

# WILLIAM & MARY

Vol. 56, No. 5

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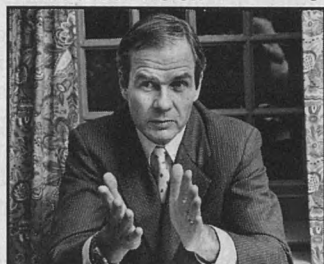
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# The William and Mary Magazine

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## William and Mary Senior Named Rhodes Scholar

**G**eorge M. DeShazo Jr., a senior selected in December as a Rhodes scholar, has earned a reputation for breaking through barriers to meet his goals.

During his four years at William and Mary, he has crossed disciplines to major in developmental studies, combining studies in economics, history and political science, with a primary focus on underdeveloped countries.

By becoming the only Virginian among only 32 Americans selected as Rhodes scholars this year, he has placed himself among the top students in the state and the nation.

And by sheer perseverance, he has achieved a place as a role model for other students with learning disabilities. DeShazo has dyslexia, a disability that scrambles the order of letters and numbers as he writes.

The 22-year-old student has a 3.7 grade point average, but downplays his intellectual resources with characteristic humility. He believes perseverance is his greatest attribute. "I wouldn't necessarily say it was talent or ability. I just continue working," the Williamsburg resident said shortly after the Rhodes Scholar Committee announced its selections.

But if hard work is his trademark, DeShazo also has a strong social conscience. He has worked with the Salvation Army and other groups in the Williamsburg area to alleviate the suffering of the poor. While working in Honduras as a volunteer in 1985 just before entering William and Mary, DeShazo came face to face with the realities of Third World poverty. One family in particular stood out, made up of a sugar cane cutter, his wife and two children who were living on \$250 a year. "Yes, I'd want four or five children," the woman told DeShazo. "But

I have to pay the ground — maybe two. So I have more," she said. Four months later, their second child died of diarrhea. DeShazo said that by American standards, the woman's attitude toward the loss of her children ("paying the ground") seems cold. But, he said, it is also how this poor family had come to grips with the reality of the high infant

mortality rate in Honduras. I sought out every groundwater project available in Tidewater Virginia," DeShazo wrote in an autobiographical piece for the Rhodes Scholarship Committee. "The study of groundwater quality and quantity is vital to growth and to health throughout the world."

Mixed in with his hard work have been his efforts to com-

ously at William and Mary it's difficult. But I enjoy learning. That's why I do it," he said. His perseverance has earned him respect on campus too. College President Paul R. Verkuil commended DeShazo, saying "He reflects the best that William and Mary has to offer."

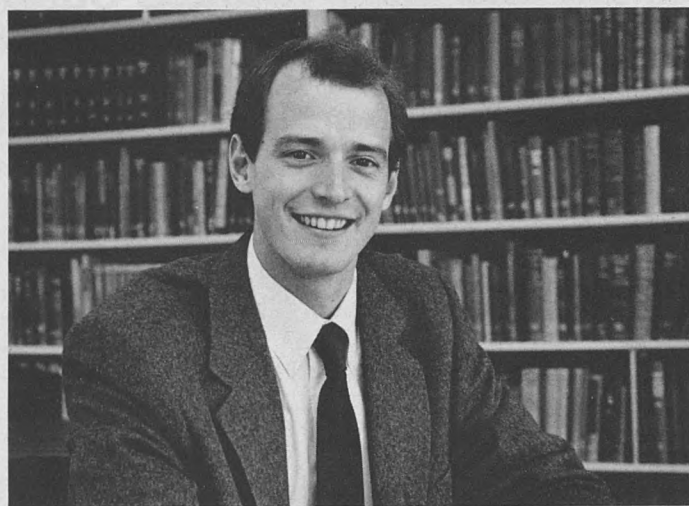
DeShazo is the eldest of seven children of George and Diane DeShazo of Williamsburg. A native of Essex County, a small farming county on the Rappahannock River in Virginia, he and his family moved to Williamsburg in 1981. He graduated from Lafayette High School in the Williamsburg-James City County school system. The DeShazo family is used to seeing their eldest son, known as J.R., pushing himself beyond his limits. "As a teenager, he once bicycled 600 miles to see his grandmother in Savannah, Ga., just to prove he could do it," recalled his mother.

To be selected for the scholarship, DeShazo had to pass through a series of interviews, write an autobiographical essay, get six recommendations from professors at the College, and show outstanding achievement in curricular and extracurricular activities, and athletics.

He has an impressive list of achievements, including membership in Mortar Board and enrollment in the College's Honors Program. He is a recipient of the Order of the White Jacket Scholarship.

DeShazo is one of two William and Mary students currently involved in the scholarship process. Bradley Blackington, a senior with a double major in government and economics, was nominated through his home state of Pennsylvania for the scholarship and made it through the Mid-Atlantic regional competition.

—Ray Betzner



William and Mary's George DeShazo Jr. of Williamsburg will study at Oxford next year as one of 32 Rhodes Scholars named in December.

mortality rate in Honduras.

Seeing the plight of this family, among others, made DeShazo realize he wanted to become involved in urban and regional planning in Third World nations. During his time at William and Mary, he has been active in developing and pursuing his interest in helping underdeveloped nations work on improving their water resources. For instance, he worked this year with the college's Virginia Institute of Marine Science and other groups to design, implement and test a project to study how nitrates flow from farmland into the Chesapeake Bay. "I needed to learn how to solve the sort of practical problems faced by underdeveloped countries. Water-related problems seemed particularly rele-

pete with students who don't have to struggle with dyslexia. For him, being a student also means a lot of hard work. Writing assignments take longer than they would for the average student, since he must go through several drafts to eliminate the errors created by dyslexia. DeShazo credits the encouragement and aid of friends and family for helping him to meet the rigors of being a student. "It's not something you overcome. That's a misnomer. It's something you overcompensate for and accommodate your learning strategy and lifestyle to," he said. And, while he has to work harder than others, he believes it has been worth it. "I like to learn. I find it a very enjoyable process and adventure. It's difficult in many ways. Obvi-

## Charter Day Will Focus on Glorious Revolution

**F**ebbruary 1989 marks a busy month for the College of William and Mary.

Princess Margriet of the Netherlands comes to Williamsburg on Feb. 8 to help the College celebrate Charter Day, the annual commemoration of the anniversary of the royal charter granted by King William III and Queen Mary II of England.

This year, the day also marks the occasion for celebrating the 300th anniversary of the Glorious Revolution of 1688-89, which saw the accession of the Dutch prince William of Orange and Mary II to the English throne and subsequently led to the founding of the College in 1693.

Charter Day is part of a yearlong series of events organized by England, the Netherlands and the United States to mark the tercentenary of the Glorious Revolution—and one of several cultural and scholarly occasions organized by the College, which has been appointed the official coordinator of the Glorious Revolution celebration for the United States by the American government.

In addition to Charter Day, the ongoing events during the year include:

- An international scholarly conference Feb. 8-10 at the College titled "The World of William and Mary." It is co-sponsored by the Folger Shakespeare Library, the National Endowment for the Humanities, the Folger Institute of the Folger Shakespeare Library and the British Institute of the United States. The conference features presentations by 17 distinguished Dutch, British and American scholars on the political, constitutional, religious, economic and cultural implications of the Glorious Revolution. Organized by Dale Hoak, professor of history at William and Mary, the conference opens with an ad-



H.R.H. Princess Margriet, pictured with her husband Pieter van Vollehoven, will accept an Honorary Fellowship from the College at Charter Day.

dress by Prof. A.G.H. Bachrach of the University of Leiden.

- A six-month traveling exhibition of William and Mary era paintings, books, prints, manuscripts, decorative arts and artifacts titled "The Age of William III and Mary II: Power, Politics and Patronage, 1688-1702." Organized by Robert P. Maccubbin, professor of English at William and Mary, and Martha Hamilton-Phillips, an independent historian, the exhibition opened in New York at the Grolier Club in December and moves to the Folger Shakespeare Library in Washington in February. It is underwritten by a \$139,609 grant from the National Endowment for the Humanities.

- A conference titled "Liberty, Rights, and the American Legacy of the Glorious Revolution," sponsored by the Institute of Early American History and Culture and the Liberty Fund at William and Mary in March. Organized by Thaddeus W. Tate, director of the Institute, the conference will address the political and constitutional legacy of the Glorious Revolution.

- Two simultaneous exhibitions, sponsored by the Mus-

carelle Museum of Art at William and Mary, which focus on the art and architecture of the William and Mary era. They are "Romeyn de Hooghe: Printmaker to William III," which includes 40 works by the important 17th-century printmaker, and "So Good a Design: Anglo-Dutch Sources for the Architecture of the College of William and Mary and Williamsburg, 1688-1732," which includes examples of American colonial college architecture with par-

ticular attention to William and Mary's historic Wren Building. The exhibitions continue through March at the Muscarelle.

- Concerts by the Locke Consort of the Netherlands at William and Mary on Feb. 23 and 24, which will include *La Capriole*, a 17th century vocal chamber ensemble.

- Lectures relating to the Glorious Revolution by Bruce Lenman, a distinguished Scottish historian from St. Andrews University, at William and Mary during Spring 1989.

Princess Margriet, who is the patroness of the William and Mary Tercentenary celebrations in the Netherlands, will receive an Honorary Fellowship at Charter Day. Prince Charles is the only previous recipient of the Honorary Fellowship, which is the highest honor a royal college can bestow.

Lord Mackay of Clasfern, who is the Lord Chancellor of England, and Bernard Wetherill, speaker of the House of Commons, will represent Great Britain at Charter Day and will receive honorary degrees from the College.

## President Assumes Key Role in Louisiana Case

President Verkuil has assumed a pivotal role in efforts by the state of Louisiana to bring its public higher education system into compliance with federal affirmative action guidelines.

Citing Verkuil's "extensive experience in the law and higher education," a three-judge court has appointed the president to serve as a part-time special counsel in a Louisiana court case that will influence desegregation in the state's universities and colleges. In announcing the appointment, the court, consist-



President Verkuil

ing of Charles Schwartz, John Minor Wisdom and Veronica Wicker, said that throughout his career "Mr. Verkuil has demonstrated a sensitivity to the protection and fulfillment of minority rights."

Verkuil, whose academic and legal specialty is administrative law, is serving as Spe-

cial Master for the U.S. District Court of the Eastern District of Louisiana. The assignment involves conducting hearings on proposed plans for desegregating higher education in Louisiana and presenting the court with a recommended desegregation plan.

## Dean G. Gary Ripple Named Headmaster in Grosse Pointe

G. Gary Ripple, who has served as dean of admission at William and Mary during a period in which applications to the College have more than doubled, has accepted a new position as headmaster of an elite preparatory school in Grosse Pointe, Mich.

Ripple, who joined the College in 1980, will leave June 30 to head University Liggett School, an 800-pupil prep school that has been the source of some William and Mary students through the years.

The author of three books, Ripple has written a column for several years for the *Alumni Gazette*, and one of his articles appeared in the "My Turn" column in *Newsweek* last year.

Ripple said that he "has always wanted to head an educational institution,

whether it be as a college president or as the head of a secondary school." Noting that Liggett is one of the top prep schools in the nation, he said that "if this hadn't come along, I can envision myself (at W&M) for many, many years."

Last year, William and Mary received more than 10,000 applications for admission and accepted only 24 percent, making it the most selective public university in the nation.

## College's Swem Library Buys Rare Indian Treaty

Earl Gregg Swem Library at William and Mary has acquired the first printed American Indian treaty with England. Obtained at a Sotheby Parke Bernet auction by Swem Library's Manuscripts and Rare Books Department, the purchase was funded from the H. Lester Hooker Endowment Fund. Judge Hooker, who passed away recently at the age

of 103, was a member of the class of 1908.

The significance of the acquisition lies in its status as the first printed Indian treaty in Virginia and the first in British North America. It will be added to the library's Virginia Rare Book collection where it will be a cornerstone for the collection of 17th-century Virginia.

## Randy Coleman Named Top Academic Adviser

Randy Coleman, associate professor of chemistry and director of the freshman and sophomore advising program at William and Mary, has been named the outstanding academic adviser in a five-state region including New Jersey, Pennsylvania, Delaware, Maryland and Virginia.

Coleman has been the health professions adviser at William and Mary for 16 years and has served as a freshman and sophomore adviser for 10 years. Currently he is directing the new Office of Freshman and Sophomore Advising, which was established last year with a two-year, \$145,000 grant from the State Council of Higher Education for Virginia.



Professor Coleman

The award to Coleman, which cites him as one of the top advisers in the nation, was given by the American College Testing Program/National Academic Advising Association.

## Kinnamon Plaza Honors Gilbert T. Kinnamon '34

A plaza honoring the memory of Gilbert Kinnamon '34 located between Phi Beta Kappa Hall and the Muscarelle Museum of Art has been dedicated at William and Mary. Given by his widow, Jeanne Sheridan Kinnamon '39 of Williamsburg, the plaza not only enhances the entrance to the arts complex and the new campus, but provides an area for exhibiting outdoor sculp-

ture as well.

Mr. and Mrs. Kinnamon have been enthusiastic supporters of the Muscarelle Museum since its inception on Nov. 6, 1981, when they attended groundbreaking ceremonies. A former member of the Board of Visitors, Mrs. Kinnamon serves as an honorary member of the Council of the Museum and an active participant in museum programs. The main exhibition

space of Muscarelle is named for her parents, Ralph M. Sheridan and Edythe C. Sheridan.



President Verkuil and Mrs. Kinnamon at plaza dedication

## Three Named Cultural Laureates

Three individuals closely associated with William and Mary have been named to the list of Cultural Laureates for 1988 by the Virginia Cultural Laureate Society. They are Anne Dobie Peebles '44, former rector of William and Mary; Carter O. Lowance, former executive vice president of the College; and William B. Spong Jr., former dean of the Marshall-Wythe School of Law, who was named recently as acting president of Old Dominion University.

Founded in 1974 to promote

achievement in a variety of disciplines, the Cultural Laureate program cites the honorees for contributions in the arts, education, business, literature, community service, statesmanship, history and science. It previously named laureates in 1977, 1981 and 1986.



Carter Lowance



William Spong Jr.



Anne Dobie Peebles

## Stage Goes Silent in 1989 on Shakespeare Festival

The stage will go silent on the Virginia Shakespeare Festival next year. Produced at William and Mary in Phi Beta Kappa Hall in cooperation with the College for the past 11 years, the festival will take a year off to examine its financial status and explore ways of increasing revenues.

Since its inception in 1977, the festival has been underwritten by William and Mary. But after the 1988 season, during which the festival ran a sub-

stantial deficit, the College said it would no longer pick up the difference between the cost of producing the festival and the revenues generated through ticket sales and fund-raising.

A newly assembled board of directors for the Shakespeare Festival felt there was not enough time between the end of the 1988 season and the start of the 1989 season to raise sufficient capital to fund the festival and decided to set its sights on an all-out effort for 1990.

## Bean President Receives 1988 Business Medallion

Leon A. Gorman, president of L.L. Bean Inc. of Freeport, Maine, has been awarded the 1988 Business Medallion by the School of Business Administration. Gorman, whose grandfather founded the company in 1912, was honored for the vision he has exhibited in expanding L.L. Bean business more than 20-fold in his 21 years as president.

The citation honoring Gorman, which was presented by John C. Jamison, dean of the School of Business Administration, noted Gorman's "passion



Dean Jamison, Leon Gorman and President Verkuil

for planning," coupled with his "deep concern for the preservation of the human and old-fashioned commercial values" of his grandfather, Leon Leonard Bean.

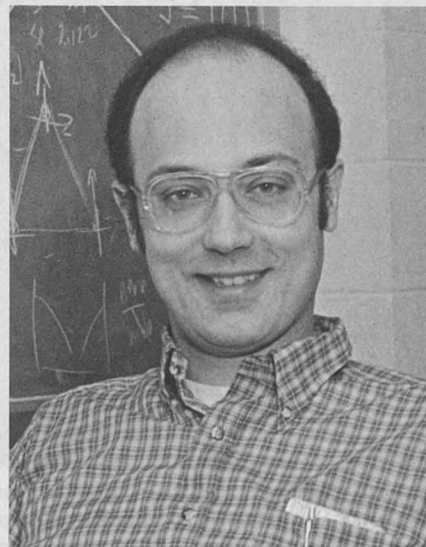
## Dreyfus Foundation Awards W&M \$45,000 for Fellowship

The Camille and Henry Dreyfus Foundation has awarded \$45,000 for the first Dreyfus Teaching and Research Fellow at William and Mary, one of only 20 such awards given nationwide. Gary C. DeFotis, associate professor of chemistry who wrote the proposal that resulted in the award, will serve as a mentor to the Dreyfus Fellow in the chemistry department.

The fellowship brings to campus for one year a promising new Ph.D. chemist to encourage the individual to consider a career in undergraduate teaching and research.

The Fellow will share teaching responsibilities with DeFotis and collaborate with him in research. The

grant provides for the Fellow's salary, research support costs and a summer internship in the chemistry department for a high school teacher.



Professor DeFotis

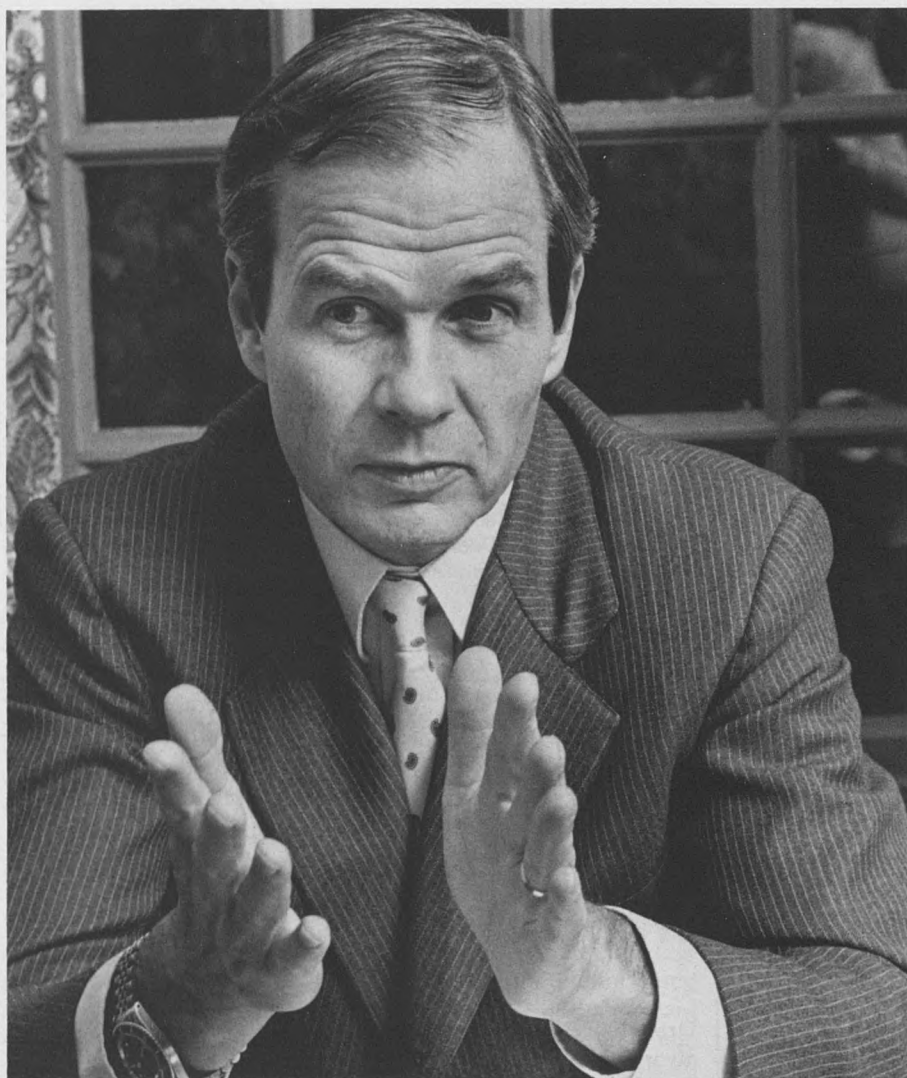


PHOTO BY C. JAMES OLESON

President Verkuil: His stewardship falls in a fascinating period in William and Mary's history.

# A Presidential Perspective on the University

By Christy niDonnell

**H**e's been in the office three years and is preparing the College for its entry into its fourth century, but for President Paul R. Verkuil, anniversaries are not as important as the daily work of running a university.

"It's very exciting that my stewardship falls in this fascinating period in our history," he acknowledged recently. But he sees the tercentenary celebration more as an opportunity to be

exploited to the fullest—for making the College of William and Mary the best it can be.

A restless, energetic man who leans forward and backward, crosses and uncrosses his legs and moves from one end of the sofa to another in the course of an interview, Verkuil liberally sprinkles his conversation about his job as president with words like "opportunity," "commitment" and "motivation." That's how he describes the activities of the next few years, culminating with the ceremonies marking the College's fourth century in 1993. To Verkuil, they are all opportunities to stimulate excellence and visibility.

"The celebration itself should make William and Mary prominent on a national stage—maybe even international," he said. He is committed to increasing the school's recognition, since he believes that a reputation for quality can only serve to enhance its effort. And so he sees his job as—among other things—encompassing that of promoter for the College, both inside the community and to the rest of the world.

Verkuil feels he has plenty to promote. In comparison with his own undergraduate days of the late 1950s, he said, "we have a stronger faculty, we have wider, deeper programs, we have a more qualified student body and we have superior resources. We're getting recognized because we are excellent in many ways."

"My role is making sure that we're organized to take advantage of our opportunities," he went on. He regarded the Rhodes Scholarship awarded in December to George M. DeShazo as a step toward that goal of recognition. DeShazo's honor—the first ever for the College—was the result of a concerted campaign by the administration and faculty to hold out to students the opportunity to excel and to be acknowledged for their achievements.

In keeping with William and Mary's traditional appreciation for quality rather than quantity, Verkuil wants to see a deepening rather than a widening of the College's effort. He emphasized his commitment to moderate, very carefully controlled growth, as it becomes necessary in order to meet the future needs of the Commonwealth's expanding student populace.

"Growth and expansion are charged words," he said, acknowledging concerns expressed by both students and faculty in recent months about enlarging the College's enrollment. "But we must talk about them." The only reason to grow, he added, would have to do with the state's requirements. But he pointed out that population growth also means an expanding tax base, which positively affects resources available to universities.

He described current construction projects, including expansion of Swem Library and the Muscarelle Museum, completion of the Randolph Complex for undergraduate housing, and construction of new recreational and physical educational facilities (allowing for the future renovation of Blow Gymnasium for the School of Business Administration) as being more of a catch-up operation than expansion. With the completion of these buildings and the new Master Plan, Verkuil believes the College is physically prepared to serve its student community.

But, rather than arbitrary expansion, he wants to develop and



manage resources so as to be able to do more for those students while they're at the College: meet their academic needs, streamline administrative processes and provide health, counseling and recreational services. In the last area, he noted that many of the services now in place didn't exist at all when he was a student 30 years ago. Verkuil's goals also include smaller classes and better opportunities for scholarships and honors for students going on to graduate study.

Another area for improvement, he acknowledged, is in the College's support of graduate work and research. He pointed out that in 1988, William and Mary conferred 1,700 degrees, including 500 advanced degrees or approximately 30 percent of the total, and said this is indicative of the College's commitment to university status. Although he conceded that the school is currently known more as an undergraduate college, he said this perception is beginning to change.

The president cited Marshall-Wythe's impressive standing and the respected 25-year-old MBA program as examples of what first-rate graduate reputations can do for the College. William and Mary currently has seven doctoral programs, including the most recently instituted, in American studies, and there are plans to begin one more in applied sciences. His goal is to treat graduate programs with the same care as undergraduate ones.

But Verkuil cautioned that, as with undergraduate concerns, he wants to concentrate on the quality of programs rather than quantity.

"You can't stretch resources too far. An outstanding Ph.D. program is very expensive. My ambition is not greatly to expand graduate studies, just to accept what we have and make them better," he said.

Toward that end, he noted, there need to be investments in library collections, faculty and space on the campus. Verkuil emphasized that such outlays won't jeopardize commitments in other areas. He believes that through state resources and aggressive fund-raising, the College will be in a position to pull it off.

"We can be outstanding in all respects," he said firmly, "As long as we don't take on too much. The key is to keep the focus."

And again and again, Verkuil said it is his responsibility to maintain that focus. He believes this is one of his personal strengths as president. "I have a sense of relevance and focus," he said simply.

"I'm a lawyer. In some ways, I represent this institution as if it were my client. I'm a competitive person," he pointed out. He sees his role as more one of mediator than of adversary, but he says, "I want my client to win."

As president, Verkuil has to make decisions, sometimes controversial ones. He feels comfortable with that responsibility, even within the time constraints that frequently contribute to the pressure.

He described himself candidly as demanding. "I'm pretty much to the point, a direct, get-on-with-it kind of person," he said with a brief smile. "I'm not the sort to retreat or reflect." But, he added, "I'm fair and reasonable. I can always change my mind if I'm wrong. I have no power complexes."

He characterized his administration as different simply because he brings his own unique perspective to the office. A bit nonplussed at

the idea of describing his management style, he fell back on the word "demanding."

"I expect a lot out of people because I've seen what good people can do," he said in a no-nonsense way. "My job is to get the best out of us while I'm here."

Verkuil was quick to point out that "I am *not* the institution," merely its representative. "The president has the opportunity to

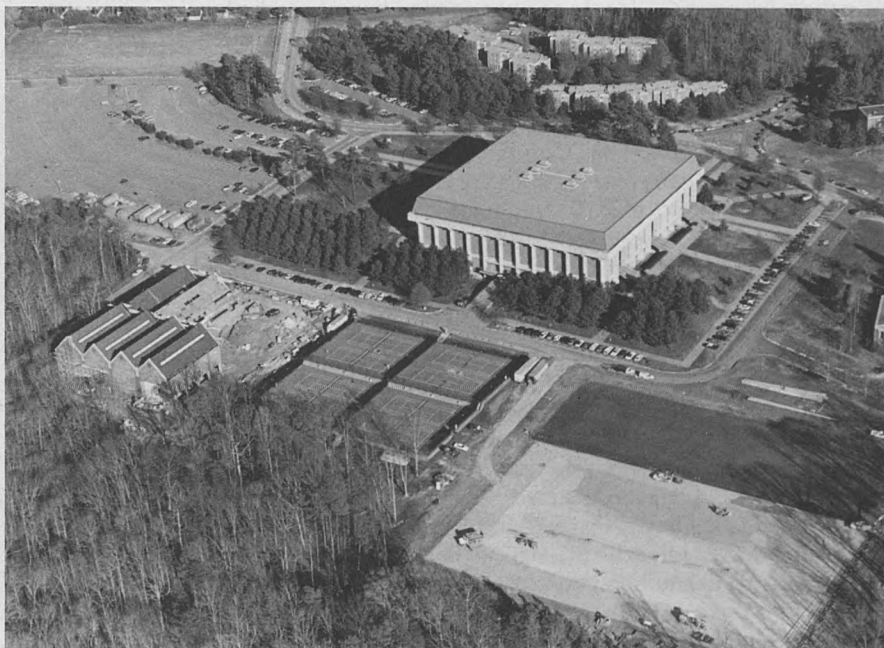
set the tone, to build support, to help us gain momentum, to provide and articulate a direction," he said. Moreover, he acknowledged that "power and influence can be put to good use," which is what he hopes to do with his office.

A complex institution like William and Mary isn't managed from the top down, Verkuil said firmly. In his three years as president, he has made a practice of consulting students, faculty and administration regarding their concerns about the College. The exchanges have not al-

ways been pleasant; but, like the deadlines and decision-making, they go with the job.

The role of the College itself has changed since Verkuil's undergraduate days, which complicates his duties somewhat. "The

*"You can't stretch resources too far. An outstanding Ph.D. program is very expensive. My ambition is not greatly to expand graduate studies, just to accept what we have and make them better."*



The emerging athletic/recreational complex, which includes two new athletic fields and a \$6 million recreational and physical educational building, is part of more than \$22 million in construction projects either completed, under way or planned during President Verkuil's first three years at William and Mary.

## Around The Wren



President and Mrs. Verkuil entertain William and Mary's championship women's volleyball team at the President's House this fall.

campus tends to serve people more," he acknowledged, citing the need for addressing issues such as drug and alcohol abuse, sexuality and psychological stress, which have only fairly recently become purviews of colleges in general.

He regards the function of the university, in addition to providing a top-notch education, as giving the student body a good period of time for growing up and living. "We have to prepare them to function positively and successfully in a difficult society," he said with just a hint of regret for the failures of the world beyond the Williamsburg campus. "We can't be their parents; but we can help them to succeed." Ideals, self-confidence, honesty and integrity are objectives of the William and Mary experience, he added.

Toward this end, Verkuil said he has deep respect for the faculty's commitment to what he calls "the educational venture." He believes the faculty have a good sense of their importance in the life of the institution, and he wants them, like the students and the College itself, to be the best they can.

Verkuil sees the College's strengths as its location, physical environment, human-scaled size and the quality of its student and faculty members. He cited with obvious satisfaction a recent report in *Barron's* that put William and Mary in the top category of "most competitive" universities in the country.

Verkuil pointed to the Rhodes Scholarship as one of the obvious high points of his tenure. "It's a very good sign—the best kind of recognition," he grinned. "I'm always happy when students do well and get recognized." But he added that he was also very pleased to obtain resources for faculty salary increases, and to see the faculty assembly get organized.

Verkuil also claimed that one of his most satisfying accomplishments comes when he manages to balance the budget every year. Getting \$100 million in revenues and expenditures to come out right every 12 months is no mean feat, he pointed out.

"Last year our comptroller reported that we returned a surplus of \$2.50 to the state," he said. "This year he did better; it was only \$1.00. That's budgeting!"

Beyond that, Verkuil mentioned that the president's office also comes furnished with frustrations. "Sometimes its hard to com-

municate despite your best efforts," he said. "People work with stereotypes rather than realities," and he has to expend effort overcoming the obstacles.

Fortunately, he has plenty of energy to devote to the fray, because as he frankly admitted, "There's always something happening."

"There's nothing you can do to prepare to be a university president," he added. "But after you've done it, you are prepared to do anything."

Verkuil speaks frequently of "resources," and if offered a wish by the College's guardian spirits on condition that he be quick about making it, he said he'd ask for an endowment of \$100 million—because he could decide at leisure how to put the money to good use. But, he said quickly, "I must be more than a fund raiser. It's how the money is spent, not raised, that counts in the long term."

Once again, he said the important things are "doing what we do better," and "studiously and carefully managing what we have," common themes of

his administration.

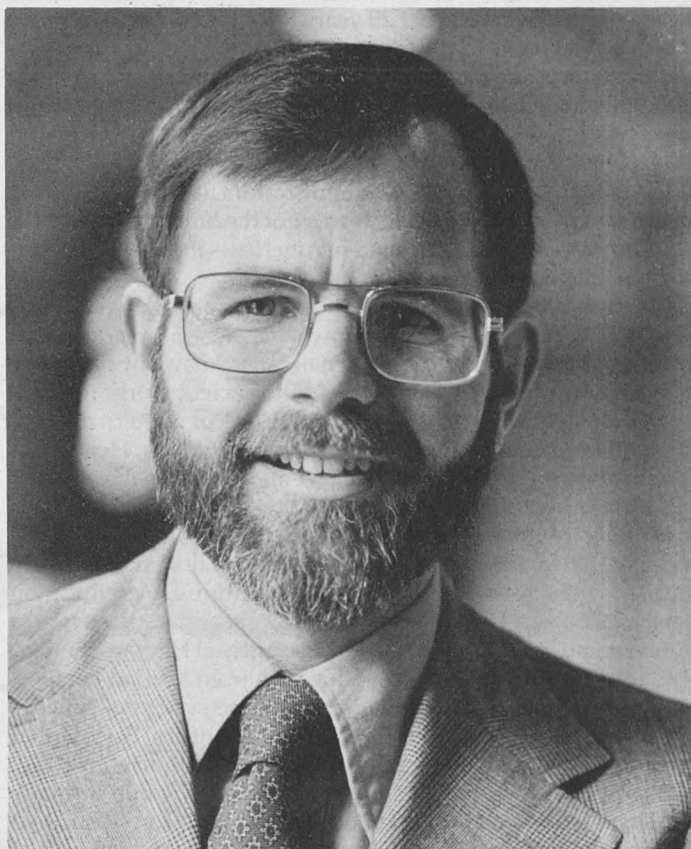
"It's all a question of emphasis. A place ought to make a positive contribution to the lives of the people it affects," Verkuil reiterated. "William and Mary has values, history, character. You can't really improve on that."

So as he prepares to face the fourth year of his presidency and looks forward to the fourth century of the College, Paul R. Verkuil plans to make it business as usual—the business of excellence.



Verkuil sees the College's strengths as its location, physical environment, human-scaled size and the quality of its student and faculty members.

# The Future of Higher Education



Yale Provost Frank M. Turner '66

**T**he current status and possible future direction of higher education at William and Mary, in the state of Virginia, and around the country were discussed by four leading educators during a wide-ranging President's Council Symposium held at the College this fall.

In his introductory remarks, President Verkuil set the tone by analyzing some of the broad concerns about education being expressed by the public today.

Among these he listed price versus value and curricular balance — science and pre-professional training versus the liberal arts. He also noted the rising interest in the history, philosophy and language of non-Western nations as manifested in the changes taking place at Stanford and on other campuses. Verkuil reported a new grant from the Ford Foundation that will enable William and Mary to extend and improve its teaching of non-Western cultures.

He said that despite a smaller number of 18-year olds in the country, the demand for higher education remains strong and that in many sections of Virginia some 70 to 80 percent of high school graduates plan to go on to college.

"This symposium is particularly timely," Verkuil noted, "because it comes at a very important juncture in the College's history, when we are trying to define ourselves and clarify our mission as we approach our 300th anniversary."

"William and Mary is a university that thinks like a college," Verkuil said. "Our peers now are all Ph.D.-granting institutions, but we must and do maintain our focus and emphasis on undergraduate instruction."

James C. Livingston, Walter G. Mason Professor of Religion, presented a condensation of a paper on "The Future of the Humanities" by Frank M. Turner '66, a top intellectual historian who is now provost of Yale University. Turner was unable to participate.

"The key problem today is not career goals but the intellectual environment for students," Turner said in his overview of the long-standing conflicts between scientists and humanists. Nearly a generation ago, in his study of "The Two Cultures and the Scientific Revolution," the British scholar C.P. Snow characterized the division as a "gulf of mutual incomprehension."

*Gordon Davies, director of the State Council of Higher Education for the past 10 years, reminded the audience that Virginia's system of 39 public and 40 private colleges and universities today is not substantially different from that envisioned by Thomas Jefferson and offers great opportunities to the population. "We have a good system," he said, "a superior system, but it can always be better. The greatest threat to Virginia's education system now is complacency. We need a creative restlessness, a persistent search and inquiry for improvement."*

Describing the weakened position of the humanities in recent decades, Turner said that the problem had been generated by the humanists themselves and stated that "neither the physical nor the social sciences over the past 25 years have posed any significant danger or challenge to the humanities.

"Humanists led the way to the abandonment of college-wide requirements," Turner said, "and they helped minimize or marginalize courses in writing and foreign languages. . . . They displaced themselves from the mainstream of education and society.

"Eventually, scientists and administrators have led the way to reform and balance," he said. "It was not the humanists. And the real danger to the life of the mind in America is the anti-intellectualism of the academy itself.

"The two most vital roles of the humanities are in language and civic life," Turner continued. "Power resides in language and rhetoric. The humanists of the Renaissance knew this and they recovered and restored the values of the ancient world for their time. . . . Later, these would become keystones of western civilization, and be cherished by our own founding fathers. Hence, it is essential for the humanities to preserve and articulate these values for future generations."

"I don't necessarily share a nostalgia for the past," Henry Rosovsky '49 told the audience in his informal remarks. "But I do nourish a real sense of optimism about the future of our education system and about the human condition," he added. Rosovsky, a professor and former dean of arts and sciences at Harvard University, looked at American higher education from a broad perspective, noting that our widespread and diverse system of colleges and universities remains the envy of most countries. He said that the relatively few (perhaps 175) selective institutions in the U.S. stand at the cutting edge of research and knowledge in many fields, and are among the best in the world. He listed William and Mary as one of these pioneering places, adding a paraphrase of Daniel Webster, "It is a small college but there are those of us who love it."

He said that complex social forces affect our colleges and universities today and bear directly upon the nature of the selection and admission process. "Getting into college now is like getting a ticket to Noah's Ark," he said.

He portrayed William and Mary as one of the "university colleges" with a unique character, attributable in part to a research-oriented faculty. Such universities, he said, offer special advantages to undergraduates in that good researchers are often better teachers, suffer less burnout and refresh their abilities through the constant challenges of research.

He said that national trends in liberal education were difficult to summarize, but that obviously there was no such thing as a perfect curriculum. "There must be trade-offs - the Great Books are fine, but so are distribution requirements." He cautioned that curriculum was only one aspect of higher education and said that the quality of the faculty, the teaching environment, and the atmosphere on campus were all important, too.

"The continuation of a national debate on education may, in fact, be as valuable as the outcomes," Rosovsky said. Finally, he urged that liberal arts education not be confined to undergraduates, but extended to reach the

professional schools like law, medicine and business as well.

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Noting that reforms in secondary education and restructuring of teacher training programs have helped strengthen the overall quality of education in the state, Davies added, "While we are fortunate now to enjoy a time of high revenue, high consensus, and low conflict in higher education, the challenge will be to make progress in less favorable environments."

He outlined some problems that will face higher education in the immediate future. First, he said that the revenue system in Virginia will slow its growth and higher education's share may drop, "There are more slices of the pie," he noted. He added that since Virginia is a low-tax state, tuition rates may tend to remain relatively high to support a range of services. Second, he noted that Virginia's population continues to rise, along with the demand for higher education, and consequently college entrance for Virginia residents remains difficult, "causing puzzlement, irritation, and sometimes outrage."

"There is no easy solution," Davies said, but he added that the new Commission on Higher Education in the 21st Century will explore various alternatives that will enable the state to preserve the best of its traditions and adjust to the demands of a growing population.

—Charles M. Holloway



Participants in the seminar on the future of higher education were (l to r) Harvard's Henry Rosovsky '49, Gordon Davies, director of the State Council for Higher Education, and President Verkuil.

# DeVita- Looking Beyond the Horizon

By Charles M. Holloway

*"Some day there will be a world without cancer," he says quietly. "I firmly believe that. It may not happen in my lifetime, but it will happen, perhaps sooner than some think."*

T

he first week of February will probably be overcast and chilly in New York with a 30 percent chance of light snow. Not long after his early morning run along East 61st Street and maybe into Central Park, Dr. Vincent DeVita '57 will return to his new home, shower, change clothes, eat a light breakfast (including a bran muffin) and leave for work.

He will walk briskly across Manhattan's Upper East Side to York Avenue and head north until he reaches the huge, block-square compound of the Memorial Sloan-Kettering Cancer Center. As he approaches the white brick facade on York, sliding glass doors will open automatically and he will enter the building, walk left to the escalators, and ride up one floor to the attractive lobby where high-speed elevators will whisk him to his new offices overlooking the East River.

Thus he will begin his first day of work as physician-in-chief of the prestigious center which is the oldest, largest and wealthiest hospital complex in the country devoted exclusively to cancer.

But during late October of 1988, Vincent DeVita is still savoring a rare interlude of sabbatical leave between two of the nation's most demanding and important jobs in the field of medicine. On a mild fall afternoon, he relaxes at his comfortable retreat on Delaware's eastern shore and talks about his career change, his early life, the days at William and Mary, his family, and his optimistic prognosis for cancer treatment and cure in the early years of the 21st century.

DeVita is wearing casual clothes — a light blue sweatshirt, tan slacks and running shoes. He leans his elbows on the balcony railing of his Dewey Beach hideout and his brown eyes narrow as he squints pensively into the afternoon sun. He watches a flock of snow-white gulls slowly circle the blue waters of Rehoboth Bay and then settle tentatively on a sandbar, facing into the wind.

"Some day there will be a world without cancer," he says quietly. "I firmly believe that. It may not happen in my lifetime, but it will happen, perhaps sooner than some think. Remember what happened with polio? And TB, earlier in the



As director of NCI, DeVita managed 3,000 employees and administered a \$1.4 billion annual budget.

century? Both were feared diseases, widespread, incurable, striking multiple thousands yearly. Now they're all but wiped out, not by any sudden miracle but through intensive, painstaking research, through ingenuity and perseverance by scientists in many countries."

For the past eight years while serving as director of the National Cancer Institute in Washington, DeVita was at the pinnacle of a spectacular career in medicine and cancer research. He was firmly established as a distinguished scientist, innovative researcher, writer and inspirational leader. As director of the Institute, he had the responsibility for the development and management of a \$1.4 billion-a-year budget and some 3,000 employees.

In August of 1988, he announced his resignation from NCI to accept the Sloan-Kettering position, and shortly thereafter began a five-month sabbatical that would enable him to round off his work at the National Institutes of Health (of which NCI is a division) and contemplate the demands and opportunities in New York.

"But the most valuable thing that this sabbatical has given me is precious personal time to think about where I have been, and how I may best contribute to the struggles ahead in my field."

Dr. DeVita settles on a modern beige tweed sofa and gestures at

the page proofs, notes and files spread out on a large glass-topped coffee table. "I've had time to finish some of the editing and revising of the book (*Principles and Practice of Oncology* — a classic that he helped write). I can work at my own pace here," he continues. "There aren't too many interruptions (though he gets one or two urgent phone calls from Washington, and a local workman comes in to fix the heat pump). I do my own cooking and listen to my favorite music — opera. I go out running — the beach is pretty deserted this time of year as you see."

Just a shade under six feet tall, DeVita appears lean and fit at about 175 pounds. "Believe it or not, I ballooned to near 200 once," he laughs. "I was lifting weights and I guess it got out of control." He wears his thick brown hair neatly trimmed and shaped, with just a few flecks of gray showing. Despite the hectic pace of his life in recent years, there are almost no wrinkles in his smooth skin. He smiles easily, but neither his cordiality nor the tranquil atmosphere of the beach house entirely masks the intensity and restlessness that have characterized his life.

"I thought this was the right time to make a change," DeVita says. "I've been at NIH for a quarter-century. I was appointed director of NCI by President Carter in 1980 and reappointed twice by President Reagan. It was a time in my life and career when I felt confident of my abilities, secure. But it was also a time when I began to feel that because of the pressures of the job I might go belly-up if I continued.

"Now I will move on, refreshed, renewed. It will be an entirely different scene in New York, but a somewhat familiar one, too." (Sloan-Kettering is one of several major cancer centers that receive substantial funding from NCI).

As a director of NCI, DeVita was near the top of the government pay scale, earning \$90,000 a year. It has been estimated that his salary and benefits at Sloan-Kettering will be about \$400,000 yearly, well below the *average* pay of major league baseball players. Some sources have suggested that the higher salary influenced DeVita's decision to move. But he has said that money was not a primary factor at this stage of his life. "I wouldn't consider a boring job no

matter how much it paid."

The work at Sloan-Kettering promises to be anything but boring. He will be second in command to Dr. Paul A. Marks, the chief executive officer, and according to the *New York Times*, the appointment is consistent with Memorial's desire to broaden its leadership and, perhaps, infuse new energy into its drug treatment programs for cancer.

During his time off, DeVita has been spending long, productive and satisfying days alone with his tape recorder, copy pencils, books and records. His place is about a two-hour drive from Washington, but it's light years removed from the Byzantine maneuvers and endless hearings on Capitol Hill. "I guess I spent two and a half months every year just on Congressional issues," he told a writer recently.

Dewey Beach is a classic offshore island, narrow, low-lying, windswept, quiet. It offers a perfect refuge from the lobbyists and the critics, from the demanding protocol of life inside the Beltway. And, too, the area has not yet been touched by the rows of spindly, bleached wood condos strung out south toward Ocean City, or the garish crenelated motels and tacky mini-golf courses that dot the strip along Route 1. Instead, the wind still sweeps freely across the sparse ground cover of scrub pines and sea oats that compete

for nourishment in the coarse soil. The undulating dunes only partially shelter the two-lane blacktop from the inroads of the surf.

DeVita walks over to the picture window and looks out past the small fleet of anchored sailboats and across the sparkling waters beyond. "We're beginning to see over the horizon now," he says, reiterating remarks he made three years ago to a student audience during his installation as an alumni member of Alpha of Virginia Chapter of Phi Beta Kappa at William and Mary.

"We can see the shape of a biologic revolution of unprecedented proportions. The technology is at hand to map individual genetic structures," he continues. "It's not a matter of IF but WHEN we will use genes to treat diseases that have been heretofore untreatable. Gene therapy is just around the corner."

During his own career, DeVita has witnessed — and participated in — some remarkable advances in the prevention and treatment of cancer. Thanks in part to his own research and that of his colleagues at NCI, a four-drug chemotherapy treatment (MOPP) has raised the cure rate for patients with advanced Hodgkin's disease from nearly zero to 50 percent.

"There have been dramatic improvements in the prolongation and quality of life for many cancer patients," DeVita notes, "especially women facing breast cancer. Today, breast cancer is discovered earlier, the scars from a lumpectomy are invisible, and irradiation is more sophisticated. Survival has doubled. For women, it's the difference between day and night.

"There have been other major advances that are not reflected in general survival or mortality statistics," DeVita says. "Among them are the great reduction in physical impairments from treatments for breast, bone, prostate, colorectal and head and neck cancers."

DeVita speaks with persuasion and assurance born of pragmatism and, surely, faith. The inflections of his New York speech have been softened and tempered by extensive world travel, lectures, teaching and Congressional testimony. He speaks audaciously, almost evangelistically, about the future.

"A 50 percent reduction in cancer mortality is within our reach by the end of the century," he says.

His pronouncements and crusades for a multi-faceted approach to preventing and curing cancer are well-known, sometimes colorful and provocative. He once told a group of Williamsburg area science writers that "if everyone quit smoking immediately, we would reduce cancer in this country by one-third."

He has also been a powerful advocate for dietary changes that would substantially affect cancer rates, and over a decade ago he was urging that people eat more fiber, cruciferous and leafy green vegetables, cabbage, cauliflower and less fat. The recent stir over the healthful qualities of bran and oat bran have helped underscore his long campaign for more bran in the diet.

"I remember once in a *Saturday Evening Post* interview I commented publicly that when I'm on the road I like to go out running in the morning and look for bakeries that specialize in bran muffins. Unfortunately, I also said that Baltimore was one of the few places where I couldn't find any bran muffins. I still get letters from the people in that good city sending me addresses, recipes and disclaimers."

Sometimes, DeVita deplores the terminology used by the media in reporting on cancer research. "It's always called a war, a crusade or a battle," he says. "I guess there's no way to avoid this concept, but I hate the term 'war.' People should understand that

biologists studying cells are not soldiers, and that doctors helping patients through chemotherapy are not involved in 'battle.' Every organ can have four or five different kinds of cancer and there are more than 100 cancers of the body. We may well need a specialized approach to counter each of them."

In the complex world of cancer research, public and private, DeVita has consistently been praised for his management skills and utter dedication to the job. His predecessor at the Institute, Dr. Arthur Upton, said "the job requires a knowledge of everything from the molecular level to public education to working as liaison with Congress. Vince has been extraordinarily effective, thorough, and decisive."

Because of his reputation for getting things done — his way — a few critics have referred to him as 'Prince Vince' and the 'Godfather,' but his boss, Dr. James B. Wyngaarden, the director of the National Institutes of Health, calls DeVita "one of the truly great directors of any institute in the history of NIH," and adds, "He's an extraordinary leader."

DeVita has received honorary doctorates from Ohio State University, George Washington University and the New York Medical College. In 1985, he was elected to the Institute of Medicine of the National Academy of Sciences, and that same year he received the Medal of Honor from the American Cancer Society. Through the years, he has been honored by numerous foreign governments, societies and universities.

Most recent among these was his selection in September of 1988 to receive

the first Pezcoller Foundation Award in Trento, Italy. "It was a great experience for me, and a marvelous trip for both of us — Mary Kay and I flew over for the ceremonies, which were held during a banquet in a wonderfully ancient castle outside Trento." The Pezcoller Award of \$150,000 went to DeVita for "his innovative work on the curative chemotherapy of lymphoma, and for his overall stimulus and leadership in the field of oncology."

"I doubt that I was predestined to attend William and Mary," DeVita says, "but my grandfather's role in helping with the restoration of Colonial Williamsburg obviously played its part. The family knew the place and it seemed like a fine alternative to Columbia University, which I was also considering as I finished high school." A master woodworker on the staff of the Metropolitan Museum in New York in the late 1920s, his grandfather, Ernest LaNano, was hand-picked by John D. Rockefeller Jr. to be one of his top craftsmen during the early days at CW.

DeVita entered the College in 1953, played outfield on the baseball team, became president of Phi Kappa Tau, joined the Newman Club, the biology medical club and, as a chemistry major, shaped the foundations of his medical education. He even found time in the spring of 1956 to write a poem for the student literary magazine, *The Royalist*, a sort of sad and disconsolate lament in the 'sorrows of Werther' style that was not at all typical of him.

His curiosity and preoccupation with medicine may have begun even before he entered PS 19 in Yonkers. He remembers collecting (and sometimes dissecting) frogs and other animals as a young boy. His mother never had any doubt that he would become a doctor and gave him constant encouragement. He got strong support from his teachers, and especially recalls Henry Richards, his principal at Roosevelt High School, who helped advise and guide him toward college.

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Today, after more than 35 years, he is still in touch with his chemistry teacher at William and Mary, Prof. Alfred Armstrong '32. "Vincent has made more history in biochemistry than he had to report on in 1957," Armstrong observes.

"Dr. Armstrong was invaluable in helping me establish and balance my scientific studies with courses in the liberal arts," DeVita remembers. "That's really essential during the undergraduate years. I know, because in the 1960s and 1970s we saw a lot of poorly prepared doctors come to NCI, young men and women who had passed through the 'open' curriculum in vogue during that era, and who had not learned the fundamentals. Some were redeemed as they progressed in their careers, but others were not."

DeVita's close ties with the College have continued through the years. In 1976, he received the Alumni Medallion, and in 1982 was awarded an honorary doctorate of science. In 1987, he was elected a member of the Board of Directors of the Society of the Alumni. He has donated his personal papers, letters, speeches and much NCI material to the College's Swem Library archives. "Some day they may provide the basis for an interesting graduate thesis," he muses. "I may even put together a book myself based on some of the material."

His wife, Mary Kay, graduated with him in the class of 1957, and their daughter, Elizabeth, was a member of the 1988 graduating class. His sister Angela's son, Richard Faillace, graduated in 1981, and his first cousin, Vivian, married the popular Dudley Jensen, William and Mary's longtime swimming coach.

"Vince DeVita helped save my life recently," Jensen recalls. "I sat too long in the rain during a Holy Cross football game. I caught a bad cold that settled in my lungs — it became pneumonia, or worse. In the end, I had two operations and spent time at NIH. Vince intervened personally and I had the best treatment possible."

Elizabeth DeVita is off to a flying start as a journalist. In the summer of 1988, she joined the staff of the *Washington Post* as an editorial assistant, and had two by-line articles published in the Oct. 25 issue of the paper's *Health* supplement.

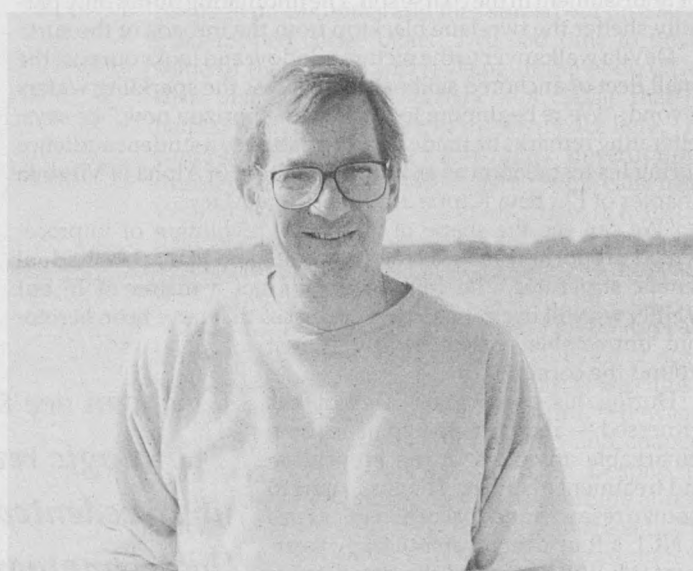
DeVita's son, Teddy, died in 1980 at the age of 17, after a long and courageous struggle with aplastic anemia. He gained national and international attention as 'the boy in the bubble' because of the plastic isolation room in which he lived during his long illness. Of Vincent T. DeVita Jr., his father has said, simply, "he was twice as bright as I'll ever be . . . he knew a lot about beautiful music and about Shakespeare . . . he was a good and close friend."

Following his graduation from William and Mary, DeVita went to Marine Corps boot camp as part of his reserve duty and then married Mary Kay Bush that summer.

The momentum of their lives accelerated as DeVita moved through George Washington University School of Medicine and completed his M.D. degree with high distinction. He then spent a year as an intern at the University of Michigan Medical Center and moved on to become senior resident at Yale-New Haven Medical Center, where Elizabeth was born. In 1963, he began his 25-year association with the National Cancer Institute when he joined the staff of the Laboratory of Chemical Pharmacology as a clinical associate.

He moved up in 1968 to become a senior investigator in the Solid Tumor Service of the Institute, and from 1971-74 served as chief of the medicine branch. During this period, he and his colleagues first proposed a sequential use of chemicals to contain Hodgkin's disease, which attacks the lymphatic system. Until then, the main treatments being used were surgery and radiation, though neither had been particularly effective against spreading tumors of systemic cancers like leukemia.

The four-chemical regimen developed by DeVita's group has come to be known by the acronym MOPP, and it has been regarded as a singular advance in chemotherapy. In addition to his research



After resigning from NCI in August, DeVita spent time at his Dewey Beach retreat in Delaware before assuming his new position at Sloan-Kettering.

and clinical work through the years, DeVita has continued to write extensively in medical journals (he has published over 300 articles) to lecture and spend considerable time with patients in cancer treatment wards.

As he contemplates his work at NIH and looks ahead to the challenges at Sloan-Kettering, DeVita points out that "it's hard to report progress because we don't have a 100 percent cure rate. There has been significant progress, and it will continue. People forget the immense complexities and variations that we face in dealing with cancers." In the case of Hodgkin's disease, as noted, and for testicular and childhood cancers, the gains have been gratifying to DeVita and all those working in the field.

The bitter losses contain fragments of hope, too. Poignant individual memories haunt every doctor. DeVita reflects on one story that he can't forget, of a woman dying of breast cancer. Her 17-year-old son had leukemia that was in remission, and her goal in life was to see him graduate from high school. "I took her in an ambulance and sat with her on a hillside so she could watch the graduation. She only lived a couple of more months, but even those kinds of narrow goals are very worthwhile," DeVita says, thinking perhaps of what another physician, the poet Wallace Stevens, once wrote.

Beauty is momentary in the mind —  
The fitful tracing of a portal;  
But in the flesh it is immortal.  
The body dies; the body's beauty lives.

DeVita has taken a characteristically scientific approach to establishing his own quality of life in New York. "Our place will be equidistant from Lincoln Center and the office," he says. "It's a 15 minute walk (or run) in either direction. I know, I've paced it off."

The compromise location should enable him to balance his obsessive work habits with his compulsive love for opera. "If the Met and the City Opera schedules cooperate, it's possible to see as many as five operas on a weekend. I'm looking forward to that!"



# Lyon G. Tyler's Fight to Admit Women to W&M

By Susan H. Godson '53

**T**oday women are an integral part of the College of William and Mary's student body, but they have not always been welcomed here. In 1918 President Lyon G. Tyler had to fight doggedly to admit women to the all-male bastion.

Tyler had reopened the College in 1888, after its seven-year closure. Directing its new mission as primarily a teacher-training college for men, Tyler guided the institution as it struggled to attract students and funds. Although the College turned out growing numbers of qualified teachers and administrators, Tyler constantly battled to secure state appropriations for the private college. Finally, in 1906, he convinced the General Assembly to transfer William and Mary to the Commonwealth of Virginia. For the next 10 years, the College increased in students, faculty, physical plant and status. By 1916 it compared favorably with other state institutions in the South and enrolled 234 students.

As the United States drew inexorably closer to entering World War I, Tyler realized that the College's enrollment would be an early casualty. Indeed, by September 1917, the number of students dropped to 149 as young men left academia to join the armed forces or to work in war-related industries such as the Dupont powder plant near Williamsburg.

Fewer students would mean drastic cuts in state appropriations. Possibly the venerable College would sink back into the oblivion from which Tyler had rescued it so long ago. But he could not allow 30 years of tireless work to end in failure. He would try yet another experiment to strengthen the College.



Lyon G. Tyler

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American men were going to fight the Central Powers, but American women would still be at home. "Why not enroll women?" wondered Tyler. Enroll *women* at the institution that had educated only men for 225 years?

The idea was not new. As early as 1882 another educator had suggested to College President Benjamin S. Ewell that William and Mary become a state normal school for both men and women, but nothing came of the idea. For Tyler, such a concept was the logical outgrowth of his long-held beliefs in equal political and educational opportunities for women. At the turn of the century, he had sent his daughter Julia to prestigious Wellesley College. Later she and her mother Annie worked energetically for the Woman's Equal Suffrage League of Virginia. Tyler himself joined the organization, spoke at several of its conventions, and wrote letters of support to newspapers. Every reasonably intelligent person, regardless of sex, should have the right to vote and to hold office, he believed.

Simultaneously, Tyler's progressive ideas spilled over into higher education. Because the state's normal schools for women were not equivalent to four years of rigorous college training, Tyler and his wife encouraged establishing a Women's Coordinate College at the University of Virginia. Senator Aubrey E. Strode of Amherst County introduced a bill for such a college in the 1910 General Assembly — and at nearly every session for the next decade. The Virginia State Teachers Association, the Virginia Education Commission, the Coordinate College League, and the Virginia Federation of Women's Clubs worked for the measure, but determined alumni and student opposition repeatedly convinced the legislature to defeat the bills.

Mindful of the General Assembly's negative feelings about equal educational opportunities for women, Tyler bided his time. That



President Tyler had to fight doggedly to admit women to the all-male bastion of William and Mary, but the success of his efforts showed up in the freshman class of 1918, the first to include women. (University Archives)

time arrived in the fall of 1917 when college enrollment plummeted.

Tyler had been considering how to take advantage of the Smith-Hughes Act, passed by the U.S. Congress in February. To promote vocational training, the federal government would provide matching funds to states for salaries of teachers of agricultural, trade, industrial and home economics subjects. Tyler quickly sent several faculty members to other state colleges to discuss a possible agricultural program, but nothing developed.

For William and Mary, home economics was the real key. What better way to attract women students than to incorporate that subject into the College's teacher-training program? Better yet, the federal government would help pay the instructors' salaries.

Tyler's idea of admitting women required approval of the General Assembly, which did not convene until early in 1918. Senator Strode, the perennial champion of a coordinate college at the University of Virginia and sponsor of another bill to allow women to attend the university's graduate and professional schools, planned to introduce legislation allowing women to enter William and Mary. "The time is opportune to move in that direction," he wrote to Tyler. On Jan. 16, 1918, Strode introduced Senate Bill #63, which would permit properly prepared women to attend William and Mary's collegiate and normal courses, beginning in the fall of 1918, and would grant them degrees on the same terms as men. The bill easily passed the upper house on Feb. 20.

The real fight came in the House of Delegates. After Strode's measure was sent to the House for concurrence, Tyler left nothing to chance. He went to Richmond and lobbied energetically for the bill. Helped by Norvell L. Henley, the James City County delegate, and others convinced of the merits of coeducation, Tyler pressured

reluctant House members.

He knew the opposition was tough. He had received a letter from James N. Stubbs, delegate from Gloucester and member of the College's Board of Visitors, emphasizing that William and Mary was organized for *males* and that the Act of 1906 admitted only *male* students. "I don't want to make the fight," he wrote, "but I feel it is my duty under the circumstances to defeat the bill."

True to his word, Stubbs unsuccessfully moved for dismissal when the Strode bill came before the House. Then W. M. Tiffany of Fauquier tried to amend the bill with a new section delaying the coeds' arrival at William and Mary until men were admitted to the state's four normal schools for women. After the House rejected that proposal, Robert O. Norris Jr. of Lancaster moved to limit women to only the College's collegiate courses; but the delegates voted against his amendment.

Stubbs was on his feet again. Move the effective date to 1919, he argued, and add provisions that the Board of Visitors and the faculty must agree that admitting women was appropriate and that the College must have sufficient funds to implement the measure. Again, the House turned down Stubbs's suggestions. The unamended bill came to a vote, and the House passed it 57 to 33. The Speaker signed the measure into law on Mar. 15. Now it was official: William and Mary was the first state college in Virginia to become coeducational. Tyler sighed with relief; his latest effort to invigorate the College could begin.

As the bill to admit women wended its way through the General Assembly, Tyler had to assuage others who might thwart his plan. To the faculty, he stressed his belief that "women had as much right to the benefits of the different state institutions as the

young men." Although some professors harbored private reservations about coeducation, no open dissent arose, and the faculty unanimously voted in favor of the innovation. Perhaps the prospect of drastically decreased enrollment and appropriations with a corresponding reduction in teaching positions muted the faculty.

Far less inhibited was the Board of Visitors. Robert M. Hughes, a member since 1893 and rector since 1906, vigorously opposed passage of the Strode bill. He was against coeducation at William and Mary, he explained to Tyler, because it would destroy the College's historic atmosphere and traditions. He took the same stand in writing to fellow Board member William C. Taliaferro, and he fully sympathized with Stubbs's House fight against the measure. But if, by some chance, the bill became law, he promised another alumnus that he would not sulk but would do "all in my power to give the experiment a fair trial."

When the Board met on Feb. 12, 1918, to discuss the Strode bill, Hughes and two others spoke against the Board's endorsing it. Tyler, of course, favored the legislation, and the group voted seven to three for a resolution supporting the bill. The Finance Committee then gallantly recommended spending \$150 to put a women's toilet in the gymnasium.

Student opposition took the form of vitriolic columns in the College newspaper, the *Flat Hat*. One writer failed to see the purpose of the bill. If it was to establish the principle of coeducation, it could be done in a school with less noble traditions. If it was to have an institution granting degrees to women, it would be easier and more economical to raise the standards of an existing female normal school.

Some alumni protested vigorously. One wrote to Hughes hoping that "the measure approved by Mr. Tyler . . . will be buried beyond hope of further resurrection." Others complained to the local newspaper, the *Virginia Gazette*. But without a strong, vocal alumni society, no unified dissent materialized.

In February the *Gazette* sourly listed the problems that coeducation would present and held out hope that the House would kill the bill. An accompanying editorial pictured illustrious alumni such as Thomas Jefferson, John Tyler and James Monroe spinning in their graves because of women who aspired to the power and might of men — "a fetish that allures them even at the price of the womanhood Virginia has cherished as a sacred thing."

But student, alumni and press opposition came too little and too late. There was no organized campaign by past and present students to lobby the House of Delegates against the Strode bill. Of delegates voting on the measure, only four had attended William and Mary, and their votes divided evenly. They scarcely comprised a powerful alumni group that could influence the House.

Nevertheless, even after the coeducation bill became law, strident protests continued. Stubbs, who had spoken so vehemently against coeducation in the House, carried his dissent to the Board of Visitors. When that group met again in June 1918, Stubbs immediately moved to rescind any action the Board had taken to

## Who Came to W&M and Why

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fter the College admitted women, William and Mary's fame quickly spread, and it attracted many out-of-state students. Less than two-thirds of the coeds were from Virginia. Most of the rest were from New York, New Jersey, Pennsylvania, the District of Columbia, Maryland, West Virginia and Massachusetts, but there were students from all over the U.S. and a few from abroad. Almost all of the women came from middle class or upper middle class homes. Parents usually held white collar jobs, and half had attended college. Few women came from blue collar families or had parents with little or no formal education. Although money was tighter during the Depression, most of the women students came from families which valued college education enough to make the necessary sacrifices for it.

Almost all the women received financial help from their parents to help pay for their education. Some proudly noted that their parents, however hard they had had to struggle, had paid all of their daughters' expenses. Still, a large number did receive outside help or earned some of their own money. Scholarships, part-time jobs, help from other family members, and loans were sources of aid. A few women worked during the regular school year and attended college only in the summer or on a part-time basis.

The women attended college for a number of reasons. Preparation for a career and a desire to be better educated were the most important. Some went to college because their parents expected them to go. A few admitted they came for the social life and to meet people or because they could not think of anything better to do.

The chief attraction of William and Mary to these women was that it was the best public college in Virginia for women. The location of the college in a historic area and the restoration of Colonial Williamsburg brought William and Mary to the attention of many potential students all over the country. The combination of location, small size and its coeducational status was probably the most important factor in the decision-making process. The physical attractiveness of the campus also figured in many decisions.

For Virginians, the tuition was reasonable, much more so than tuition at the private colleges in the state, so money was another major factor influencing the decision to attend W&M. Scholarships and assurances of part-time jobs brought William and Mary within reach for others.

The women listed many other reasons for attending William and Mary. Some wanted to return to their Virginia roots; others wanted to go somewhere different from the rest of their family and friends. Some were looking for a real college degree, not just a finishing school degree. Some considered it an easy school at which to get accepted. Two women were attracted by the conservativeness of the school, while one woman was looking for a less restrictive social life than that of a girl's school. Some were attracted by certain classes; one came because there was a chapter of a particular sorority on campus. Another woman thought Williamsburg would be exciting after her small town life. An admirer of Thomas Jefferson wanted to attend the same college he had. The reasons for choosing William and Mary were almost as varied as the women who came.

—Laura Parrish

receive women because it was "inexpedient and illegal." Stubbs cast the only affirmative vote for the resolution.

Students kept grouching. In the College yearbook, the *Colonial Echo*, the senior class historian mourned "the melancholy fact that we are the last class to graduate from this old college before it is defiled by co-education." Although one writer in the *Flat Hat* anticipated changing and progressive traditions when Mary entered the College with her brother William, another violently attacked the idea. He called on fellow students to let women know that they were not wanted and to use their influence to drive away coeducation.

Doing an about-face, the *Virginia Gazette* berated this last student tirade and adopted a commonsense approach of accepting the new conditions philosophically. It was, after all, "wise to accept the inevitable and make the most of it."

As the grumbling continued, Tyler moved quickly to implement the Strode Act. In the Spring of 1918, he and another faculty member spent two weeks visiting women's and coeducational institutions. They inquired about student government and organizations and about the duties and qualifications of a dean of women.

In April the Board of Visitors approved teacher-training courses in home economics so that the College could receive federal funds provided by the Smith-Hughes Act. It also agreed to provide necessary classrooms and endorsed the plan of instruction that Tyler had devised and submitted to the State Board of Education.

Two months later the Board chose Dr. Caroline F. Tupper to be dean of women and associate professor of English, and selected Marceline Gatling to be "lady in charge" of the women's dormitory. Edith Baer would become professor of Home Economics; Bertha Wilder, athletic director.

Finally they arrived. On Sept. 18, 1918, 21 women entered the College of William and Mary. Tyler Hall, built in 1916 and named for the college president's father, U.S. President John Tyler, housed them. The *Virginia Gazette* editorially welcomed them and promised the city's cooperation, sympathy and hospitality.

In spite of the war, enrollment rose to 182, including the women and 96 members of the new Students' Army Training Corps. Noting that admitting women doubled the opportunity for development, Tyler had kept the College open and state funds flowing. He rejoiced that William and Mary had taken the lead among Virginia colleges in instituting coeducation and hoped "soon to see women fully accorded all the rights of law and suffrage which justly belong to them." Tyler's positive attitude spread into the college community, and he noticed little friction because of women's presence.

Did women detect any lingering hostility after they enrolled? "The students were not unfriendly," recalled Dr. Janet Coleman Kimbrough, one of the few surviving members of that first class. Rather, the men were somewhat condescending and patronizing. After all, there was a war going on, and coeducation's importance paled in comparison.

Alumni of that era agreed. "No one had known what to expect," said Vernon L. Nunn, "but there weren't any real problems." Some men had already gone through high school with female

students and thought nothing of coeducation at college. In fact, women students were a plus, remembered John G. Pollard Jr. Men especially enjoyed after-dinner socializing with the coeds in the reception room at Tyler Hall.

One sour note sounded during a debate on coeducation sponsored by the two all-male literary societies. Women students had been invited to attend as guests. One speaker bitterly attacked the presence of women at William and Mary and peppered his talk with insulting, inappropriate language. Although most coeds took the incident as a joke, some were very upset.

## Women's Athletics

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thletics for women got a slow start at William and Mary. In addition to their regular gym classes, the first women at William and Mary played intramural basketball and did a little army drilling until the armistice was signed in November 1918. The basketball teams were unevenly divided, and Martha Barksdale related that her team had to let the other team occasionally win a game in order to keep its members interested in playing.

Athletic opportunities for women increased during the 1920s. Field hockey quickly joined basketball as an intramural sport, followed by golf, tennis, baseball, hiking, swimming and track. The first intercollegiate basketball games were held in the winter of 1921 against Hampton High School, the Richmond YWCA and Fredericksburg Normal School. In 1923 the William and Mary women won all five of their intercollegiate games and traveled to Washington, D.C., to play teams from George Washington University and Swarthmore. In the fall of 1925, the hockey team began intercollegiate competition. A varsity tennis team was also formed, but basketball continued to be the major sport for women. The bulk of the athletic activity, however, stayed on the intramural level, and consisted mostly of competition between teams formed by the different classes, sororities and dormitories.

Women's athletics were overseen by the Women's Athletic Association, whose purpose was "the promotion of healthful and recreative physical activities for all women students of this college." The association named team managers, approved schedules, set academic eligibility requirements for playing varsity sports, purchased equipment, and at one meeting decided to ask members of the Edith Baer Home Economics Club to alter the previous year's basketball uniforms to fit the new team in order to spare the expense of new uniforms. They also set up a point system that awarded monograms for participation in intramural sports as well as intercollegiate competition.

—Laura Parrish



These women played the first women's intercollegiate basketball game at William and Mary in 1921. (University Archives)

Nevertheless, women quickly took their place on campus and helped usher in a postwar era of growth and development. Their numbers increased rapidly, and they often ranked at the top of their classes.

For Tyler, the circumstances of 1918—national attention to woman's suffrage and rights, dwindling college enrollment, and his fervent belief in women's education—combined to give him the opportunity to bolster the number of students by admitting women to the College.

When Tyler retired in June 1919, one educator hailed the president's great victory in promoting women's higher education as a distinctive way to end 31 years of notable service. A decade later, Tyler wrote to one of those first women students about a proposed banquet to salute them as "pioneers of the new faith in women." He had only praise for "the noble band of girls



The first 21 women to enter William and Mary arrived on Sept. 18, 1918, and were housed in old Tyler Hall, now known as the Reves Center. (University Archives)

## New Classes, Some Just for Women

**W**hen women were admitted, William and Mary decided it needed to offer some classes to appeal especially to them. The first added were home economics classes. New subject areas added in the 1920s were Biblical literature, library science, public speaking and dramatics, journalism, jurisprudence (Law School), music, physical education (for preparing teachers of physical education), sociology, and shorthand and typing (no credit was given for these two, however). Established departments such as English, history, chemistry and mathematics, were able to add many new courses to their offerings.

Most of the new courses were not designed specifically for women, although some, such as music or sociology, may have been of more interest to women than to men. Two exceptions were library science, a predominantly women's field, especially in school libraries, and shorthand and typing, for which no college credit was given but which would be very useful to students, especially women, planning office careers. Some of the courses, such as business administration and jurisprudence appealed more to the men than the women. These new courses exemplified William and Mary's changing educational mission. Although teacher-training was still very important, it was now primarily the women who were being trained to be teachers, not the men. The men were being prepared for a variety of careers. One could take the preliminary courses for engineering or forestry degrees, transferring to other colleges, usually after the sophomore year, to get the specialized training required. The college catalogs also listed suggested courses for students plan-

ning to study medicine, dentistry, pharmacy or public health. Women, in addition to being teachers, could also prepare for a career in home economics or take courses that would enable them to enter schools of nursing or social work. Although the women were not entirely excluded from the male-dominated medical and law schools, not many women entered those fields in the 1920s.

The women generally chose to major and minor in one of the subjects that make up the humanities and social sciences. The most popular majors and minors were English, education, history, home economics, library science, mathematics, French, sociology, biology and chemistry.

The curriculum was rearranged again in response to World War II. Physical education courses, formerly required only for freshmen and sophomores, were now also required of juniors and seniors in order to provide stronger and more physically fit workers and soldiers. The summer school was expanded into a full semester's equivalent so students could graduate sooner and get into war work and so that men could complete more credits before being drafted. The new courses which were added provided a useful background for graduates, male or female, who were going into war-related jobs. They included camouflage techniques, home nursing, the maintenance of internal combustion engines, map reading, including interpretation of aerial photographs, military chemistry, telegraphy, law of the sea, military and naval strategy, health education, plane and spherical trigonometry, and safety and emergency education.

—Laura Parrish

## The Women's Own Student Government

One of the first organizations set up by the women was the Women's Student Government, formed "to represent and to further the best interests of the woman student body, to regulate the conduct of the women under authority of the college and to promote responsibility, loyalty, and self-control."

The Women's Student Government Association supervised dormitory life, judged honor code violations, provided some social functions, recommended rule changes, and punished rule infractions. All the women met together once a month to hear about proposed and enacted rule changes, and hear inspiring talks from faculty members and administrators, such as Social Director Bessie Porter Taylor speaking on "Growth" and "Personality."

Although the women could recommend changes in the rules, the ultimate decision rested with the college administration. It was considered a victory when senior women won the right to visit the College Shop on Sunday evenings. But the administration flatly rejected a major petition in 1937 requesting more liberal rules for women. A *Flat Hat* editorial quoted another, unnamed, publication as stating that "William and Mary [had] the most archaic social rules for women of any co-educational institution in America."

Surviving records of the women's Judicial Council give an indication of what rules were being broken and the punishment for breaking those rules. A sampling showed that the most commonly broken rules were dating out of social hours, leaving town without permission, and coming back into the dorms late. Other violations included going somewhere other than the place for which the woman was signed out, smoking in unauthorized places, going to the park around Lake Matoaka with fewer than the required number of couples, shooting a gun on campus, being intoxicated, riding in a car without permission, "improper" conduct with a date, and talking out of dormitory windows. The punishments ranged from a simple warning, usually given for a first offense, to being put on social probation or being "campused." The latter punishment meant that a woman was not to leave campus. Social probation meant a woman could not have dates. Being campused was the most common punishment, usually lasting from three to seven days. Two women who were drunk were campused for three and four weeks respectively. The gun shooters were campused for two weeks apiece (it was a BB gun and apparently no harm was done). Three women were punished for smoking in unauthorized places. One was campused for two days, to be served when she returned in the fall since the offense took place after spring exams were over; one was campused for one week, and the third was put on one week's social probation.

The women's rules and the work of the Judicial Council point out a major difference between the male and female students. Other than the rules that applied to all students, there were no social rules for the men as there were for the women. Men did not have to sign out of their dorms or get permission to leave campus. If a man returned his date to her dormitory late, she was punished but he was not. Men who broke college rules were brought to the attention of the dean of men and sometimes even the president. Men could be expelled or suspended for breaking rules. However, the women were given more control over their erring sisters. Infractions of all rules, social as well as college, were brought before the Judicial

Council. It seems inconsistent that the administration would have protected the women so much by keeping them hedged in with all sorts of rules and dormitory mothers, while at the same time trusting them to judge their own when infractions occurred. The men were treated the opposite way: they were allowed great freedom in what they could do, but not trusted to judge their own when rules were broken.

In the 1920s and 1930s the men and women had separate governing bodies, with no one representing the entire student population. This changed in October 1940 with the establishment of the General Cooperative Committee which was composed of representatives from the men, the women and the college administration. Thereafter, the term "Student Body" referred not just to the governing body of the male students, but to that of all students. The women's government continued as a separate organization to judge honor code and social rule infractions. The Student Body constitution specifically stated that the president had to be a senior man. This proviso created a major problem during World War II because several of the presidents were drafted or otherwise chose to leave college, thus necessitating numerous elections. In 1944, the constitution was amended to permit women to run for Student Body President, but the first woman was not elected until 1969. —L.P.



KATHERINE LAM  
PRES. WOMEN'S STUDENT GOV.



ELLEN TICER  
PRES. JUDICIAL COUNCIL



MARTHA BARROW  
PRES. HONOR COUNCIL

One of the first organizations set up by women at William and Mary was the Women's Student Government. (University Archives)

who broke the ice at William and Mary and led the way to the emancipation of their sex."

*Dr. Godson, who lives in Williamsburg, is one of the historians currently working on a book on the history of William and Mary. Laura Parrish '88 M.A. is assistant university archivist at Earl Gregg Swem Library.*

## Rules Galore

**W**omen's lives at William and Mary were well-regulated by all sorts of rules, which were deemed essential to protect the students and to assure parents that their daughters were being well cared for. The stringent rules differentiated between classes so that seniors had more privileges than freshmen. The women not only had to be in their dorms by a certain time, but during the early years of coeducation, they had to be in bed by "lights out" at 10:30. Dates could only be held during certain social hours, with seniors being allowed more dating time than freshmen. Freshwomen always had to double date, even to church, and could not take walks with men. If a woman left campus after supper, she had to sign out of her dormitory. Freshwomen could not leave campus by themselves. No smoking was allowed.

The women could laugh at these rules. The *Flat Hat* published a new list of rules in 1924: women were limited to purchasing one pack of gum a week; they were to wear blinders at all times except during social hours so they could not see the men; they were limited to wearing 17 hairpins at a time, and they were discouraged from having dates, but if they insisted, they should only date men who had passed a test set by the Society of Pure Minds.

As each year passed, the rules were slightly loosened. The no smoking rule was quickly dropped, although smoking was allowed only in certain places. In 1926, lights out was moved to midnight, but a woman had to maintain an 80 average in order to keep her dating privileges. This last rule prompted the formation of the Psi chapter of Nu Sigma Phi (No Social Privileges), composed of women who had an average of less than 80. They were not supposed even to talk to men, and this prohibition prompted an anonymous poet to send to the *Flat Hat* a verse about a poor NSP member, one of whose galoshes was stuck in the mud, who could not call upon the lone passerby to assist her because he was a man.

Because of the rules, some William and Mary men preferred to date non-college women who were not bound by the same restrictions. The rules were enforced both by the social director and by the Women Students' Government Association.

Many of the students believed that the social rules were oppressive and silly and intensely disliked them. At the same time, however, they generally accepted them as being a normal part of college life in the 1920s and 1930s. One alumna, who had been at a girls' school, said she was attracted to William and Mary because its rules were so much less restrictive than the ones to which she was accustomed. At the other extreme was the woman who found the rules too suffocating and transferred after being put on six months probation for leaving town without permission. Despite the rules, the consensus was that the women students had great fun. As one woman said, "We accepted the rules cheerfully and then looked for ways to break them." She recalled wearing a raincoat over rolled-up pants in order to go out for cokes, since the women were not permitted to wear pants except in the dorms or on the athletic fields. She also recounted how a fire drill saved her from getting into trouble one night when she returned late from a date. With everyone outside, it was easy for her to mingle with the crowd and pretend she had been there all the time. Another woman recalled that she was always breaking the rules, especially about signing out and the prohibition on talking out of windows, and had to go before the Judicial Council many times. But she ended by saying "it was a great life, and I loved my W&M days." Obviously, the women students could and did have fun despite the restrictive rules.

—Laura Parrish



Dean Tupper

## Dean or Social Director?

**T**o oversee the welfare of the new women students, President Lyon G. Tyler hired as Dean of Women Caroline F. Tupper, a Charleston, S. C., native and recipient of B.A., M.A., and Ph.D. degrees from Radcliffe College. Tyler retired in 1919 and the new president Julian Alvin Carroll Chandler had very different views on the proper deportment of women from those of Dean Tupper. In a short time, Tupper found the president's interference in her domain intolerable, and resigned in late 1919. Chandler quickly replaced her with a social director, Miss Bessie Porter Taylor, whose duties included scheduling parties and other activities sponsored by any of the women's clubs and making sure chaperones were present when necessary; making room assignments, and granting permission for out-of-town trips. In general, she knew who was going out with whom, where they were going, and for how long. To help her with her work, Miss Taylor asked at least one student to spy on fellow students and to report any wrongdoing. (She refused.)

On a lighter note, Miss Taylor also kept a close watch on how the women dressed. She warned them if she thought they wore too much makeup or dresses that were too short. One student sent all her dresses home to have the hems let out after a warning from Miss Taylor. She also had to adopt a new hair style because Miss Taylor thought her long hair was too childish for a college student.

In 1925, another Dean of Women was hired who had charge of the academic work of the women. In 1934, Miss Taylor retired but was not replaced. The dean's office, the dorm mothers, and the women students' own government were deemed sufficient for governing the women's lives.

—Laura Parrish

# An Insider's Outside Perspective on William and Mary

By Lawrence Wiseman

**Y**ou've probably experienced the performer's nightmare. Hasn't everyone? It's the one where you're standing before an expectant audience that's intently waiting for you to tell them something important or at least recite a few lines, and you don't have the slightest notion what to say. Or maybe you don't even know who they are or why you're there; or you're barefoot . . . or worse. Actors have this dream all the time. Professors have it too: fifteen thousand eager sophomores smiling up at you waiting for the lecture to begin and you, shoeless . . . or worse, not only don't know what to say, you don't even know what class it is. Last year I had a similar experience, but it wasn't a dream.

After driving three days from Williamsburg across the great Middle, I arrived in Boulder dressed like you'd expect: hiking

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*Lawrence Wiseman is professor and chair of William and Mary's Biology department. Last year he was an American Council on Education Fellow and Special Assistant to President E. Gordon Gee at the University of Colorado. Nominated by President Verkuil to the Council's Center for Leadership Development, Professor Wiseman was one of 30 faculty and administrators chosen from around the country to spend a year with a college president or vice president to learn about university administration. The Council is the major umbrella organization for American higher education associations and groups. Besides his experience in Colorado, Wiseman attended many conferences and workshops and visited presidents and others at colleges and universities around the country and in Taiwan and Hong Kong.*

boots, blue jeans, and a loud flannel shirt. I stopped off at the president's office to announce my arrival and to tell them I would unload my truck, move into my apartment, and be at work in the morning. But the president immediately whisked me into a room, splendid in its appearance, where 10 or so men and women, dressed for success, were seated around a large, expensive conference table discussing something significant. They turned to meet me as one. "This is Larry Wiseman, our ACE Fellow. He'll be a member of the Cabinet this year." I said "Hello," looked slowly from one face to another, then sat gently in the remaining empty, luxurious seat in my jeans, road dirt, uncombed hair and idiotic grin. Welcome to the performer's nightmare. I'm a biologist. Did someone mention strategic planning goals? Do they want me to say something? I don't get it. Where am I, anyhow?

Actually, I was there to learn what makes a large university tick from a master, Colorado's President E. Gordon Gee. Last academic year he took me everywhere he went—from the biggest assembly to the most private meetings, from the governor's office to the football stadium—so I could watch and listen and think. It was truly a once-in-a-lifetime opportunity to learn about universities and about myself.

"Three college presidents died and went to hell. It was two years before they noticed." Presidents joke about it; the job is difficult and never-ending. It is one of staggering variety and pace. Everyone wants a piece of him. They want his time, his energy, his ear, his attention, his advice, his understanding, his comment, his approval, his ideas, his support, his money, his knowledge, his contacts, his letter, his speech, his smile, his handshake . . . all of him. "By the way, who did you say you are?" Although I was with the president, everyone didn't necessarily want all, or even part, of me. But I was there and I was learning. I made more appointments with more people, flew more miles on more airplanes, and attended more meetings at more places than I thought possible. I bought four new suits, three pairs of shoes, and a bag full of neckties. If I'm going to be in this dream, I'd better dress the part.

I'm a biologist. I love biology. Living things have always fascinated me, the way they look and work, where they're found, how they survive. I teach biology, I talk biology, I think biology. But one needs to be careful about developing a too-narrow view of things. Now I was seeing firsthand a larger picture of the university and its people, and how everything fits together. I always knew it isn't just biology, or science, or humanities, or any other single thing, but now I was feeling and living it as well. It's the connections, the relationships, the balancing. But most of all it's the people, all kinds of people. There are electricians, chefs, photographers, mechanics, painters, secretaries, police, physicians, and many more. A large university is like a modern city, and a great university is never quiet, never complacent, never arrogant.

Something else was happening to me. I was seeing William and Mary with new eyes, insider's eyes with an outsider's perspective. From the inside, I was outside looking inside. How do others see us? Are we as good as we think? After a year visiting dozens of universities and talking with hundreds of faculty and administrators I honestly believe that William and Mary is a unique and special place. I always thought so; now I'm sure of it.

I'm not the only one who thinks so, especially nowadays. Fifteen years ago I was walking down a Toronto street, bundled against the Canadian chill in my William and Mary sweatshirt. I was on research leave. "Hey, William, where's Mary?" a guy yelled at me from across the street. He meant it. Surprised, I said meekly "It's a college." I was excessively witty in those days. Last year I was standing on a wooden deck above Sun Moon Lake in central Taiwan, bundled against the cool mist in my William and



*I was seeing William and Mary with new eyes, insider's eyes with an outsider's perspective. From the inside, I was outside looking inside. How do others see us? Are we as good as we think? After a year visiting dozens of universities and talking with hundreds of faculty and administrators I honestly believe that William and Mary is a unique and special place. I always thought so; now I'm sure of it.*

Mary sweater. We were guests of the Republic of China government. "William and Mary. Fine school," a guy said to me. He meant it. "You're right," I said, employing that snappy wit I had developed 15 years before. It's nice to be appreciated.

Everywhere I went last year, literally from coast to coast and beyond, William and Mary was held in high esteem. It's always gratifying to have reaffirmed what one holds true. I remember one Board of Regents meeting in particular. The Regents were discussing rising admission standards. Of course, as admission gets tougher and tougher, outside pressures mount. "Are we going to become like Berkeley and William and Mary," asked one member.

Here's what I think. We come as close as anybody to offering an exceptional education to a fantastic student body by faculty members who both teach and do research. Both. We don't want to have some faculty who teach and some who do research; we want to have faculty members who do both, do both well, do both enthusiastically. That is becoming higher education's ideal, something to attain. We have it now.

Much recent national concern over undergraduate education has emphasized involving senior faculty in teaching and students in research. A wide spectrum exists across American higher education from some major research universities where "real faculty" rarely see an undergraduate to some primarily teaching colleges where "real faculty" rarely do anything but see undergraduates. They may do no research at all. As Einstein said, though, the best teaching is by example. We want it all; we want faculty who do both. Students deserve it and so do we.

Quite often one of two suggestions is made for improving the undergraduate experience: on the one hand, scholars who don't teach undergraduates should; on the other hand, teachers of undergraduates who do no research must begin. There's even grant money out there to persuade major researchers to talk to undergraduates and to persuade teachers who don't do research to start. But we already have it both ways at William and Mary. Most of our faculty don't have to be persuaded.

Now, I've always thought it easier to develop a rationale for what one is doing if what one is doing is clear-cut, tightly focussed, specific. Developing an argument for more research, more grant money, more graduate programs, more research-oriented faculty is not difficult. Nor is developing an argument for more teaching, more money for instruction, more interdisciplinary courses, more faculty-student interaction. Make your assumptions, assess your strengths and weak-

nesses, and develop your case. But developing a strong and clear voice for something in between, not clearly one approach or another, is always more complex, more difficult to do—even if it's right. We are in between, in the middle, in the exciting ambiguity of it all. It's the perfect place to be. I hope we stay there.

My year away convinced me of William and Mary's good position, but maintaining the middle ground won't necessarily be easy. We will always have tension between those who want more graduate programs, more research dollars, and more publishing, and those who prefer concentrating on undergraduate programs, placing less emphasis on applying for research grants, and moderating the old "publish or perish" dictum. But it's exactly the tension we want, for right here in the midst of the commotion is where ideas and attitudes and actions confront one another regularly. Universities shouldn't fear ambiguity no matter how difficult it is to make the case that sometimes there is no one perfect answer. Homogeneity is a bore.

So, let's keep that careful balance others are trying their hardest to develop. And while we keep it, let's also remember that plans and buildings are not nearly as important for the university as people are. Creative, energetic, happy people make the place run.

That's what I learned last year. I know it sounds trite, but obvious truths are always trite. Like Robert Fulghum's recent book says: "All I really need to know I learned in kindergarten."

I think I'd better find my shoes.



**A professor of biology at William and Mary, Professor Wiseman spent a year as an assistant to the president at the University of Colorado as an ACE Fellow.**



While the William and Mary Theatre faculty has sent many of its students on to successful careers in stage, screen and television, their real goal is to prepare them in the liberal arts tradition for careers in many different fields.

# A Stage for Life

By Lisa Heuval '74

**T**here is no ivy on Phi Beta Kappa Memorial Hall. Like other buildings on the New Campus, it hasn't yet developed the patina of the Sir Christopher Wren Building or the Brafferton.

However, as in many things, it's what's inside that counts. To understand William and Mary Theatre and its traditions, walk the corridors of Phi Beta Kappa Hall sometime. Between the backstage entrance and the costume shop, framed photographs tell their own story.

Yards of black and white images and recent colored ones record each William and Mary Theatre main-stage production for decades past and present. It's a chronicle of time, of place and of people: those who launched their theatrical careers at the College and those who by choice or destiny never did. Here is more than preparation for staging a play—in this building the students take the upper-class course not in the College catalogue, Life 401-402.

Everyone associated with the Department of Theatre and

Speech has his or her own memories of initiation. Imagine the chilling effect of rejection, of not being cast in a desperately wanted part. Or the thrill and disbelief of earning applause for the first time. These are people who realize that in theatre, as in life, there's no free lunch.

Exposure to television, movies and the media in general often makes us think of the theatrical profession as a world of glitz and glamour, where stage, screen and television stars like Linda Lavin '59, Glenn Close '74 and Scott Glenn '61 shine. However, there are many other bright lights in the William and Mary sky: actors, directors, writers, lighting designers, costume and set designers, and teachers on the elementary, high school and college levels. In keeping with the true meaning of the liberal arts, many more have taken their theatrical skills and enthusiasm into other professions, blending the creative and practical skills for use in new and innovative ways.

Ralph E. Manna '71 majored in biology at the College, graduated with a dentistry degree from the University of Pennsylvania, and has been a practicing dentist and dental consultant for 13 years. At William and Mary, he worked onstage and backstage in many WMT productions, Premiere Theatre and Backdrop Club shows. He hasn't forgotten how he did it, either.

"It's called work. You learn to get organized. You don't sleep a lot. The passion of the work on both sides keeps you going, and you just do it."

As Manna has found since graduation, there are many times in life when people, like cast members, with butterflies in their stomachs wait for their cues to perform. Theatre training is excellent schooling for life. Deadlines must be met, the curtain will go up at the set time and you learn you have to be ready. Whether it's a courtroom, an operating room, or a business meeting, "It's showtime, and you do it. That's part of a good theatre experience. It doesn't matter what's going on, you have to go out and do it."

As a dentist, Manna says, "The patient in the chair doesn't care about a patient I had last Thursday. When my last patient leaves at the end of the day, I can let down if I feel like it, but not while he's there."

For anyone who wishes to accept it, coursework in theatre and speech is solid preparation for dealing with many of life's situations, the sort of preparation a liberal arts education is meant to be.

Christopher J. Boll, chairman and associate professor of theatre and speech, emphasizes that, as proud as they are of alumni achievement, faculty members are always engrossed in the next generation of graduates, students still under the department's "wing."

The combined student enrollments in Theatre for both semesters was 905 in 1981-82. According to Boll, that figure jumped to 1,364 in 1987-88. An average of 100 students at a time turn out to

*For anyone who wishes to accept it, coursework in theatre and speech is solid preparation for dealing with many of life's situations, the sort of preparation a liberal arts education is meant to be.*

audition for the Theatre's four annual main-stage productions, for Premiere Theatre and Second Season, in addition to director's workshops.

"We start nurturing and pampering for the first couple of years. We watch the way students move, the way they speak. We say, 'Let me hear you say it, then try it this way.' As they go, we watch them, then release them so they can develop their own style and content."

Out there in the 'real world' of theatre are a number of students who are applying their William and Mary training to their work in professional theatre. Representative of that large group are graduates such as James D. Luse Jr. '76, Mark W. Stanley '78 and Deborah Anne Niezgoda '85.

Luse, who earned an M.F.A. from Brandeis University in 1981, is an acting teacher and director at the American Academy of Dramatic Arts in New York. He also runs the literary office at the Long Wharf Theatre in New Haven, Conn., reading and developing scripts with his associates for the Long Wharf's season, workshops and national humanities program. "We're in touch with the major playwrights," says Luse. "The Long Wharf is a pipeline to New York because we're so close."

Mark Stanley, who had a double major in Asian Studies and Theatre, went to the University of Wisconsin at Madison for his M.F.A. Now Stanley is lighting designer for the New York City Ballet. Fellow theatre alumna Laurie Grey '78 is the NYC Ballet's stage manager.

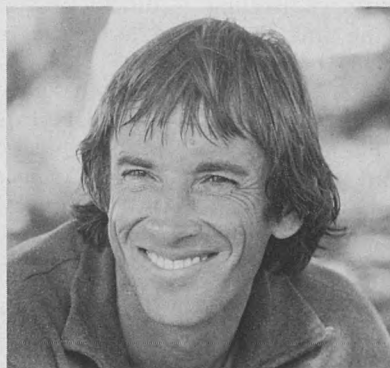
Stanley, who commits himself to the ballet company during its performing season, is in such demand



Mark Stanley



PHOTO BY KEN BERNETT



While Glenn Close '74, Scott Glenn '61 and Linda Lavin '59 are among the best known graduates of the theatre department, there are many other bright lights in the William and Mary sky.



PHOTO BY GREG GORMAN



Lou Catron

*"There's an old adage, 'If you really want to learn something, teach it.' God, that's true," says Catron. "When you teach you often can skim over areas of incompetence. You can't do that when you write a textbook; you are forced to deal with issues that you might have dealt with only briefly in the classroom."*

that he can freelance the other six months of the year. "As long as the ballet is performing, I'm responsible for lighting. When it's not performing, I'm free to go out and find other work. It's a nice balance. I have the ideal situation, the best of both worlds."

Debbie Niezgoda, who lives in Alexandria, Va., has stage-managed 15 shows off-Broadway and in college and community theatres since graduation. She was assistant director of another, but says directing jobs are rare. At the time of this article, Niezgoda was being considered for a position as stage manager at actor Burt Reynolds' theatre in Jupiter, Fla.



Debbie Niezgoda

She says William and Mary left its mark on her and the friends she has stayed in touch with. "In this business, you hear so much about people out for themselves. People present a facade — particularly

actors, because of the rejections they experience. But with William and Mary graduates, there's a feeling of family, rather than closing oneself. That's instilled by the professors there. You don't have to be out for blood to be in the business."

"We're awfully lucky to have such good students," says Jerry H. Bledsoe, associate professor, who has been teaching, directing and designing on the theatre faculty for 17 years.

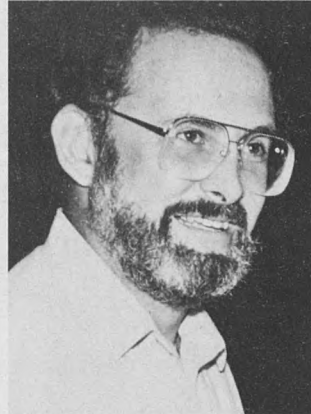
Have students changed over the years?

"They're very much the same," says Bledsoe. "We have three or four at a time who are quite good, another half-dozen who are nothing to be ashamed of. The rest are normal, creative, non-remarkable people here for a good education. We see that they get it."

"I think people don't realize we're not a professional department. We're a liberal arts department. We have helped those who leave here with professional ability, but we didn't do it all."

David H. Dudley '75 earned his B.B.A. at William and Mary with a secondary emphasis in technical theatre. He returned to the department in 1977, and is now technical director. Dudley says, "It's not academics, it's experience that counts in any area of the theatre. To learn, you do. From here, students have a knowledge of how to study, how to learn, the basics of sound theatre practice."

In addition to teaching skills and teamwork, Dudley notes, "We teach students how to go out with an open mind, so they don't think they have the ultimate knowledge."



Richard Palmer

One of the department's more prolific authors, Prof. Richard H. Palmer, joined the faculty in 1977 from Washington University where he was director of the theatre. Why do such talented individuals teach at William and Mary instead of working fulltime in the professional theatre?

"Most of us here at some time reach a decision about academic theatre as a profession. For me, the choice was based partly on the lifestyle. It's a more stable way to raise a family."

Also Palmer asks, "Where else in the theatre profession can you design and direct?"

"In the last two decades, I think we've just essentially tried to create an environment where people do what they want to do," he says. That kind of environment exists for the faculty, and I hope for the students, too."

Associate Professor Bruce A. McConachie has maintained dual interests in theatre and American Studies. He has been actively involved at the College in running the master's program and in building a Ph.D. program in American Studies, having offices in both departments.

"My research interests have been in 19th-century American theatre and social history," says McConachie, "so it wasn't terribly difficult for me. I've done research all along, and my publications reflect my interest in joining American social history to theatre history."

"It changed the way I teach Introduction to Theatre Arts. I'm able, I hope, to teach theatre as a social ritual similar to religion and social events in our culture."

As scholars and authors, the theatre faculty's publication record is impressive, "even awesome," as one member says. In addition to innumerable articles, they have produced some eight books, which is more than any other theatre department in Virginia.

Palmer, McConachie and Louis E. Catron are three of the most prolific authors in the department, producing books on lighting design and theatre reviewing (Palmer), directing and writing, producing and selling plays (Catron), and scholarly papers and essays on theatre and social history (McConachie).

"There's an old adage, 'If you really want to learn something, teach it.' God, that's true," says Catron. "When you teach you often can skim over areas of incompetence. You can't do that when you write a textbook; you are forced to deal with issues that you might have dealt with only briefly in the classroom. Because Richard Palmer has put out a book on lighting, he's a better lighting designer for it."

Even so, Catron emphasizes, teaching comes first. He's been at William and Mary since 1966. In 1988, he received the Outstand-

ing Faculty Award from the State Council of Higher Education, an honor granted to only 13 professors in Virginia.

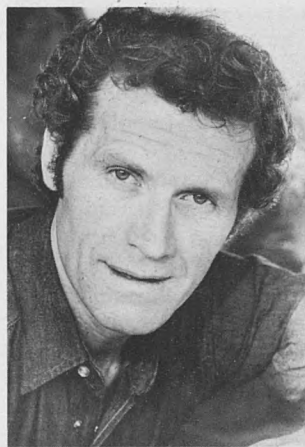
"Second Season is what I'm proudest of, with its 30-40 productions a year. It's one hell of a rich opportunity for students to direct and write, not just professors."

Lou Catron sees Premiere Theatre, which showcases the work of student playwrights, and Second Season as golden opportunities to build not only Emmy-Award-winning scriptwriters like Karen L. Hall '78, but also to build audiences, people who "go out and love theatre" after graduation.

Catron is delighted that undergraduate theatre participants are now in diverse fields, and he's as proud of their accomplishments as he is of the well-known theatre stars.

"We have lawyers, dentists, and IBM executives, even an old home restorer. These are people with good marriages, who have a good life—people who have found ways to contribute in many ways to society."

Observing the theatre program from a professional angle is G. Leslie Muchmore, an assistant professor and artistic



G. Leslie Muchmore

director of the College's Virginia Shakespeare Festival.

"I'm always tremendously gratified to work with students. William and Mary has good undergraduate theatre, some of the best I've seen—even better than some specialized programs," says Muchmore.

Instructor John C. Goodlin, who's been on the adjunct faculty for the last three years, teaches acting in the department and is associate artistic director of the VSF.

Says Goodlin, "In a professional situation, students meet every day for three-four years

(to study acting). Here, however, we really cover a lot of material in a very short time. It's up to the student to assimilate as much as he can, because we have only one semester to do it."

Having taught Shakespearean acting at the Georgia Shakespeare Festival and Michigan State University, Goodlin says, "William and Mary is a ticket for students to go on to professional school. The training never ends, no matter where you're coming from."

Sherry Adams, Jennifer Catney, and Jennifer Piech are all theatre concentrators, Class of '89. Adams, from Burke, Va., has a double concentration in theatre and English. This fall, she pro-

## Speech—An Art Form and Career Tool

**F**or Patrick Micken and Wayne Kremer, speech is more than a human characteristic. It's an art form, a career tool, and an indispensable part of a liberal arts education.

"Almost every major university I know of has a speech requirement or department," says Kremer, who taught at Texas A&M University before joining the William and Mary faculty three years ago. "A survey done by the Department of Labor shows that public speaking is essential to eight out of 10 jobs."

Although the College requires speech courses only as part of the elementary education curriculum, many students outside the Department of Theatre and Speech have recognized their potential value.

Between them Micken and Kremer teach college-wide courses in public speaking, persuasive speaking, and argumentation and debate. They devote afternoons, evenings and weekends to the William and Mary Debate Council. Debate has been an important student activity at the College since the 1940s.

Micken, who has also served as department chairman, has been director of debate since 1970. In addition to 19 debaters, he and Kremer direct the 36-member Franklin Debating Society for students who like public debate, but don't want to devote long extracurricular hours to research, practice and traveling.

In 1986-87, William and Mary debaters ranked sixth in the Cross-Examination Debate Association Sweepstakes. Three hundred colleges and universities nationwide are CEDA members, including UCLA, Southern Illinois University, Cornell University and Michigan State University. In the last three national tournaments, William and Mary has finished in the top 10 per cent, out of nearly 300 teams.

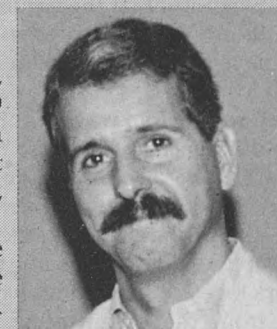
Because budget erosion has cut the number of debates that William and Mary debaters can travel to, they had to settle for a ranking of 13th in the 1987-88 CEDA Sweepstakes.

However, Micken and Kremer are undeterred, and care most about what their students learn. Mickens says, "If we recruit debaters from high school, there's little education going on. Two members of our team last year had not debated at all before coming to William and Mary. We take more pride in that than in recruiting the state high school champion debater."

That College debaters do so well against other schools with bigger speech departments and larger budgets doesn't surprise Kremer. "First of all, there's the quality of our students, and I like to think the quality of their coaches as well. We have to pick our tournaments with more care, and that's added pressure for our debaters to do well at the debates we attend."



Patrick Micken



Wayne Kremer

duced and directed a children's play, taking it on the road to several Williamsburg area schools, a Hampton, Va., Girl Scout convention, and the Virginia Theatre Association Children's Festival. She plans to earn a teacher's certificate and work in theatre education, helping children to learn to love theatre and to use their imaginations.

Jennifer Catney, from Syracuse, N. Y., came to William and Mary as a pre-med concentrator. "I knew of the theatre program. That's why I came here, because I wanted to be involved in it. Then I decided that if I was going to spend 10 hours a day in lab, I'd rather it be in the Lab Theatre than an ordinary lab." Eventually she wants to be a theatre professor.

Unlike her roommate, Jennifer Piech from Cinnamons, N. Y., wants a performing career. "Either New York or Los Angeles — I don't know if I want to go right there from here. I just want to be an artist and enjoy my work, to do good theatre. I want to be happy in my work and support myself."

Patricia Wesp '76, who earned an MFA in costume design from the University of Florida after she graduated, is that rare individual who has experienced the William and Mary Theatre from the perspectives of both a student and faculty member. She taught at Duke University for three years before returning to William and Mary and to Phi Beta Kappa Memorial Hall. She is now assistant professor.

Having come full circle, Wesp sees the educators as part of the education beyond the classroom. She notes that the nature of theatre is community and collaboration, despite public displays of disagreement and differences of philosophy.

"We are forced to find ways to collaborate in spite of differences," she says. "Because everyone is involved in education, there's respect for disagreement and an abstract concept to 'agree to disagree,' to cherish differences of opinion. But at the same time, we have to work together. To withdraw means to withdraw from the organization. It's an important lesson for students to see us work together."

In six decades, Howard M. Scammon, former department chairman, has taught and directed enough students to populate a small town. Off the top of his head, Scammon can name pages of former students who have gone on to a variety of careers over the years. Quite a few stayed in theatre. Many stay in touch with him through letters and Christmas cards. This academic year, he returned to William and Mary to teach Beginning Acting.

And he can still spot talent. No one is immune from his emphasis on working hard, on getting rid of bad habits in speech, movement and interpretation of lines and character.

In his 1976 book, *The William and Mary Theatre: 50 Years*, Scammon speaks of the future of William and Mary Theatre:

"The Theatre is a trust to be honored with excellence in performance, with accomplishments achieved through unity of effort, goodwill and the mutual respect for each other, with personal enrichment for the lives of the students and the audiences. The wonderful World of the Theatre is inspiration, education, enjoyment."

## The Indomitable Althea Hunt



Althea Hunt

**T**he Department of Theatre and Speech traces its roots to the young colonial scholars who performed one of America's first dramatic plays, *A Pastoral Colloquy*, in 1701. Theatrical activities were popular entertainment in 18th-century Williamsburg, and the dramatic society founded in 1736 at William and Mary presented plays for Virginia's Royal Governors, townspeople and the College community.

Early in this century, William and Mary President J.A.C. Chandler foresaw a need for educational theatre at the College. His inspired choice in faculty was the late Althea Hunt, a Richmond high school English teacher with imagination and energy.

Beginning with one course in play production in 1926, Miss Hunt was the theatre at William and Mary. Conditions weren't easy. Rehearsing in Washington 200, performers had exactly three days during each production to work in old Phi Beta Kappa Hall: one night onstage to rehearse, one night to perform, and one day to make sets, props and costumes vanish so the building could revert to normal use. Built like a shoebox turned on one side, old Phi Beta often forced actors to use windows for their entrances and exits. Set design was another challenge, due to the shallowness of the stage.

Programs show that the Dramatics Club and successive senior classes put on plays until 1937, when theatre courses came under the Department of Fine Arts. By 1939, the name "William and Mary Theatre" had made its debut.

In the 1940s, Hunt was joined by Roger Sherman (now professor of theatre and speech, emeritus) as designer in 1946, the late Al Haak (professor of theatre and speech, emeritus) as technical director in 1947, and Howard Scammon, '34, her former student and now professor of theatre and speech, emeritus, as associate director in 1948.

The old Phi Beta Kappa Hall burned during Christmas vacation in 1954, so William and Mary Theatre productions sought other locations, including Blow Gymnasium and Matthew Whaley School.

Their wanderings ceased in 1957, with the completion of Phi Beta Kappa Memorial Hall. Due to illness, Althea Hunt wasn't present at its official opening, although she saw the first play performed there, *Romeo and Juliet*. Retiring that year as professor emeritus, Hunt never had an opportunity to direct in the impressive new theatre facilities. Even so, her 30 years of teaching and directing have had a far-reaching influence on people who knew her and many who never had the privilege.

Growing from a faculty of one in 1926 to a faculty of 10 in 1988, the department had 27 concentrators this fall and 600 enrollments in its 30 sections of theatre and speech courses.

Behind it all, the spirit of one indomitable woman waits in the wings: Miss Althea Hunt.

T

he United States Supreme Court decided a case in February of 1988 titled *Hustler Magazine v. Jerry Falwell*. The decision arose out one of the most colorful lawsuits in the history of Virginia, a trial that placed in issue the very purpose and function of the First Amendment.

The case arose out of a piece of satire run by *Hustler* magazine and its publisher, Larry Flynt, ridiculing Reverend Jerry Falwell. An advertising campaign for Campari liqueur several years ago featured celebrities such as Jill St. John talking about their "first time." The interviews in the ad ostensibly concerned the celebrities' first encounter with Campari, but the racy double-entendre was sexual. The catchline of the advertising campaign was: "Campari. You'll never forget your first time." *Hustler* magazine, in its November 1983 issue, ran a full-page mock Campari Liqueur ad entitled "Jerry Falwell talks about his first time." The parody included a picture of Falwell, a picture of a bottle of Campari with a glass of Campari on the rocks, and a fictional interview with Falwell. The "interview" was, by any standard, rough business. In the interview Falwell ostensibly talks about his own "first time" — in an outhouse with his mother in Lynchburg. The ad is a coarse and vulgar depiction of Falwell as a hypocritical incestuous drunk.

At the very top of the ad, following the title "Jerry Falwell talks about his first time," a small asterisk appears. At the bottom of the page, the asterisk is repeated with a disclaiming footnote that says, in relatively fine print: "Ad Parody — Not to Be Taken Seriously."

Jerry Falwell, however, took it quite seriously — "As seriously," he said, "as anything I have ever read in my life." Falwell was outraged. "I think I have never been as angry as I was at that moment," he said. "I somehow felt that in all of my life I had never believed that human beings could do something like this. I really felt like weeping." Instead of weeping, however, Falwell began a \$45 million lawsuit against *Hustler* and its publisher, Larry Flynt. The case was tried in federal court in Roanoke, Va.

The lawsuit *Jerry Falwell v. Larry Flynt and Hustler* magazine is destined to be an American classic. It is one of those cases selected each year for resolution by the United States Supreme Court, but the majesty of a final decision by the Supreme Court is only a small part of what makes the case *Falwell v. Flynt* one of the most extraordinary legal battles in recent memory. The case was at once high moral drama and farcical passion play, a tragicomic melange of bombastic lawyers, contemptuous witnesses and scathing cross-examinations. The case became much more than a battle of lawyers over the legal consequences of a dirty joke. It was also a cultural battle: Presenting to the Supreme Court deep conflicts reaching into the soul of the American First Amendment tradition, the case involved a battle over the very nature of free expression in a pluralistic society, a battle over competing visions of American life.

Do we in America really want a wide-open, unregulated marketplace for free speech? Or is every great nation required at some point to regulate speech in order to insure that it does not degenerate into formless, valueless chaos? If a nation is to be true community, must there not be some consensus on basic values? And does not such a consensus require that certain forms of speech, no less than certain forms of behavior, be taboo?

Even those Americans who do not find Jerry Falwell's fundamentalism palatable either as a guide to religious or political truth may have felt that it was important that Falwell win his lawsuit over Flynt. One does not need to be a card-carrying member of the Christian right to fear the disintegration of all moral standards in American society. For such people, it was not so important that Falwell win, as that Flynt lose. Larry Flynt stands as the best available evidence of where a wide-open, standardless, uncensored culture finally leads.

The popularity of Allan Bloom's recent book, *The Closing of the American Mind*, is a barometer of how strongly contemporary Americans fear the destruction of our moral gyroscopes. Bloom argued that indiscriminate freedom is pernicious. He attacks the "marketplace of ideas" metaphor in the famous free-speech opinions of Justice Oliver Wendell Holmes. Holmes argues against censorship, on the theory that the best test of truth is the ability of a statement to gain acceptance in an open market. But Bloom argues that such thinking tends to elevate open-mindedness above all other public values. In a milieu in which the only enemy

# Falwell versus Flynt:



Larry Flynt

## Virginia Puts the First Amendment on Trial

By Rod Smolla



Jerry Falwell

is the person not open to everything, Bloom asks, how are shared goals, visions of the public good, and meaningful social contact any longer possible? If we are forced by the First Amendment to sublimate the sublime in the name of tolerance, how will we ever take control of our own destinies? From this perspective it is wrong to celebrate freedom of speech for its own sake, for the same reason that it is wrong to celebrate open-mindedness for its own sake. Such libertine reveling leads to a moral relativism in which everything is tolerated, even intolerance. Rather than a cohesive nation with a shared sense of the promise of American life, we become an atomistic confederation of selfish individuals. To tolerate Larry Flynt's malicious words is seen as a return to a world of all-against-all in which ignoble savages such as Flynt are permitted to peddle their nasty and brutish messages to anyone with three bucks to spend on a copy of *Hustler*. Is that what the First Amendment is all about?

The defense, of course, argued that tolerance for *Hustler* is what the First Amendment is all about. H. L. Mencken once said, "The whole drift of our law is toward the absolute prohibition of all ideas that diverge in the slightest form from the accepted platitudes, and behind that drift of law there is a far more potent force of growing custom, and under that custom there is a national philosophy which erects conformity into the noblest of virtues and the free functioning of personality into a capital crime against society." Was *Hustler* being pursued merely for nonconformity? Or is some minimal conformity necessary in a cohesive culture?

The philosophical schism represented by Falwell v. Flynt is, however, ultimately even deeper than a dispute over the meaning of freedom of speech. Jerry Falwell and Larry Flynt did not just disagree on the meaning of the First Amendment. It is more profound than that. For Falwell and Flynt it is really not the same First Amendment, not even the same Constitution.

Jerry Falwell sued Flynt and *Hustler* under three legal theories: "libel," "appropriation of his name or likeness," and "intentional infliction of emotional distress." Falwell's action for libel involved the oldest and most venerable legal theory. For Jerry Falwell, of course, libel is not just unlawful — it is a sin. "Thou shalt not bear false witness against thy neighbor," the commandment pronounces, and the book of Proverbs counsels that "a good name is more to be valued than great riches."

Reputation is a sacred commodity in the Anglo-American cultural tradition. "Who steals my purse steals trash," teaches Shakespeare, but a good name is the "jewel of the soul," and "he who filches from me my good name robs me of that which not enriches him and leaves me poor indeed." At the time of Alfred the Great the penalty for libel was to cut out the slanderer's tongue. Civilization is now more advanced; modern juries reward money as the remedy for injured reputations, using their own mystical alchemy to turn tarnished images into hard currency. A good name may be more to be valued than great riches, but if a good name has been besmirched, great riches will do.

As one might expect, however, lawyers could never rest easily with so simple a legal principle as "Thou shalt not bear false witness." The almost perverse ingenuity of the legal mind has insured that when this seemingly straightforward moral command finds its way into a modern American courtroom, it becomes a legal fog almost as impenetrable as the sinister shroud looming over the London Court of Chancery in Charles Dickens's *Bleak House*.

*...the majesty of a final decision by the Supreme Court is only a small part of what makes the case Falwell v. Flynt one of the most extraordinary legal battles in recent memory.*

Much of the chaos in the contemporary law of libel comes from the fact that it is an amalgam of state common law (lawyers often refer to traditional state laws as "common law") and federal constitutional law principles emanating from the First Amendment. In a landmark 1964 decision entitled *New York Times Co. v. Sullivan*, the United States Supreme Court began to place First Amendment restrictions on the power of states to award damages to plaintiffs in libel trials.

The *New York Times* case grew out of a paid advertisement in the Times by the Committee to Defend Martin Luther King. The advertisement attacked southern racism and police brutality aimed against Dr. King and others struggling for racial justice in the South during the early 1960s. An Alabama jury had awarded a Montgomery police commissioner, Mr. L. B. Sullivan, \$500,000 against the *New York Times* for libels allegedly contained in the ad.

The Supreme Court overturned the jury award on the grounds that it violated the First Amendment. Justice William Brennan was the author of the Court's opinion. Commissioner Sullivan, Justice Brennan reasoned, was a member of the government, and thus to criticize Sullivan was largely to criticize the government itself. If the First Amendment had any settled core of meaning, it was that citizens should be free to speak out against the government and its officials without fear of prosecution for "seditious libel" — slander against the state. Indeed, a hallmark of totalitarian regimes throughout history has been the stifling of dissent by making it unlawful to criticize the existing order. Seditious libel, the Court was saying, has no place in American life.

This does not mean, however, that public officials should be left utterly without remedy when their reputations are attacked. An official may still recover in a suit for libel, the Court ruled, but only if he or she can prove with "clear and convincing evidence" that the defendant published the libel with what the Court called "actual malice," defined as "knowledge of falsity" or "reckless disregard" for truth or falsity. In subsequent Supreme Court decisions this standard was extended to cover "public figures" as well as public officials.

Reverend Falwell faced a problem with his libel theory. It was not difficult for him to prove that Flynt knew that the things said about Falwell were false. Of course they were false, and of course Flynt knew that. Falwell's problem was that *Hustler* never intended for anyone to take the satire seriously, and it was doubtful that anyone *did* take it seriously. If no one who read the satire regarded it as making actual allegations about Falwell, then Falwell's libel claim would fail. The satire was too libelous to be libelous!

Falwell also sued under a theory known as "appropriation of name or likeness," a branch of the law of invasion of privacy. Celebrities don't sell products for free. A celebrity's name and likeness obviously will often have commercial value. In today's advertising milieu Joe Piscopo, Michael Jackson, Bruce Willis or Cybill Shepherd may make more from product endorsements than from entertainment engagements. Campari Liqueur, for example, paid Jill St. John, Tony Roberts and Elizabeth Ashley for their endorsements in the real Campari ads, and if Campari had been so brazen as to stick Jill St. John's picture in its ad and then print a fictional endorsement of her talking about her "first time," she undoubtedly could have recovered for appropriation of her name and likeness.

Reverend Falwell's lawyers argued that the same principle



was at work in Falwell's case. The problem, however, was once again the fact that the *Hustler* piece wasn't real. Perhaps on first seeing the ad, readers might for a few fleeting seconds think that Falwell was endorsing Campari. But once the satirical text was read, readers understood that Falwell's name and likeness weren't being used to sell liqueur. For these reasons, the federal trial judge ultimately threw out Falwell's appropriation theory.

Falwell's final theory was "intentional infliction of emotional distress," a relative newcomer to American law. Historically, courts were reluctant to permit lawsuits based solely on infliction of emotional distress. Because emotional injury is not readily quantifiable and difficult to diagnose objectively, courts were afraid that recognizing the emotional distress tort would open up a floodgate of frivolous or faked claims. Emotional distress is endemic to social life; all of us are constantly inflictors and inflictees. Fearing that the law could not hope to cope with lawsuits stemming from every friction and irritation of life, courts were hostile to such claims.

Throughout the last hundred years, however, courts sporadically approved of lawsuits based solely on the infliction of psychic harm, and in the last decade such suits have become well established in civil litigation. These cases almost invariably involve monstrously outrageous behavior by the defendant. In some states, indeed, the suit actually goes by the name "outrage."

Reverend Falwell's invocation of the emotional distress theory was highly experimental, for the use of intentional infliction of emotional distress against publishers or broadcasters was a relatively new idea. As part of a flood of litigation aimed against the media in the 1980s, creative plaintiffs' attorneys had begun to supplement more traditional claims for libel and invasion of privacy with claims for intentional infliction of emotional distress. Only a handful of those cases had ever reached the stage of an

appellate court opinion, however, and the sparse precedent was highly ambiguous. The momentous issue looming behind the theory of intentional infliction of emotional stress was whether it was constitutional when applied to distress induced by a media publication. If the First Amendment placed limits on the law of libel, what limits did it place on recovery for emotional distress?

The trial jury had the first crack at unsorting these difficult questions. The jury deliberated in the matter of *Falwell v. Flynt and Hustler Magazine* and returned to the courtroom with its verdict. Could anyone have understood the Campari ad as factual? The jury answered "No." There could be no recovery for libel. Score a major victory for Larry Flynt. Did Flynt and *Hustler* publish with intent to cause Falwell emotional distress? The jury answered "Yes." There *could* be recovery for infliction of emotional distress. Score a major victory for Jerry Falwell. What damages did the jury find would compensate Falwell for his injury and deter future such conduct by Flynt and *Hustler*? One hundred thousand dollars in compensatory damages and \$100,000 in punitive damages.

An American jury had drawn the line. The verdict makes perfect sense in light of the law the jury had been told to apply. The jury had reached the only plausible conclusion on the libel claim. No reasonable person could possibly have found the Campari ad to be a serious assertion of facts. The jury had also reached per-



**A member of the Fourth Circuit Court of Appeals, Judge Wilkinson (top) crafted a stirring and thorough dissent that ended up reflecting the decision handed down by the Supreme Court, which was written by Chief Justice Rehnquist.**

fectly forthright conclusions on the emotional distress count. Flynt and *Hustler* probably did want to inflict distress on Falwell. The ad is outrageous, mean-spirited and vulgar. How could such an ad not inflict distress, and how could anyone doubt that Flynt hated Falwell and all he stood for?

The case was first appealed to the United States Court of Appeals for the Fourth Circuit, in Richmond. The Court of Appeals affirmed Jerry Falwell's victory. The Court held that under Virginia law, Falwell could recover if the publisher acted intentionally to inflict the distress, and if the words offended generally accepted standards of decency. Both requirements had been met. More important, the Court reasoned that because the distress had been *intentionally* inflicted, *Hustler's* satire was not entitled to immunity under the First Amendment. The Fourth Circuit's opinion was a great victory for Falwell and a stunning defeat for Flynt and *Hustler*. Moreover, the opinion hit the media world like a bombshell. A magazine had been penalized \$200,000 for telling a bad, dirty joke. For the first time in a major case a respected Court had held that liability could be predicated on mere intent to induce severe distress, even though the published material was neither libelous nor an invasion of privacy. Perhaps most frightening of all to the press was the disturbing realization that the Court of Appeals' decision was a very neat and tidy piece of judicial craftsmanship.

From the perspective of the press, the only bright spot in the Fourth Circuit's decision was a dissenting opinion written by Judge J. Harvie Wilkinson. Unlike many of his colleagues on the bench, Wilkinson was not persuaded that the jury award against Larry Flynt should stand. It was not that Wilkinson had any use for *Hustler's* hatchet job on Falwell; he thought the Campari ad was base and unworthy of the great tradition of American satire. But Wilkinson was convinced that, no matter how vulgar the *Hustler* satire is, it

is still satire and still fully protected by the First Amendment.

Wilkinson crafted a thorough and stirring opinion explaining why the jury's award should be reversed. Wilkinson's opinion concentrated on the nature and function of satire: "Satire is particularly relevant to political debate because it tears down facades, deflates stuffed shirts, and unmasks hypocrisy. By cutting through the constraints imposed by pomp and ceremony, it is a form of irreverence as welcome as fresh air." While *Hustler's* foul ad may not be as "welcome as fresh air," to penalize it would intolerably threaten other forms of satiric speech. Wilkinson thus argued that, while "*Hustler's* base parody is unworthy" of "any tradition," the precedent in the Falwell suit "may one day come to stifle finer forms of this genre."

The case next traveled from Richmond to Washington. The United States Supreme Court agreed to review the decision. The case became one of the most important and exciting events in the Supreme Court in years. "Friends of the Court" briefs were filed from around the country, including a brief filed by Richmond Newspapers, Inc., urging the Court to reverse the verdict. The argument before the Court crackled with drama — both Reverend Falwell and Larry Flynt were present, and the Justices vigorously cross-examined the lawyers for both sides. On the morning of Feb. 24, 1988, the Supreme Court of the United States announced its

holding, in an opinion written by Chief Justice William Rehnquist.

Chief Justice Rehnquist began by summarizing the issues facing the Supreme Court. "This case," wrote Rehnquist, "presents us with a novel question involving First Amendment limitations upon a State's authority to protect its citizens from the intentional infliction of emotional distress." Rehnquist described the Campari ad satire as offensive to Jerry Falwell, and "doubtless gross and repugnant in the eyes of most."

Rehnquist then provided an essay on the purposes of the First Amendment. "At the heart of the First Amendment is the recognition of the fundamental importance of the free flow of ideas and opinions on matters of public interest and concern," he wrote. He then recognized the two principal functions of free speech, the self-fulfillment of the individual speaker and the broader social search for enlightenment. Quoting from a prior decision, he noted that "the freedom to speak one's mind is not only an aspect of individual liberty — and thus a good unto itself — but also is essential to the common quest for truth and the vitality of society as a whole." The Court has been particularly vigilant, he observed, to ensure that ideas remain free from governmentally imposed sanctions because the "First Amendment recognizes no such thing as a 'false' idea."

Rehnquist capped his introductory remarks by invoking one of the most sacred passages in the First Amendment tradition, the haunting appeal for tolerance by Justice Oliver Wendell Holmes: "When men have realized that time has upset many fighting faiths, they may come to believe even more than they believe the very foundations of their own conduct that the ultimate good desired is better reached by a free trade in ideas — that the best test of truth is the power of the thought to get itself accepted in the competition of the market."

Chief Justice Rehnquist's philosophical base was decidedly not grounded in Allan Bloom's thesis that society must regulate public discourse in order to elevate it. Rehnquist instead began with the antithesis of the Bloom philosophy, with a ringing endorsement of the classic Holmes view of free speech. Rehnquist endorsed the marketplace of ideas metaphor, not grudgingly, but with positive enthusiasm.

If the marketplace of ideas is to be robust and wide-open, what does that bode for public figures? The next section of Rehnquist's analysis went to great lengths to establish that in America the prevailing ethos is not to encourage people to enter the public arena by guaranteeing them shelter from caustic and virulent attack. It is rather to require as a cost of entering the public arena a certain toughening of the hide. Good but sensitive people may be discouraged in America from stepping forward into public life, but that is part of the price of an open society and a spirited democracy. In this nation a public figure must be able to take as well as give.

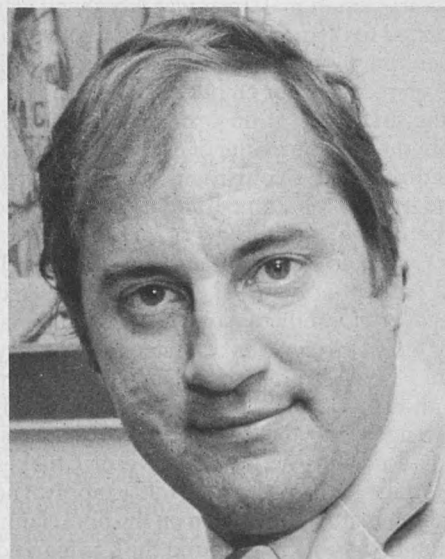
Public figures, observed Chief Justice Rehnquist, have a substantial capacity to shape events. Quoting Felix Frankfurter, he noted that one "of the prerogatives of American citizenship is the right to criticize public men and measures." And in this country, such criticism will not always be reasoned and moderate. Quoting again from a prior Supreme Court decision, Rehnquist made a point that seemed aimed personally at Jerry Falwell: "The candidate who vaunts his spotless record and sterling integrity cannot convincingly cry 'Foul!' when an opponent or an industrious reporter attempts to demonstrate the contrary." This was a diplomatic way of telling Reverend Falwell that moralists must expect attacks on their morality.

The most important theme in Chief Justice Rehnquist's opinion was that it is impossible to draw a principled distinction between the coarse satire published by *Hustler* and other satires that are clearly sheltered by the First Amendment. It is not enough to prove that Flynt intended to inflict distress, for many satirists and

*The Supreme Court's opinion was a triumphant celebration of freedom of speech. Far from signaling the disintegration of America's moral gyroscope, the opinion reaffirms the most powerful magnetic force in our constitutional compass: that essential optimism of the American spirit. . . ."*

critics intend to hurt their victims. Satire is often *supposed* to be vindictive — it works when it hurts. Nor is it enough to label *Hustler's* satire as offensive to generally accepted standards of decency. Once again, the point of satire is often to be offensive. More profoundly, the First Amendment does not permit speech to be abridged merely because it may offend the sensibilities of some who hear it. Some more palpable social harm is required. *Hustler's* satire was not libelous; it was not legally obscene; it did not invade Falwell's privacy. That it may have inflicted emotional distress was not enough, standing alone, to strip it of First Amendment protection.

The Supreme Court's opinion was a triumphant celebration of freedom of speech. Far from signaling the disintegration of America's moral gyroscope, the opinion reaffirms the most powerful magnetic force in our constitutional compass: that essential optimism of the American spirit, an optimism unafraid of wild-eyed, pluralistic, free-wheeling debate. We are a good and generous people, but we are not particularly gentle or genteel; we prefer to speak our minds. When all is said and done, Americans have the good common sense to distinguish the hustler from the real thing, and we have established as a first principle the censorship of neither. Thomas Jefferson taught that a little rebellion now and then is a good thing. Rebellion is often raucous and disturbing, indecorous and indecent. But it can also ring true, in the way that only George Carlin, Garry Trudeau, Richard Pryor or Robin Williams can ring true. That Jeffersonian side of us is good for the soul.



Rod Smolla is director of the Institute of Bill of Rights Law. His book on the Flynt-Falwell case was published by St. Martin's Press in November 1988.

PHOTO BY C. JAMES GLEASON



COLONIAL WILLIAMSBURG PHOTO

The events of 1688-89 brought William of Orange and Mary Stuart to the throne of England and capped what became known as a "Glorious Enterprise" or "Happy Revolution."

# A "Glorious Enterprise"

## The Meaning of the English Revolution of 1688

by Dale Hoak



**I**n Williamsburg on Feb. 13, 1989, the bells atop the Sir Christopher Wren Building will ring in commemoration of the 300th anniversary of the accession of William III and Mary II. The accession of William of Orange and Mary Stuart to the English throne capped a series of events that came to be known in England as a "Glorious Enterprise" or "Happy Revolution":

William's dramatic "invasion" of England on Nov. 5, 1688, the flight and abdication of King James II, the proclamation by Parliament in 1689 of a Declaration of Rights (later enacted as a Bill of Rights), and Parliament's invitation to William and Mary to rule as joint sovereigns.

The events of 1688-89 were termed "glorious" by those who were the first to write the history of "their" Revolution, Whigs who (like many others) had resisted the absolutist pretensions of King James II, a Roman Catholic. In Whiggish mythology, William had delivered England "from popery and arbitrary power," a claim that conveniently ignored the crucial role played by the Tories in 1688. The Tories, though they worshipped James's dynastic legitimacy, loathed his religion.

Whig propaganda makes for splendid reading; well into the

20th century textbooks on both sides of the Atlantic followed the Whigs' grandiose line on the meaning of 1689. Stripped of its interpretive mythology, however, the Whig version of 1688-89 advertised an important aspect of the legacy of the Revolution for the later political and constitutional history of English-speaking democratic communities.

In the Bill of Rights of 1689 the Revolution bequeathed to the British and the Americans — and via the American Revolution, to the French as well — some of the following principles:

Taxes were to be levied only by approval of the representatives of the people.

Such representatives were to be freely elected and were to enjoy freedom of speech in their debates.

Governments could not dispense arbitrarily with the law.

No standing armies were to be tolerated in peacetime except by approval of parliament.

Parliaments were to sit regularly and frequently.

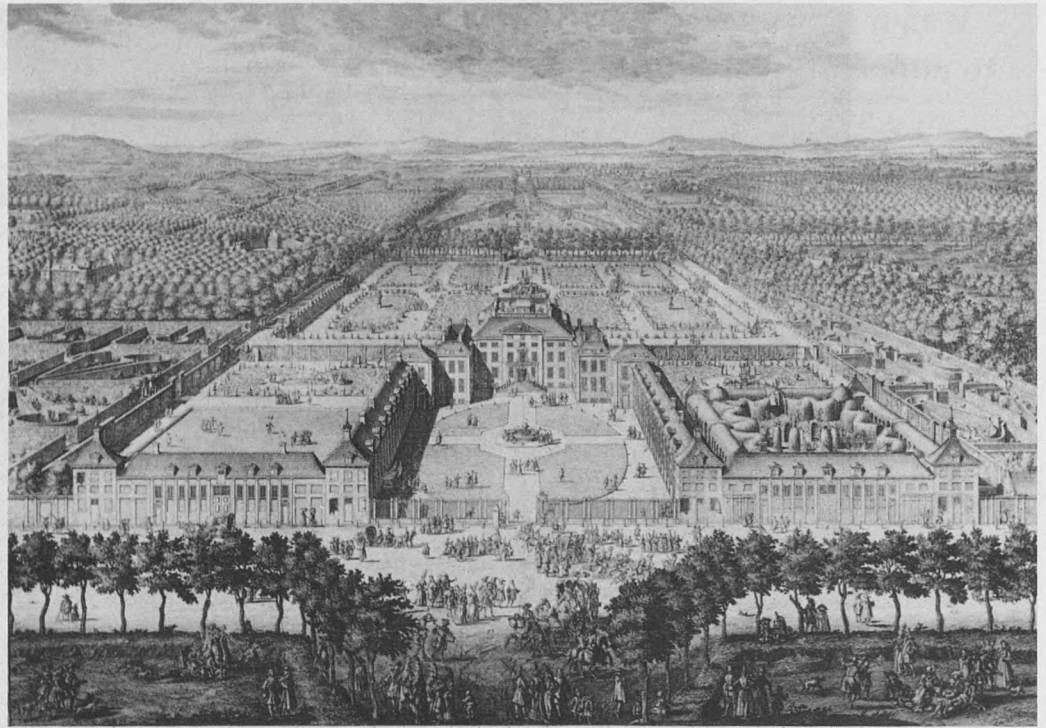
Although the Act of Toleration excluded Roman Catholics, the Revolution advanced by a little the cause of religious toleration. Remembering the threat posed by a Catholic king's magistrates and army, the politicians of 1689 permitted the protestant subjects of William and Mary to bear arms, petition the Crown, and empanel juries. Americans should appreciate by how much the English Bill of Rights influenced those who framed the Constitution of the United States.

Students of *real* socio-political revolutions — the French or Russian — might be forgiven for wondering what was so glorious or revolutionary about 1688, an altogether polite, bloodless affair. No fundamental economic or social causes moved the men of 1688 to action. A foreigner came to the English throne but the ruling dynasty, like the landed elite who supported the Stuarts, retained power. Why the intense interest in such a restrained, aristocratic affair?

An answer has been advanced by those who argue that in England the true Revolution of the 17th century occurred neither in 1688-89 nor in 1642-60 (the period of the Civil Wars and Interregnum), but during the reign of William and Mary (1689-1702). This was the revolution marking the origins of the modern British state — the financial, military and bureaucratic product of England's costly, incessant warfare against Louis XIV. In commerce, science, culture and mentality, the world of William and Mary witnessed other transformations. By 1715, colonial and commercial supremacy, the basis of world dominion, had passed from the Dutch, Spanish and French to the English. This was also the age of Isaac Newton and John Locke, of the origins of the 18th-century Enlightenment — an intellectual revolution running parallel in popular culture to the end of witchcraft, superstition and a supposedly magical universe.

In this perspective, the political and constitutional developments of 1688 deserve to be seen in context, as part of a great turning in both Western culture and world history. What triggered this turning in English political culture? Who made the Revolution of 1688 and why?

The origins of 1688 lie embedded in the religiously-tinged



Het Loo Palace and Gardens, one of William and Mary's homes. ( Courtesy of Muscarelle Museum of Art)

politics of the court of Charles II. The marriage of William and Mary in 1677 was itself the product of such politics, a marriage arranged by Charles's chief minister, the Earl of Danby, as a means of defusing a fierce controversy then raging between the king and parliament. As a condition of voting the king supply (money), parliament had virtually ordered Charles to forge an alliance with the protestant Dutch in order to prevent the Netherlands from falling into the hands of Louis XIV. Charles refused parliament's demand on constitutional grounds, saying that such a Diktat "dangerously invaded" the king's war-making prerogative. If he consented, he said, it would appear to others that sovereignty in England no longer rested in the Crown — a prophetic statement, as this was in fact one result of the Revolution of 1688!

By tying Mary (the daughter of Charles's brother, James) to the Dutch house of Orange, Danby gratified parliament's anti-French war-lords who so much admired William of Orange, the perceived champion, since 1672, of international protestantism. In 1672 William had thwarted Louis XIV's invasion of Holland.

Publicly, Mary Stuart embodied Danby's anti-French foreign policy. Privately, however, Danby had bound himself to France (against his will) by the financial strings of a political noose — the money which parliament had denied the king in the crisis of 1677, money which Charles desperately needed and now obtained by the terms of secret negotiations with Louis XIV! In English political circles, this French subsidy was a time-bomb waiting to go off, and when it exploded it blew up both Danby and — as events would prove — the pro-French Catholic Stuart cause for which Charles's brother and successor stood.

James's Catholicism was of recent vintage. His not-so-secret conversion to Rome (1668) revived the hysterical fear that England might yet fall victim to French-backed Jesuit conspiracies, fifth-column movements aimed at yoking English "liberties" to Roman tyranny. Anti-popey ran deep into the heart of English nationhood. The English Reformation had created a sovereign protestant state, and the events of the nation's post-Reformation history — especially the defeat of the Spanish Armada (1588), Gunpowder Plot (1605), and the Irish Rebellion (1641) — only served to deepen the suspicion that Catholicism was treason. For

this reason, James's religion became the fuse to Danby's French bomb.

The spark that lighted the fuse was the sensational news that James was implicated in a papal plot to hasten a Catholic succession by overthrowing Charles II with the help of French troops. (English protestants were to be massacred for good measure.) Though transparently false, this outrageous "popish plot" brought Danby's French connection into a shocked public's view, giving Charles's parliamentary critics (chiefly the Whigs) precisely the "evidence" they needed to launch a national campaign against the king. The object of this campaign, complete with orchestrated burnings of the pope's effigy, was to lay a firewall of anti-Catholic opinion at Charles's door, forcing him to accept a bill excluding James from the Stuart succession.

Although Charles successfully resisted three "Exclusion" parliaments (1679-81), his defense of James's legitimacy, which preserved the rightful succession, provided the Tories, Charles's supporters in Exclusion, with a pretext to abandon legitimacy in defense of a truly sacred cause — the preservation of the Anglican Church.

As king (1685-88), James II would not have destroyed Anglicanism. His policy, rather, was to replace Anglican office-holders with Dissenters (i.e., non-Anglican radicals in religion), Dissenters who (in his view) might be expected to tolerate the building in England of a revived Catholic Church strong enough to stand as an equal to the Church of England. Religiously, this policy was not so much anti-Anglican as simply pro-Catholic. Socially, however, it threatened to destroy one of the traditional props of English monarchy — the broadly-based bench of back-country squires, most of whom happened to be both Tory and Anglican.

Here is the key to understanding the Revolution of 1688, for these were the men who had helped restore Church and Monarchy in 1660. They had fought two civil wars, 1642-48, against real Dissenters and imagined Catholics. Just as Catholicism spelled treason for them, so Dissent endangered both their Church and their property. This was the lesson they had drawn from the violence of the 1640s and the experience of government under republicans and religious radicals in the 1650s. What a shock it was, therefore, to find themselves in 1685-88 ousted from their local offices by a Catholic king who seemed to be serving both Rome's cause and that of Dissent!

James carried over his attack on the Anglican Tory squirearchy in the counties and towns to Anglican officers in the army. Militarily, his aim was to do more than merely Catholicize the armed forces. He sought to build up a truly professional fighting force capable of overawing any adversary. It used to be thought that the result was little more than a "collection of toy soldiers with no more bite" than the king's spaniels.

Recent research has shown this judgment of 1987 to be pure folly. James increased Charles II's small peace-time standing army of 3,500 to nearly 40,000, or thrice the size of William's invading force. Following the famed French model, James instituted new drills and greater discipline, summer training camps, regular billeting, and a system of pensions and hospitals. He also detached regiments from their locales. In short, by 1688 James II had forged a modernized, relatively formidable instrument of national military power. Why, then, did it crumble before William's forces?

In the first place, William's landing was no invasion. Many months in advance of sailing, William had secured from James's senior officers iron-clad secret assurances that the English army would not merely remain neutral but actually go over to William's side. However, in spite of the desertion of some key officers, (including John Lord Churchill, the future Duke of Marlborough), many of the rank and file remained loyal.

Militarily, the ease of William's conquest is best explained by James himself. The progress of the Prince of Orange from Torbay

to the throne might have been very different had James shown the same resolve in 1688 that he displayed in the 1650s under Turenne in France, in 1665 at sea against the Dutch, and in 1685 against the rebel duke of Monmouth. The fact is that in battle James II had proved himself to be a cool and courageous commander.

When he marched west from London in November 1688, however, he was a sick man. Severe (psychosomatic?) nosebleeds triggered a sudden paralysis of will. His retreat from Salisbury Plain (Nov. 23) virtually ended his reign. Later he claimed that his soldiers' inexperience and his officers' suspect loyalty dictated retreat. A modern commentator, Robin Clifton, has concluded that "believing defeat to be inevitable he made it so." Whatever the case, James's flight fed the legend that what happened in 1688 was somehow gloriously foreordained.

James's self-destruction takes nothing away from William's triumph, unquestionably one of the most ambitious, well-prepared military ventures in history. If the attitude of Anglican Tories is crucial to understanding the events of 1688, William himself determined the resolution of those events. Indeed, most Tories hoped William would simply bring James to account. They did not intend that William should be their king. (They wanted him simply to force James to summon a "free" parliament.)

Moreover, the peers who negotiated William's "invasion" — the "Immortal Seven" who issued the famous invitation — had failed to work out the terms of his post-invasion status. William alone was prepared to act, and when Mary announced that she would not be queen alone, the way lay open for him to seize the throne. He needed only to remind the members of the Convention Parliament (of January 1689) that *they* were the revolutionaries, as no king had summoned them into being.

In January 1689 William shrewdly reckoned that the English could not do without him: with James in France the military threat from Louis XIV was now almost palpable. As king, William might use the resources of the English nation to protect his beloved Holland, Louis's gateway to England. Here is what the parliamentarians of 1677 had hoped Charles II would do, that is support the Dutch against the French. In 1677 Mary Stuart was sent to Holland to promote that cause; in 1689 she returned to England as the queen who embodied that cause. William III's extraordinary accession to the English throne brought England into a war against France, a war that catapulted the English nation onto the European and world scene. Here was the unforeseen meaning of 1688.



The Coronation of William III and Mary II on April 11, 1689.

# Volunteer Leadership: Why They Help William and Mary

By Melissa Gill '82

**J**ames C. Livingston, former dean of the undergraduate program at William and Mary, once wrote: "It has often been said that education, like virtue, is its own reward." The leaders of the 1988-89 Annual Fund, alumni Ann and Bill Harrison, parents Susie and Linden Longino, and local businessman J. B. Hickman, all agree with Livingston's statement, and they work hard to support their belief. Like their predecessors, these volunteer chairpersons will spend countless hours writing, calling or visiting individuals within their respective constituencies of alumni, parents and friends. They give generously of their time because they believe in supporting education in general and the ideals of liberal education at William and Mary in particular.

The leadership role of the campaign chairpersons has become increasingly important with each passing Annual Fund campaign. According to Elizabeth W. Paschall '64, director of annual support, the role of volunteers in garnering support for the College is a vital one: "Volunteers add a personal touch. The volunteer's peer relationship through friendship, shared experience or class creates an identification or bond to build upon."

Ann and Bill Harrison are members of the classes of 1962 and 1960, respectively. Both were very active during their years on campus. Bill was a member of Scabbard and Blade, the Pep Club, and Sigma Alpha Epsilon; he was also vice president of the sophomore class and a Distinguished Military Graduate. Ann was in the William and Mary Chorus and Choir, Pi Beta Phi, the Mermettes and on the staff of the *Colonial Echo*. The Harrisons are a real William and Mary family — their daughter Carrie graduated in 1987, and son Kevin is a member of the class of 1992.

Bill is a vice president at Merrill Lynch & Co., and was one of the three original members of Merrill Lynch's Washington, D.C., office. Ann works for *Sea Power* magazine.

Bill says that he and Ann chose to serve

as the Alumni Chairpersons for the Annual Fund because "next to our parents, William and Mary had the greatest impact in shaping our lives. The school has done so much for us; we wanted to give something back. And since we've been involved in fundraising and supporting the College since graduation, this seemed to be a logical next step."

The Harrisons' interest in William and Mary didn't end at graduation. They have been loyal supporters of the College's Annual Fund and Athletic Education Foundation. Ann's alumni activities also include chairing her class's 25th reunion activities. Her interest in education reaches beyond the confines of her alma mater. Ann has been a PTA president and a school volunteer, and she is very active in the Reading Is Fundamental (RIF) program.

The Harrisons are "perfect for the Alumni chairpersons. Their service and involvement have been exemplary; they continue to be generous to their alma mater, and they hold the respect of their classmates and peers," says Elizabeth Paschall.

Susie and Linden Longino, chairs of the Parents Fund, are also on the Parent Steering Committee of William and Mary. Their daughter Julie is a member of the class of 1990. Susie is the vice president for research for John Portman Company; Linden is a senior vice president for the Trust Company Bank in Atlanta.

The Longinos feel that their work for the College is one more way that they are



"Next to our parents, William and Mary has had the greatest impact in shaping our lives," says Bill Harrison, who with his wife Ann is co-chair of this year's Annual Fund campaign.

advancing the cause of better education: "We're very happy to serve as the chairs of the Parents Fund. Since Julie has been at William and Mary, we have been extremely impressed with what the College is doing. We've been active with our children's schools, and when you've been involved with educational institutions, you're very aware of their need for support. We are committed to the value of education, and we feel that if you truly value something, you should work for it.

The Longinos share a strong interest in education. Susie has been a trustee of Trinity School for 15 years, and headed the accreditation committee for the school.

## Investing In William and Mary



**J.B. Hickman (l)** has worked for William and Mary for so long as chairman of the Friends of the College Committee that "people often assume that I'm an alumnus because I'm always talking about William and Mary." He is shown above with William O'Donovan, editor of the *Virginia Gazette*, and Maxine Williams, owner and manager of the Chickahominy House, who received the 1988 Prentis Award, given annually by the College to individuals and businesses who best exemplify standards of good business, community service and strong support of William and Mary. At right is President Verkuil.

and me, both financially and personally. They're good customers and they're good friends. It gives me great personal satisfaction to help them in return."

William and Mary president Paul Verkuil emphasizes that the chairpersons for the Annual Fund "exemplify personal leadership and dedication to the College's needs for advancement. They also possess the respect of all who know them."

The goal of the 1988-89 Annual Fund is \$1.85 million, an increase of \$200,000 from last year. As the volunteer chairpersons for the Annual Fund know, private support makes an enormous difference at William and Mary. Monies from the Annual Fund provide expendable resources for educational programs and help to meet other pressing needs at the College, so that William and Mary can continue to set the highest standard in liberal education in the years ahead.

Linden is a trustee of Morehouse College and has been an adjunct instructor there for the past 14 years.

J. B. and Mildred Hickman have been Williamsburg residents since 1946, and they have built a reputation for caring deeply about their community. Currently the owners of J. B. Hickman, Ltd., a men's clothing store in Denbigh, Va., they owned and operated Binns Fashion Shop in Williamsburg for 20 years. During that time, they regularly hired students and made credit available to them.

J. B. has been chairman of the Friends of the College Committee for 12 years: "You know, people often assume that I'm an alumnus because I'm always talking about the College. When they learn that I'm not a William and Mary graduate, they're surprised that I spend so much time and energy on the College.

"I tell them I love it as though it were my alma mater."

The Hickmans were the first recipients of the Prentis Award, given annually by

William and Mary to individuals and businesses who best exemplify the standards of good business, community service, and strong support of the College.

In 1986, Mildred and J. B. established an endowment to fund the "Mildred and J. B. Hickman Professor of the Humanities," a professorship designed to attract prominent scholars to the College. The position is currently filled by Elsa Nettels, professor in the English Department.

J. B. says that "the College community has been good to Mildred



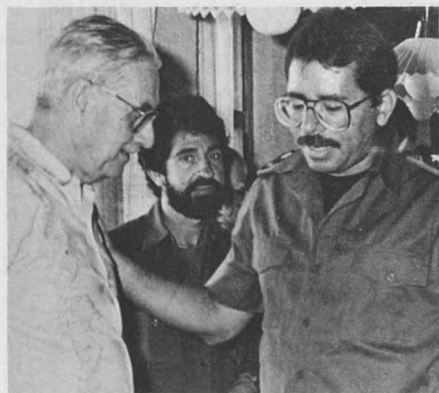
**Susie and Linden Longino, chairs of the Parents Fund**, are "committed to the value of education," and feel "if you truly value something, you should work for it."

# Alumni Publish, Receive Honors

By Virginia Collins '77

**W. Brooks George '32** was one of six Richmond-area leaders awarded a citation by the Virginia region of the National Conference of Christians and Jews for his contributions to business and cultural projects. George served on William and Mary's board of visitors from 1958 to 1968 and has remained active in a number of College and alumni activities. He has been the chairman and president of Larus and Brothers Co. in Richmond and served as president of Channel 23 and the Metropolitan Richmond Chamber of Commerce.

**Cedric L. Tolley Jr. '74** was named first place winner of the 1988 Virginia Prize in Fiction for his short story collection, "Thinking in Terms Of." The award, presented annually by the Virginia Commission on the Arts, carries a cash stipend of \$10,000. A pianist as well as a writer, Tolley has taught at both the University of Virginia and Virginia Commonwealth University, and his stories and poems have appeared in various literary journals. He is currently working on "The Accompanist," a novel loosely based on his piano-playing experiences.



Professor Woodbridge and Daniel Ortega

**Hensley C. Woodbridge '43**, a Latin American literature professor at Southern Illinois University-Carbondale, was among 24 guests who joined Nicaraguan President Daniel Ortega for lunch on Oct. 6 during a three-day visit in the Central American country. The invitation was a surprise to Woodbridge, although he later

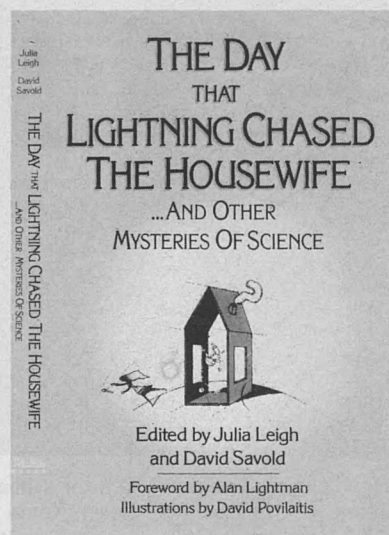
learned that Ortega makes a habit of having lunch with foreigners. Woodbridge was in Nicaragua to attend a conference marking the 100th anniversary of "Azul," a book written by Ruben Dario, the country's most famous author and poet. Woodbridge wrote an annotated bibliography of Dario's work which was published in 1975. In total, he has written 19 books and more than 100 articles on American and Latin American literatures and bibliographies.

**Raymond Mason Prickett '69** recently won an award for his artwork exhibited at a show sponsored by the New Jersey Center for the Performing Arts and the Somerset County Library. Prickett's achievement is particularly remarkable given the physical obstacles he has had to overcome in the past 10 years since suffering an aneurysm that damaged the left side of his brain, destroyed his ability to speak and affected his ability to walk. As a student at William and Mary, Prickett played football and ran track. After graduation, he continued an active lifestyle, teaching and coaching high school football. An article that appeared in *The Home News*, the New Brunswick, N.J., newspaper, discussed how Prickett's upbeat, motivated attitude and his artistic achievements have been a tremendous source of inspiration to fellow patients and staff at Roosevelt Hospital, a rehabilitative, long-term facility in Edison, N. J., where he resides.

**Jim Spencer '73**, formerly a member of the *Chicago Tribune's* features department, joined the staff of the *Daily Press* and *Times-Herald* last year as a columnist examining issues affecting the citizens of Virginia's Hampton Roads area. Spencer's column appears three times weekly on the front page of the local news section and often-times takes a probing look at controversial topics or personalities. As a result of the column's popularity, it was recently named "Best News Column" by *Portfolio*, a weekly Hampton Roads feature newspaper.

**David Savold '77** is the co-editor of *The Day that Lightning Chased the Housewife and Other Mysteries of Science* (Madison Books, 1988), a collection of more than 50 essays that focus on what science doesn't know.

Written in a literate, narrative style that is enjoyable and easily understandable by the lay reader, the book is being co-published with the American Association for the Advancement of Science, the world's leading general scientific society. Savold is an assistant editor with the association.



Cover from Savold book

**Deborah J. Smith '79 M.Ed.** (center left in photo), a clinical nurse specialist with Ancora Psychiatric Hospital in Hammon-ton, N.J., presented a paper last summer at the Third International Symposium on Nursing and Computers in Dublin, Ireland. Her paper examined the interfacing of computer assisted instruction with nursing education and practice in the psychiatric setting. She and her co-presenters are pictured here with Margaret Heckler (center right), the U. S. ambassador to Ireland.



Deborah Smith and colleagues



## Focus on Alumni

**James W. Baker '51** has written a series of four holiday magic books for children. Each one contains 10 tricks with holiday themes that can be combined to make a complete holiday magic show. The first four books feature Halloween, Christmas, Valentine's Day and birthdays. Eight more books will follow, among them Arbor Day Magic, St. Patrick's Day Magic and New Year's Magic. Baker, whose stage name is Mister Mystic, is a former foreign service officer with more than 25 years experience as a part-time professional magician. Also



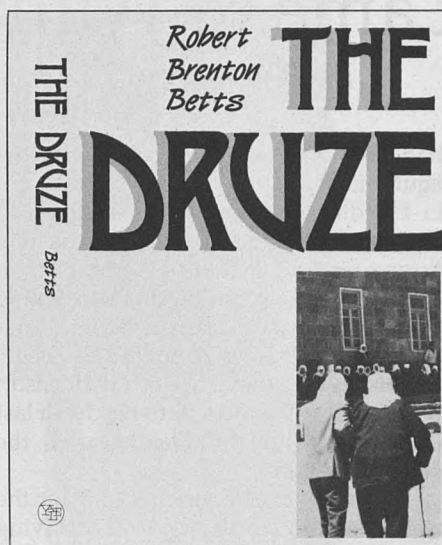
**Baker and books**

a free-lance writer, he currently serves as the *Alumni Gazette* reporter for the Class of 1951.

**Lucy G. Moore**, a licensed professional counselor with a private practice in Blairs, Va., was named one of the Top Ten Business Women for 1988 by the American Business Women's Association. Dr. Moore has made numerous contributions to her community, serving in various capacities as an educator, trainer, therapist and support group founder.

**Robert Brenton Betts '62**, director of the American Research Center in Egypt, is author of *The Druze* (Yale University Press, 1988), a book that explores the history, traditions and society of this religious sect concentrated in the mountains of Lebanon, Syria and Israel. Betts, who has spent a great deal of time with the Druze, draws upon his firsthand experiences to elucidate the key role this group has played in the shifting power struggles of the Middle East.

**James L. Young '69 M.Ed., '78 Ed.D.** has written the text for "A Field of Horses" (Taylor Publishing Co., 1988), a collection



**Betts book jacket**

of equine and foxhunting photographs by Marshall P. Hawkins. Young's words and a foreword by Jacqueline Kennedy Onassis highlight a variety of color and black and white photographs captured by Hawkins over a 50-year period.

**Warren M. Billings '62**, a history professor at the University of New Orleans, is one of six faculty members at the institution to be named a research professor. This distinction allows lower teaching loads with more time for research in addition to a travel stipend for attendance at scholarly conferences. A member of the University of New Orleans faculty since 1968, Billings is a specialist in early and Revolutionary America, legal history in colonial America and in Louisiana, and documentary editing. He is the author of four books on colonial America and has two others in press.



**Gene Galusha '63**, a free-lance writer, producer and broadcaster, is the narrator of "War and Peace in the Nuclear Age," a 13-hour documentary being aired by PBS beginning Jan. 23 and continuing for 12 consecutive weeks. The program examines nuclear weapons, strategy and politics from the 1940s to the present.



**Galusha recording**

**Linda L. Arey '66** has been appointed to the Occupational Safety and Health Review Commission (OSHRC) by President Reagan. Ms. Arey received a recess appointment, which is subject to Senate confirmation. OSHRC is an independent Federal agency that renders decisions in job safety and health disputes arising from work place inspections of the Department of Labor's Occupational Safety and Health Administration. Before joining the Review Commission, Ms. Arey was appointed and continues to serve as a member of the Advisory Committee on Trade Negotiations. In a special election held last summer, she ran as the Republican candidate for the 5th Congressional District seat in Virginia.

### Alumni College 1989

All alumni, family members and friends are invited to return to campus June 22-25 for Alumni College 1989. Sponsored by the Society of the Alumni, this year's program will focus on the Chesapeake Bay and the powerful role it has played in the history, economy and culture of the nation, Virginia and the College. William and Mary's own Virginia Institute of Marine Science will be featured along with faculty members, administrative staff and guest speakers. Special events will complement classroom activities, creating a diverse, stimulating agenda.

Participants will stay on campus in Jefferson Hall, recently renovated and air-conditioned, or they may opt to stay in a local hotel.

For more information about this exciting return to College life, please write: Alumni College 1989, Society of the Alumni, P.O. Box 60, Williamsburg, VA 23187.

# How Crew Came to William and Mary

By Bob Jeffrey '74

**G**len Grossman doesn't mind getting his feet wet—or getting up early. Each morning before dawn the junior economics major rises, along with his teammates on the William and Mary crew club, to hoist a 65-foot eight-oared hull into the chilly waters of the James River. From 6 to 8 a.m. five days a week Grossman and his fellow rowers sweat and strain behind the oars while most of their college classmates are still struggling to get out of bed.

But the crew members don't mind the grueling practice regimen. They revel in the challenge and effort involved in launching a tradition-rich sport at the College.

"We train all year around for four or five races," says Grossman. "It's a very draining experience. But when you're out on the water and everything goes right, and all the movements are coordinated, there are no pain and no words to describe the feeling," he said.

When Grossman describes the pain and pleasure of rowing, he might just as easily be talking about the rewards and responsibilities of organizing a club sport at William and Mary.

Grossman, who got bitten by the rowing bug in Monmouth, N.J., took on the tough extracurricular assignment last fall. As president of the newly formed rowing club, he inherited an organization that

had no money and no boats or rowing equipment.

He did have lots of interested and dedicated volunteers. At the first meeting during Student Activities Night, over 70 people signed up for the club. According to Grossman, "we learned by trial and error how to set it up." The club also benefited from the experience of Ed Hornsby, who coached the team until his death last October, and Tom and Heidi Martell, the current coaches.

In shortly over a year since it hit the water, the crew club has become a thriving example of the success of the sports club concept administered through the College's recreational sports office.

"Each club usually has some highly committed individual like Glen Grossman as a key student mover," says Denny Byrne, coordinator of the recreational sports office and overseer of the club sports program. "He's willing to give his time, money and interest to get the sport going here."

In the past recreational sports were considered to be "feeder" programs for the varsity intercollegiate teams, or the final resting place for intercollegiate programs that became defunct. Now the "club" concept is taking root, with some 16 separate clubs in operation.

In addition to crew, the clubs include lacrosse, riflery, men's and women's Rugby, men's volleyball, ice hockey, snow skiing,

surfing, ultimate frisbee, badminton, judo, martial arts, tennis and the outdoor club. The selection reflects the wide variety of interests in the student body.

"If the students are interested in developing and refining a particular athletic skill, our office helps them get started,"

said Byrne. "But in essence the students are running their own programs. They generate the interest, they do the programming, schedule the facilities, hire the officials and handle the books. I think it makes for a better rounded experience."

The bulk of funding for each club is out-of-pocket, along with donations, gifts and grants. There is a small stipend from the Board of Student Affairs, ranging from several thousand to several hundred dollars, depending on the expense and interest level for each club.

The rowers raised over \$2,000 in their first year, primarily through T-shirt sales, corporate matching gifts and the support of "crew parents." The team used the money to purchase a sectional eight with 16 oars from Williams College. They also bought a training single and a coaching launch.

The team practices in the "Thorofare," a two-mile stretch of protected water between Jamestown Island and the Neck-of-Land area long the Colonial Parkway, entering the James River Yacht Basin. They eventually hope to construct a more permanent launching facility in the Jamestown area, or at a site on the Chickahominy River.

The group got its first taste of real competition this past summer, racing in a regatta commemorating the ratification of the Constitution held in the Hudson River at Poughkeepsie, N.Y. The tough field included strong rowing schools like Princeton, Brown, Penn and Columbia.

The W&M club hosted its first regatta on Oct. 29, the "Head of the James," with crews from Old Dominion University and the University of Richmond providing the opposition. A week later the rowers participated in a three-mile race at Occoquan, Va.

Grossman and his cohorts are high on the future of the sport at William and Mary. "We want to be the rowing center of the southeast," he said.

But first the rowers need to solidify the successes of their first year by locating a permanent launch site, erecting a boat-house and by planning a major regatta on a local course. All that will take funds, and Grossman and the other club sports are looking for potential donors.

In the meantime, the rowers will continue to get their feet wet—early in the morning.



William and Mary's crew team rises before dawn to practice on the chilly waters of the James River in its 65-foot eight-oared hull.

# The Official William & Mary Lamp



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