellis said he grew up in college. "William and Mary provided me with my intellectual direction."

In retrospect his extra curricular activities "seem crazy and looney sometimes, but they were things which I'm sure helped me to become a more mature person.

"Granted those years between 18-22 are natural growth and maturing years, but William and Mary allowed me to do it in a natural way," he said.

"What I'm trying to explain is that college did not get in my way of maturing," Ellis added. "William and Mary in fact facilitated my growth and those years in Williamsburg were happy ones. And I was happy!"



BATTLE FOR QUARTERBACK - With Billy Deery gone, the battle for first string quarterback is on in Spring practice, which began on Feb. 15 at William and Mary. The contestants, shown with head coach Jim Root, are (rear l to r) freshmen Preston Green, Marty Zangas, and Tom Butler, and (front l to r) sophomore Gary LeClair and junior Paul Krus. Krus, who was Deery's understudy, and Zangas, a transfer from Air Force Prep where he ran the wishbone for 700 yards and passed for 1700, may have the inside track. Butler and Green were both all-State Pennsylvania quarterbacks. They shared QB duties for the JV last fall. LeClair saw duty primarily as a punt returner on the varsity last fall, but has excellent speed off the option.



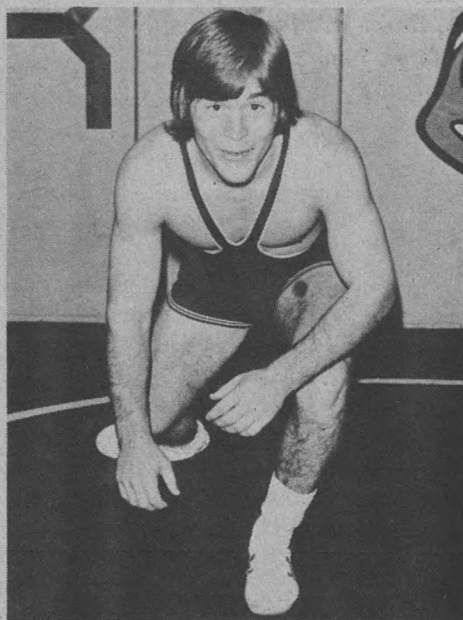
W&M's GREATEST WRESTLER BELKNAP AIMS FOR NCAA TITLE

The best wrestler in the history of William and Mary is working his way through a record-setting senior year, one he hopes to cap off by winning the NCAA 134-pound championship in mid-March.

He is Mark Belknap, an all-American selection last year when he finished among the top five 134-pound wrestlers in the country.

Approaching the twilight of the 1974-75 season, Belknap had won 35 consecutive matches, defeated the top-rated 134-pound wrestler in the country, and had been named a first-team all-American.

In February, Belknap was named the 134-pound East representative in the East-West Collegiate All-Star match at Clarion, Pa., one of 20 wrestlers from



Mark Belknap

around the country selected to participate in the match.

In his championship matchup, Belknap defeated the nation's top-ranked 134-pounder, Jim Miller of the University of Northern Iowa, and received the top-rated billing himself as a result.

Belknap is the star of a superlative William and Mary wrestling team this year. The Indians had a 13-1 record with three matches left on the season. Their only loss was to Southern Conference leader East Carolina, 17-14.

The Indians were scheduled to participate in the Southern Conference championships on March 1. The survivors will head for the NCAA tournament on March 13-15.

Belknap hopes to bring the first individual national wrestling title ever to William and Mary. And, according to his coach Ed Steers, the personable economics major has all of the equipment to accomplish the feat.

"Mark has been unbelievable," says Steers. "His practices are hard and intense as I have ever seen and the results in competition speak for themselves."

Belknap employs cat-like quickness and superb body control. He has an uncanny balance and brings these attributes together with strength in dominating his opponents.

"I feel great," said Belknap, after he had been named the outstanding wrestler in three different tournaments. "I think I am right on schedule as far as progressing and preparing for the conference championships and the NCAAs."

Belknap is the defending Southern Conference and Virginia 134-pound collegiate champ, titles he has won for the past two years.

SPORTS RESULTS

BASKETBALL

W&M 54	Pace 51
W&M 69	Haverford 55
GW 61	W&M 50
W&M 82	Citadel 73
Virginia 73	W&M 51
W&M 77	Wagner 65
W&M 76	Davidson 75
W&M 59	Wake Forest 58 (OT)
W&M 75	Columbia 63
ODU 61	W&M 55
E.C. 66	W&M 62
W&M 91	St. Marys 44
VMI 71	W&M 69
Furman 75	W&M 58
W&M 76	Virginia Tech 69
Pitt 70	W&M 60
W&M 81	Citadel 53
Richmond 84	W&M 75
W&M 69	App. St. 59
W&M 67	Baltimore 52
V-Tech 101	W&M 75
E. C. 68	W&M 66 (Double OT)
W&M 67	VMI 66 (OT)
W&M 72	Richmond 60

WRESTLING

W&M 20	Maryland 14
W&M 21	Towson State 11
W&M 36	Baltimore U. 6
W&M 30	Old Dominion 5
W&M 29	V.M.I. 6
W&M 24	F&M 8
W&M 49	V.C.U. 0
W&M 39	George Mason 3
W&M 37	Madison 3
East Carolina 17	W&M 14
W&M 49	ODU 0
W&M 43	Quantico 3
W&M 17	Wilkes 17
Army 18	W&M 15
W&M 18	UVA 14

SWIMMING

W&M 42	Wake Forest 71
W&M 67	V.M.I. 46
W&M 56	Madison 56
W&M 52	V.C.U. 61
W&M 73	ODU 30
W&M 47	Virginia 65
W&M 68	Towson St. 45
W&M 83	Appal. St. 29
Richmond 64	W&M 49
W&M 63	VPI 50

GYMNASTICS

W&M 121.7	Virginia 112.9
W&M 157.8	West Va. 180.9
W&M 133.65	VPI 98.60

TWO GRID STARS HEAD FOR PROS

Two of William and Mary's outstanding offensive football players from last season are headed for the National Football League.

Dick Pawlewicz, the big skilled end who set four different individual records at William and Mary, was drafted by the Philadelphia Eagles in the 12th round. At William and Mary, Pawlewicz set records for the longest kickoff return, most return yardage for kickoffs in a season, most in a career, and for the best kickoff return average.

Billy Deery, the record-setting option quarterback, will play for the world champion Pittsburgh Steelers next year, probably as a defensive back. Deery was picked up as a free agent after being passed over in the draft. He signed what was reportedly an excellent contract with the Steelers, who are apparently high on his abilities.

Pawlewicz was a third-team all-American selection and a first-team all-East selection. He played in both the Blue-Gray and the All-American bowl games.

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*Alma Mater
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Address by Virginius Dabney

February

It is fitting that at the ancient College of William & Mary, whose halls have been trod by so many of the great men in our early history, we should concern ourselves on this Charter Day with the two hundredth anniversary of the American Revolution and our country's founding.

The men and women who carried the Continental Army to victory after years of intense struggle against apparently overwhelming odds, and then created a nation, deserve our veneration. They were not perfect, they had their faults and frailties, but they possessed ability, courage, determination and character.

There was a musical show a few years ago entitled "1776." It did not purport to portray history as it was. Thomas Jefferson as a mooning, dreamy, not altogether bright individual certainly seemed a travesty on the original, and Richard Henry Lee as a song and dance man was so far removed from reality that nobody, let us hope, took "1776" seriously as a picture of actual persons and events.

But two books have appeared recently, both choices of the Book-of-the-Month Club, that are in a quite different category. At the very time when we are preparing to exalt those who brought the United States of America into being, and to pay tribute to their virtues and their accomplishments, *Burr* by Gore Vidal and *Thomas Jefferson* by Fawn Brodie have been published. These best-selling volumes, purporting to be based on sound scholarship, tend strongly to degrade some of the very men whom we, in the bicentennial, are seeking to honor.

Brodie work "objectionable"

The Brodie book is not objectionable simply because it advances wholly unproved charges against Thomas Jefferson. It is even more objectionable because it seeks to show that the alleged fathering of a brood of mulatto children affected Jefferson's whole life thereafter, giving him a guilt complex. One of numerous far-fetched interpretations advanced by Mrs. Brodie is that "the unwritten and unadmitted tragedy of Jefferson's life" was that he had to "keep up an elaborate pretense" that his relations with Sally Hemings, the mother of the children, did not exist. Evidence of this so-called "tragedy" has somehow escaped Jefferson's other biographers.

It should be recognized at the outset that the charge of fathering mulatto children was first circulated against Jefferson by a vicious, unscrupulous drunkard named James T. Callender, who had become furious with President Jefferson because the President refused to appoint him postmaster at Richmond.

While proof of Callender's allegation is wholly lacking, there is no question that, when young and single, Jefferson tried to seduce the wife of his friend, John Walker, when Walker was absent on a trip. This was admitted by Jefferson; who was obviously no plaster saint, and his modern biographers do not try to make him out one. They are aware of his faults, and this is obvious in their books about him.

Experts differ with Brodie

But the three greatest living authorities on Thomas Jefferson all agree that Mrs. Brodie's book is based on half-truths, unwarranted assumptions and grievous misinterpretation of the known facts.

All three of them - Dumas Malone, Julian P. Boyd and Merrill Peterson -- have devoted the greater part of their adult years to the study of Jefferson, in contrast to Mrs. Brodie, whose other books have been in entirely unrelated fields. These superlative scholars have provided me with heretofore unpublished statements concerning the Brodie book, which they have authorized me to use at this time. Their views were completely shared by the late Douglass Adair, profound student of the Jeffersonian era and onetime editor of the *William & Mary Quarterly*.

Malone terms authors

Dumas Malone, whose magisterial biography of Jefferson is regarded by authorities on both sides of the Atlantic as the last word on the subject, was reluctant to comment on the Brodie volume, saying that as a rule he did not discuss "other people's books on Thomas Jefferson." His statement is too long for me to quote it in full, but I give the following extract:

"This determined woman runs far beyond the evidence and carries psychological speculation to the point of absurdity. The resulting mishmash of fact and fiction, surmise and conjecture is not history as I understand the term

"Mrs. Brodie is not without insight into Jefferson's personality, and except for her obsession, might have contributed to our understanding of him. But to me the man she describes in her more titillating passages is unrecognizable.

"She presents virtually no evidence that was not already known to scholars, and wholly disregards testimony which I regard as more reliable

"Fawn Brodie and Gore Vidal cannot rob Washington and Jefferson of their laurels, but they can scribble graffiti on their statues. It is unfortunate that dirty words are so hard to erase, and it is shocking that the scribblers should be so richly rewarded."

Preconceptions overshadow facts

Julian P. Boyd, editor of the massive collection of Jefferson's papers, whose colossal scholarship is universally recognized, terms "the principal defect of Brodie's work the manipulation of evidence, the failure to give due weight to the overwhelming considerations of fact and plausibility which conflict with her preconceptions."

Dr. Boyd points out that "among the whole chorus of adulatory critics of Mrs. Brodie's book, not a single Jefferson scholar is to be found. Mrs. Brodie's Jefferson

never existed . . . He is as fictional as the Jefferson in Vidal's *Burr*," Boyd says. He repudiates completely Brodie's picture of a "despairing, ambivalent, indecisive, guilt-ridden man."

Testimony of two aged blacks, published in the *Pike County, Ohio, Republican* in 1873, on which Mrs. Brodie relies heavily, was "obviously prompted by someone for some unexplained purpose", says Boyd, "being unquestionably shaped and perhaps even written and embellished by the prompter." Malone terms it "in the tradition of political enmity and abolitionist propaganda."

One impressive fact, which Mrs. Brodie ignored, was that one of the aged men professed to have personal recollections of events that occurred before he was born.

Brodie obsessed with own theory, says Peterson

Merrill Peterson, greatly respected Jeffersonian scholar and author of *The Jefferson Image in the American Mind* and *Thomas Jefferson and the New Nation*, says concerning the Brodie book: "Mrs. Brodie has her obsessive theory and she sends it tracking through the evidence, like a hound in pursuit of game . . . in the end nothing is cornered and we are as remote from the truth as when we began I see no need to charge off in defense of Jefferson's integrity when we have no solid grounds for doubting it."

Dr. Peterson adds that Callender's newspaper article of 1802, "without supporting evidence of any kind, is the principal source of the legend, and in all likelihood we would not be discussing it today, but for him.

"The legend was born in the malignant political climate of 1800; it was revived by abolitionists, for whom it disclosed the ultimate corruption of slavery . . . and it enjoys some currency today because of intense curiosity about history of the black man in America . . . Callender's known character, his motives, his talent for libel--none of this damages his credibility for Mrs. Brodie."

Documents suggest Jefferson innocent

Douglass Adair has an entire chapter entitled "The Jefferson Scandals" in his recently published posthumous volume *Fame and the Founding Fathers*. In it he makes the following statement:

"In four widely separated areas of the country, four different scholars independently discovered four key documents, no one of which alone solves the puzzle, but which, when checked and cross-checked against each other, together throw a great blaze of light on Jefferson as a slaveholder, on the Monticello slaves, and in particular on the slave named Hemings. Today it is possible to *prove* that Jefferson was innocent of Callender's charges."

Adair's chapter on Jefferson was written in 1960. His assertion that the four documents referred to "prove" Jefferson's innocence seems a bit strong. It is almost impossible at this late date to *prove* such a thing beyond the shadow of a doubt. But it is altogether possible to indicate, on the basis of these documents, that the Master of Monticello was almost certainly innocent. All the probabilities point in that direction.

The four documents referred to by Adair are Jefferson's *Farm Book*, a letter from Henry S. Randall to James Parton, the statement of Madison Hemings published in Ohio in 1873 and reminiscences of Isaac Jefferson, another slave at Monticello.

Jeffersonian scholars have studied these materials for years and they have all concluded that Jefferson was innocent. They believe with Adair that Peter Carr, son of Dabney Carr and Jefferson's sister, Martha, was the father of the mulatto children in question. They believe further that Peter's brother Sam was the father of another group of mulattoes.

Thomas J. Randolph, Jefferson's grandson, told the historian Henry S. Randall, that Sally Hemings was the mistress of Peter and her sister Betsey, the mistress of Samuel--and from these relationships sprang the progeny which resembled Mr. Jefferson. The Hemings girls' "connection with the Carrs was perfectly notorious at Monticello, and scarcely disguised by the latter--never disavowed by them," said Randolph.

He further declared that he showed Peter and Sam a newspaper containing an insulting article about Jefferson's supposed paternity of the children. In Randolph's words:

"Peter read it, tears coursing down his cheeks, and then handed it to Samuel. Samuel also shed tears. Peter exclaimed: 'Aren't you and I a couple of-----pretty fellows to bring this disgrace on our poor uncle who has always fed us! We ought to be ----- by -----!' (Expletives deleted.)

Ellen Randolph Coolidge, granddaughter of Jefferson, wrote that Peter Carr had been overheard to say, with a laugh, that "the old gentleman had to bear the blame of his and Sam's misdeeds."

As corroborative evidence we have the statement of Edmund Bacon, overseer at Monticello, who said he knew who the father of Sally's children was, and it was not Thomas Jefferson. He did not name the father, but said, "I have seen him come out of her [Sally's] room many a morning when I went up to Monticello very early."

Jefferson himself silent on issue

Why did Thomas Jefferson never deny publicly that he fathered these children? The most plausible explanation is that his father-in-law, John Wayles, had undoubtedly sired Sally Hemings, Jefferson's supposed paramour, and five additional children by Betty Hemings. In other words, this group of six illegitimates at Monticello were Jefferson's wife's half-sisters and brothers. With his father-in-law producing one group of mulattoes and his nephews producing two similar broods, it is easy to see why Jefferson was unwilling to enter into public controversy concerning this matter.

ounding Fathers'

y at Charter Day ceremonies,

y 8, 1975

Despite Mrs. Brodie's repeated assertions that Jefferson had Sally Hemings for his concubine over a period of many years, she reaches the remarkable conclusion that his "heroic image remains untarnished and his genius undiminished." Yet she asserts that the affair gave him a guilt complex for the rest of his life.

Mrs. Brodie even tosses off the charge that George Wythe, perhaps the most venerated man of the age, was the father of the mulatto boy who died from the same poisoned coffee that killed Wythe. She makes no attempt whatever to offer proof.

Mrs. Imogene E. Brown, who has recently completed a biography of Wythe after several years of work, and Julian Boyd, who wrote a 45-page monograph on *The Murder of George Wythe*, both say there is absolutely no foundation for this charge. Merrill Peterson and Dumas Malone term it sheer fantasy.

It is dismaying that Mrs. Brodie's confused and confusing book has been so highly praised by some non-Jeffersonian scholars in the universities. Written by a professor of history, it has been lauded by other professors of history. Just what this signifies for the deterioration of standards on the faculties of our seats of learning I leave to others to determine.

Vidal not an historical scholar

The other book that we are considering today was not written by a professor of history, but by a novelist who makes pretensions to historical knowledge. *Burr*, by Gore Vidal, is even more objectionable than *Jefferson* by Brodie, since it defames both Washington and Jefferson.

I have been astounded by the number of people who have taken this book seriously.

One reason perhaps is to be found in the declaration of the publisher on the jacket. "The facts are actual", we are told, "and the portraits of the major characters, Washington, Jefferson, Hamilton . . . are drawn from their own words and from the observations of their contemporaries." Also, "the book creates with scrupulous accuracy . . . the most significant years in the history of America." Vidal himself says that "the story told is history and not invention."

Let us first look at this so-called history as it concerns George Washington.

Washington seen from Burr's viewpoint

The story is related largely in the words, or supposed words, of Aaron Burr, not the most admirable character in American history, who, it should be noted, hated both Washington and Jefferson.

He hated Washington from the time when the latter caught him in 1776 reading confidential papers on his desk. Washington had returned suddenly after leaving the room. The commander-in-chief gave Major Burr a well-deserved tongue-lashing. Burr's first biographer, who knew him for forty years, wrote that "his prejudices against General Washington were immovable."

In Vidal's book, Burr is constantly sneering at Washington, without any explanation by the author of the reasons for this bitterness. Nothing is said concerning the fact that Washington caught him reading confidential documents. Burr repeatedly makes slurring observations concerning Washington's appearance, his character and his ability. Yet we are told that this is a portrait drawn from Washington's "own words and the observations of his contemporaries."

Of course, there were contemporaries in the opposition party, as was Burr, who denounced Washington on all kinds of ridiculous grounds, and who simply invented charges when this appealed to them. Anybody can go through the records and find these statements. For example, the Philadelphia *Aurora*, the country's leading Republican paper, said when the first President of the United States completed his second term and retired to private life, that the Master of Mount Vernon was "the cause of all the misfortunes of our country . . . every heart ought to beat high with exultation that the name of Washington from this day ceases to give currency to political iniquity and to legalize corruption."

Those who today may have reservations concerning the American press will doubtless concede that anything as preposterous as the foregoing will hardly be found in any leading twentieth century American newspaper.

But this is the sort of thing that Vidal seems to have relied on for the observations of "Washington's contemporaries." And the contemporary who is relied on more than any, of course, is Aaron Burr.

Poor military leader

Washington, says Burr, ultimately "might be judged as an excellent politician who had no gift for warfare . . . an incompetent general." He adds that "in my view, had [Horatio] Gates or [Charles] Lee been placed in command of the Army, the war would have ended at least three years sooner."

Washington, needless to say, made his mistakes, including some bad ones, in the war of the Revolution, and he could not have won without the aid of France. But let us consider the enormous handicaps under which he labored and the fact that his sometimes ragged and starving, and always poorly equipped, army was facing soldiers from what was then the most powerful nation on the globe.

"Serpentine" Washington

With respect to the Father of His Country's personal characteristics, we are informed by Burr that he was "slow-witted" but "no man was cleverer when it came to business and the promotion of his own commercial interests." One bit of evidence not mentioned by Burr is that the greedy and grasping Washington served seven years as commander-in-chief of the Continental Army and eight years as President of the United States, and refused to accept compensation in either post. He even spent some of his own funds for expenses.

Reference is made to his "cold, dull, serpent's glance", his "bleak, dark-toothed smile" and his "cold, serpent's nature." Also, he never read "any book at all." All this is what Vidal terms "history, not invention."

The one and only time that Vidal, or Burr, can bring himself to praise Washington, even half-heartedly, is when he speaks of him as "the supreme creator of this Union", but adds that he achieved this by his "powerful will and serpentine cunning."

The existence of this reptilian George Washington seems to have eluded his principal biographers. He has been intensively studied by Douglas S. Freeman and James T. Flexner, who probably, at a conservative estimate, devoted ten times as many hours to this enterprise as Gore Vidal. Freeman's massive biography got the Pulitzer Prize and Flexner's the National Book Award and a special Pulitzer citation. After the most thorough study ever made by anybody of Washington, Freeman failed to make a single reference to serpent's glances or serpentine cunning, and termed him "greater than any of us believed he was." Flexner called him "the indispensable man." Dumas Malone, who is completing the definitive biography of Thomas Jefferson, nevertheless regards Washington as the greatest of all Americans. The English historian, John Richard Green, in his classic *Short History of the English People*, said of Washington: "No nobler figure ever stood in the forefront of a nation's life."

After mature reflection, I have concluded that the opinions of Douglas Freeman, James Flexner, Dumas Malone and John Richard Green outweigh those of Gore Vidal.

Observations of other contemporaries

Among those who knew Washington best were the members of the Virginia General Assembly, a body in which he had served several terms before the Revolution. In 1785 they commissioned the foremost sculptor in Europe, Houdon, to execute his statue from life, and place it in the Capitol at Richmond, in recognition of his services to the nation. In 1788, before Washington became President, the people of Richmond began celebrating his birthday annually as a holiday. If the description of Washington in *Burr* is based on the observations of his contemporaries, as the book's jacket claims, why was no reference made to such contemporaries as these, who paid him such conspicuous honor? Or those who demanded unanimously that he become the first President of the United States?

Burr hostile to Jefferson

Vidal's and Burr's strictures on Thomas Jefferson are not quite so startling as those on George Washington, since Burr could hardly have failed to feel strong hostility toward Jefferson, in view of the latter's role in Burr's trial for treason. President Jefferson did his best to obtain a conviction, and his methods toward that end, it must be conceded, do not show him in his best light.

It is understandable, then, that in the book Burr terms his implacable enemy "a hypocrite" and "the most deceitful" man he had ever known. Burr also repeats the old canard that "Wise Tom preferred the safety of Virginia and the excitement of local politics to the dangers of war."

From the extreme to the absurd

But when he refers to perhaps the most brilliantly versatile man America has produced as "an intellectual dabbler" who "never did any one thing particularly well," he lapses into absurdity. He becomes still more nonsensical by strongly implying that Jefferson couldn't even write, for he says that certain words of the Master of Monticello display "a more than usual infelicity of style."

Burr even sneers at John Marshall, the man who saved him from conviction on charges of treason. He states that in the crucial opinion that secured his acquittal, Marshall moved "with elephantine grace away from his own earlier position", and Burr adds that the Chief Justice underwent "a shameful collapse before Jefferson and public opinion."

Maligns Virginians

Yet all this defaming of Washington, Jefferson and Marshall is hardly surprising, given Burr's tremendous prejudice against Virginians. "Putting aside honor like a Virginian" is one of his choice phrases. Only James Madison, among all the Virginians, qualified as a gentleman, in Burr's opinion. We inhabitants of the Old Dominion would be inclined to regard this judgment as slightly excessive.

The amazing thing about Vidal's *Burr* and Brodie's *Jefferson* is that so many supposedly intelligent readers seem to take them seriously. It is understandable that these books have sold well, for almost any reasonably literate work that makes sensational charges against revered figures or downgrades those whom we have been taught to honor, will appeal to the groundlings. It is, however, dismaying that persons of presumed discrimination have accepted the slanders in these volumes.

Here at the College of William and Mary, where so many of the foremost men in our early history studied, and in Williamsburg, where the heroic Virginians of the revolutionary era made some of the epochal decisions in our annals, it is peculiarly appropriate that we denounce these untruths and half-truths for what they are.

The shades of Washington, Jefferson, Marshall, Wythe, Patrick Henry, George Mason, Peyton Randolph, Richard Henry Lee and a host of others who made this nation, look down upon us here, as we celebrate Charter Day at this fine old institution of higher learning, and as we move into the bicentennial. Let us remember their great and gallant services, and let us keep faith with them in gratitude for their lasting contributions to the founding of the republic.

CECELIA KENYON

HARRISON PROFESSOR WITH A SAVVY SENSE

By Barbara Ball

When Cecelia Kenyon went to pick up her 1968 Pontiac at a local garage where she had left it for repairs, the salesman greeted her with a broad grin.

Would she be willing to sell this gem in mint condition with less than 14,000 miles on the odometer?

"No, why should I?" she replied.

"I need to make money," retorted the salesman.

The answer was still "No," but Ms. Kenyon laughed and complimented the salesman on his candor.

The story about the great trade-in that got away probably still lingers at the garage and with it a distorted image of its petite white-haired driver.

Cecelia Kenyon doesn't have many miles on her car because she logs miles by the thousand - by plane. In the past three months, she has made eight trips to New England, Ohio, Washington and points south.

The first woman to hold the James Pinckney Harrison Professorship of history, she regrets that these outside obligations have prevented her from fully enjoying the academic and social life of the community.

On leave this year from Smith College where she is Charles M. Clark Professor of Government, Ms. Kenyon brings to the campus an expertise in the history of American political thought, especially colonial and early republican - and a keen wit though, as she sometimes says, "To come to Williamsburg makes me feel like one of those lumps of coal carried to Newcastle."

She leads a busy life, hates to waste time and does not hesitate to admonish those who waste hers on their own with bureaucratic red tape. She cherishes her membership in the Smith College "Dinosaurs Club," and regards herself as a temperamental and educational conservative but not "totally inflexible."

In addition to conducting her seminar this year, Ms. Kenyon is presently working on a book which will trace the development of ideas and institutions of American constitutional democracy from their English and European background through the American Revolution.

Ms. Kenyon was one of four speakers invited to address the House of Representatives at a special program commemorating the 200th anniversary of the First Continental Congress of September-October, 1774.

She told a reporter after the session that just like any other private citizen, she felt the invitation to address the House "an occasion of panic and terror."

Her address was well received, as Charles McDowell of the Richmond

Times-Dispatch noted in his Washington column. "With her credentials weighing on her not at all, Miss Kenyon delivered a history lecture at once more intense and graceful than a congressman would expect to hear in a whole career of historical observations."

She told the assemblage, "the task that brought those men to Philadelphia in 1774 is still significant today. Indeed, when we consider the relatively rare existence of constitutional republics throughout all of known history, the preservation of liberty will always be a difficult and continuous task. For no generation alone can guarantee the enjoyment of liberty either for itself or for its posterity.

"It is therefore fitting and proper for us to look back at the thought and work of our predecessors, for in doing so, we may gain insight and understanding that will enable us to pass on to our posterity the heritage of liberty and self government which the men of 200 years ago preserved, enhanced, and transmitted to succeeding generations of Americans."

Going on to discuss the objectives, problems and political skills of the founding fathers, Ms. Kenyon concluded on a poignant quote from a letter by John Adams to his wife Abigail, "Posterity! you will never know how much it cost the present generation to preserve your Freedom! I hope you will make a good use of it. If you do not, I shall repent in Heaven that I ever took half the pains to preserve it."

"The last words of that letter were not addressed to Abigail really," concluded Ms. Kenyon, "but to us, all of us."

The credentials columnist McDowell referred to include Phi Beta Kappa, an A.B. from Oberlin College, where she recently served as a member of the Board of Trustees, and a master's and doctorate from Radcliffe College at Harvard University.

She is on the advisory committee on the Bicentennial American Revolution to the Library of Congress and consultant to the National Endowment for the Humanities. Ms. Kenyon is a member of the American Political Science Association, the American Antiquarian Society and its council and committee for the celebration of the Bicentennial. She was a member of the Council of the Institute for Early American History and Culture, 1968-70. She is co-author of "Graduate Education for Women: The Radcliffe Ph.D." and editor of "The Anti-Federalists."

Because she feels very strongly about academic tenure and its particular importance today in the light of a tight market for teachers, Ms. Kenyon has made four trips back to Smith to share



the responsibility with her department in making its tenure deliberations this year.

"I am in favor of tenure because it is the only safeguard of academic freedom," asserts Ms. Kenyon.

"It enables members of the faculty to criticize, and criticize vigorously, either the course of administrators or trustees, or to say anything they wish about national policy, as long as that criticism is verbal and does not take the form of violent, illegal, or other unprofessional forms. I think that in other occupations the amount of freedom or expression subordinates have is likely to be limited.

"I think that White House staff members who have been indicted or who have confessed in the Watergate affairs were men who felt that they were obligated to 'go along' with 'the team' and did so because the system of organization in the White House was such as to discourage independent opinion.

"Richardson, Ruckelshaus and Cox took their stand on principle, and as a result, either resigned as a matter of honor, or were summarily fired," she added.

Ms. Kenyon sees in tenure the operation of a viable system of peer evaluation which, though not perfect, is probably superior to that regularly found in other occupations. Again referring to Watergate, she noted an apparent lack of such self-regulation within the legal profession.

Because of the current lack of expansion in education and the tight money situation, Ms. Kenyon says she doesn't feel optimistic for higher education in the United States in the next decade.

"Money woes have killed off some of the weaker colleges. Inflation and the cost of operations have risen. Colleges have turned to raising tuition at the great danger of shutting out middle class students. I seriously worry about the private colleges being turned into institutions principally filled with children of the very rich or the very poor," said Ms. Kenyon.

She added that she sees a "leveling out" of educational standards closing the gap between public and private schools. She also foresees the excesses, arrogance, and abuses of government and some businesses as generating a discontent and possibly a radicalism among the middle class group who may band together to lobby for reforms and perhaps unionization of faculties.



Ms. Kenyon also expresses her concern about the lack of jobs in teaching and the possibility that today's high school students and college undergraduates may be shut out of a teaching career at the college level for several years if high tenure ratios and lack of expansion continue to be dominant trends.

As a successful woman in her field, Ms. Kenyon looks back on her start in teaching and reminisces with candor, "I assume there was prejudice. There were few public or private first rate universities which appointed women as a matter of course. The general assumption was that an academic woman would normally teach in a woman's college. Smith and I chose each other, and that was that."

"I think the G.I. Bill after World War II is partly responsible for the disproportion of men and women in senior ranks today. Some colleges, I think, deliberately excluded women. Others may have unconsciously discriminated against women because there were more male candidates than women during the late 40's and 50's and early 60's. A lot of women at that time were committed to private living, raising a family."

Because different government agencies are giving different opinions, Ms. Kenyon believes that eventually a ruling on Affirmative Action from the U.S. Supreme Court will be required to settle the current conflict and confusion on the subject. Even if it was a male establishment that discriminated against women and minorities in the past, is it just to make young men now pay the price by giving special opportunities to women and minorities? questions Ms. Kenyon. "On the other hand, it is difficult for men to listen to the howls of injustice from men of my own generation - and older - without wanting to ask them: 'Where were you back in the 30's, 40's and 50's and early 60's when you and your generation of white males systematically either discriminated against women and minorities yourselves, or profited directly from such discrimination? Are your own hands really clean enough now to take a stand of righteous indignation at the possible injustice which may be done to individuals of your sex and color?' Still the question troubles me: Is it right to make one generation pay for the injustices of another?"



HISTORY PROF TURNS ROMANTIC NOVELIST

By Ron Sauder '74

Dr. Anthony Esler, professor of history, has developed what looks like a flourishing literary sideline -- writing tales of historical romance.

His first novel, "The Blade of Castlemayne," came out last fall. It was greeted by "Publisher's Weekly" as "a real Erroll Flynn swashbuckler, with duelling and hay rolling galore."

The book concerns a rivalry between the young, handsome Walter Castlemayne and the old, crafty Sir Malcolm Devereux, for the command of the "Golden Fortune," a privateer, to sail with Sir Francis Drake.

Says Esler, "It's a sword-fighting type thing, with capes and romance and all that sort of stuff. Just like I used to draw for comic strips when I was a kid."

Says "Publisher's Weekly," "Esler, a spirited and unashamed costume romantic, obviously has a whale of a time putting the story together."

"The Blade of Castlemayne," Esler said recently, was written about seven years ago and stashed away, until he noticed that historical romances seemed to be making a comeback on the paperback racks in bookstores.

He called his literary agent, who had gotten several scholarly books published for him, and asked what the novels prospects were.

That was the beginning of a promising part-time career for Esler. He has signed a contract with William Morrow to deliver two more novels of the same genre.

He is expecting the galley proofs for "The Witch Finder," a tale of "gothic horror" set in 17th century England, to arrive any day.

And he is working on a third book, as yet untitled, which centers around a "sensualist" nicknamed "Lord Libertine" during the time of the French Revolution.

Obviously, Esler's spare-time "escapist" writing feeds on his researches as a professional historian. But he says that he manages to keep his job -- teaching -- distinct from his fictionalizing.

"I just write for the fun of it," he said. "It's the way I like to spend my quiet evenings and a lot of summer vacation time. It's a hobby, like building models or collecting stamps."

Esler said that he stopped writing when he entered college and didn't take it up again until he had negotiated graduate school and gotten a job teaching at William and Mary, in 1962.

Seven or eight years ago, he began "The Blade of Castlemayne." About three years later, after he had completed that, he started "The Witch Finder."

Because of tendency toward wordiness (he had to cut "The Blade of Castlemayne" in half before it was published) Esler writes in longhand, using black ink on cream-colored paper because he finds the contrast pleasing aesthetically.

"I can't write fast enough to keep up and so I slow down," he said. "When I type it tends to get verbose."

He can write about 2,000 words at a

stretch, and his novels average 100,000 words in length.

The important thing to Esler, in writing historical novels, is "the atmosphere and the feel of the period." "I won't cavil at a date or something like that," he said. "When real people come in I try to make them as accurate as possible."

As a novelist and as a professional historian, Esler has a proclivity for the colorful and the exciting. Much of his scholarly work has been oriented toward the youth movements.

"There's a lot of swashbuckling about them," he said, with obvious relish. "Movement-type young people are often romantic, and there's a certain amount of violence connected with them."

One of his better-known historical publications is "Bombs, Boards and Barricades: 150 Years of Youth in Revolt," which came out in 1972.

"I couldn't have done historical writing that was really dull, like institutional history or economic history or something," he said. "Political movements or social movements are exciting things to participate in or write about, and I felt the same way about my books."

Esler was in the "movement" of the last decade to some degree as a "participant-observer," marching as a "sign carrier" in some rallies. His involvement with the civil rights movement in North Carolina, where he was a graduate student at Duke University, was more substantial than



Anthony Esler

with the antiwar movement.

He doesn't "figure on ever getting rich" from writing novels. With the sales from "The Blade of Castlemayne," he has bought a new car and some new furniture, but he says writing "is not as rewarding as college teaching."

Esler's wife, Carol, is an assistant professor of classical studies at the college, and they have two children. According to Esler, their seven-year-old son has gotten a colorful view of history. "From ancient Rome to the Red Baron, it's just all one battle as far as he's concerned."

RUSSIA-- A KALEIDOSCOPIC ODESSEY

cont. from P. 5

who'd driven from Denver to New York to Washington (and who would be driving back).

Wierd at first. Real Russians at the airport, mostly in the uniforms of police and customs officials; each of us studying the other as though we're creatures from Mars. Where were our capitalist horns? Where were theirs?

No hassles with passports or visas for myself, son (aged eight and a half,

who--sometime during the return flight over the Atlantic--logged his 100,000th air mile) or wife, Randy; my connection with W&M; she the former Randy Venable, '65, who forfeited forever her WASP/FFV credentials upon assuming my Brookly Eye-talian name.

Cut. Dissolve to the Hermitage. Gallery after gallery of art grandeur to make Versailles pale to near-nothingness. Room upon room of Matisse, Braque, Picasso and Bonnard oils that you never see-not even in art textbooks, because so few Westerners have been here since 1917.

The Hermitage a jewel in a city of beautiful and stately 18th-century buildings, wide boulevards and heroic plazas; planned in 1703 by Peter the Great who obviously knew more about human-city cityscape (and never read Jane Jacobs) than do the designers of today's robot downtowns. Presumably, Peter the Great didn't have to contend with planning by committee.

St. Issac's cathedral in Leningrad: incredible quantities of gold and whole columns faced with malachite and lapiz lazuli. The mind boggles and a realization sets in. Here was an opulence--under the Czars--on a scale scarcely seen since the time of the Pharaohs. Set alongside the wretchedness of the masses (with, as late as 1920, a 91% illiteracy rate in cities and 100% in rural areas), it does much to explain why the Revolution succeeded here in 1917 and not in the industrial West.

Our guide in Leningrad--a svelte, sensitive young woman wearing a Russian version of Levis and a ribbed sweater; with blue eyes, high cheek bones and a smile that some of the less-imaginative and more doctrinaire Moscow guides

lacked.

Guides in Moscow reflecting the suggestion that Russians know they're being watched, while we--in our can't-happen-here naivete--are only beginning to discover that many of us have been watched and listened to by our government for years.

The Leningrad guide, along with women seen there and in Moscow, helped dispell another stereotype: that of the heavy and poorly-dressed Russian woman. Nearly a generation of Russian men were wiped out in World War II and women--some husky; many non--hold a range of jobs running from snow-shovelling to ditch-digging to street paving; jobs taken by dint of higher pay than office or factory work.

In the whole of Soviet society, there is reportedly no unemployment for fears of recession layoffs. Not much in the way of quality consumer goods, either (a truism the government freely admits). But the Soviet system, now in its ninth Five-Year Plan, is finally working on that and, if the quality of toilet tissue in Moscow vs. Leningrad means anything, is making some progress.

The pace is grueling and, at times, nearly killing for those of us on the tours. Interestingly enough, a pair of octogenarians held up far better than people a third their age.

There were plenty of good times and it was a congenial group--complete with a couple of good 'ol boys for whom life is one long football weekend with a bottle of Wild Turkey (in Colorado, the latter is an inexperienced skier attempting a slope he has no business being on).

After another insomniac flight with a stop at Shannon to dispose of any spare dollars that might remain, we were back

at Dulles. Next morning, outside the Dulles Marriott, a woman from Richmond is loading bags into her car, next to ours, and sees our Colorado plates.

"You're not driving to Colorado?," she asks, incredulously.

"'Fraid so. We don't feel like subsidizing United Airlines," I tell her.

And an item in that Saturday's Washington Post: where President Ford's military advisors are calling for a bigger Pentagon budget; even if it's inflationary and even if social programs have to be cut.

After all, they argue, the Russians have a large military budget, and the free world looks to us for leadership, and we can't afford to become a second-rate power, and ..."



W&M group leaves Kremlin via Trinity Gate (1495) and crosses Kutafia Bridgehead after tour.

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All chairs picked up at the Alumni House are subject to a freight charge of \$5.00.

All chairs to be shipped direct will be shipped freight collect.

Chairs ordered should be allowed ten to twelve weeks for delivery, except rockers, which will not be shipped before April as manufacturing schedules now stand.

*Profits from the sale of these items, handcrafted by Mike Stousland '41, are donated to the College. Mike provides the silver at his own expense.

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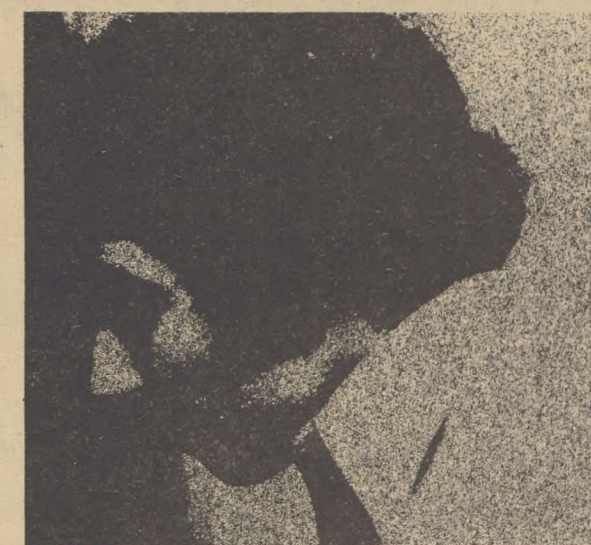


W&M DIVERSIFIES HOUSING

Three new student housing concepts will be implemented at William and Mary this fall, continuing an evolution in residence hall life that has been underway since 1968.

For the first time, students will have the opportunity to live in coeducational housing unrelated to any special academic program. But they will have two other new options as well: high privacy and quiet areas.

In January, the administration announced that five units of Bryan Complex would be converted to coeducational housing for 212 students this fall. The William and Mary concept of coed housing is hardly a radical one, however; men and women students will live in the same unit, but they will be housed either in alternate wings or on alternate floors.



For students who opt for neither coed housing or for some of the other conventional forms of housing now available at William and Mary, the administration will provide "high privacy areas" -- dorms or sections of dorms where students can choose more restrictive environments with predetermined visitation hours; and "quiet areas" -- areas where students may choose an environment dedicated to a limited degree of noise with, for instance, restrictions on such distractions as stereos, radios, or overly-loud social gatherings.

cont. on P. 3