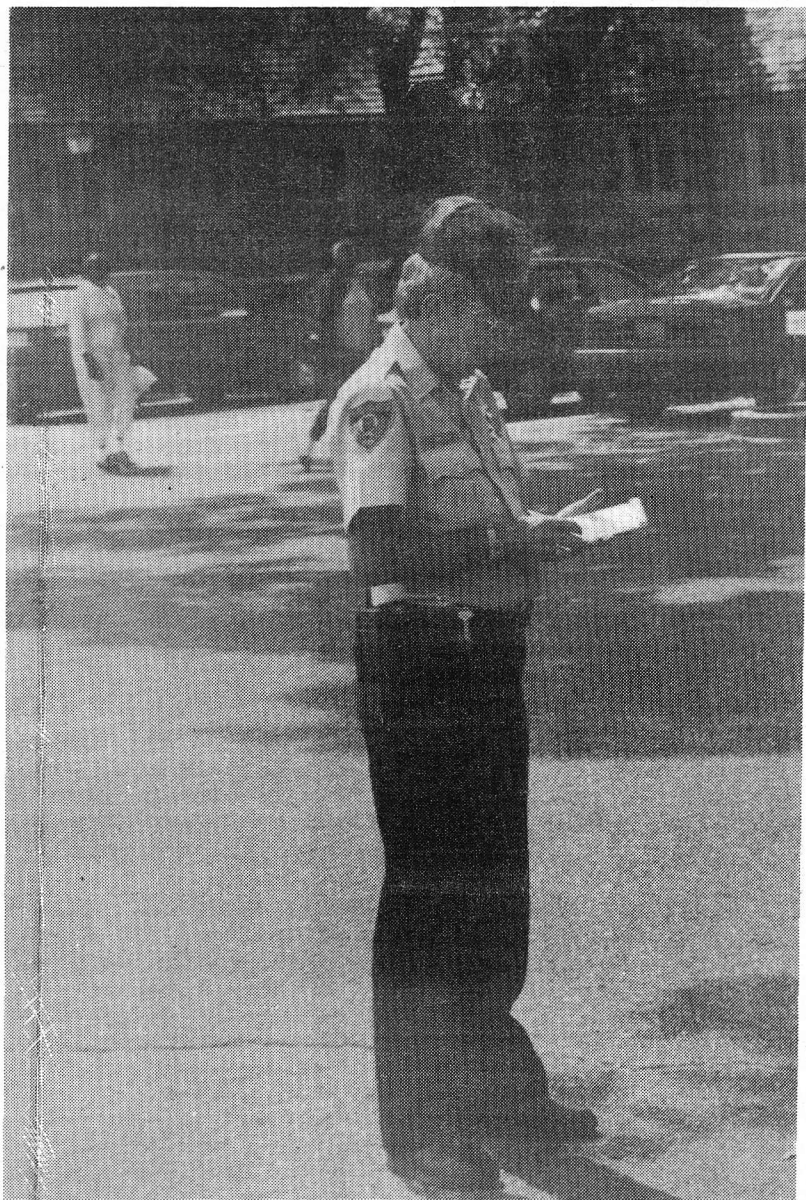
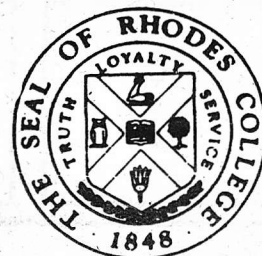


The Sou'wester

Vol. 79 No. 17

Rhodes College

Thursday, October 31, 1991



Campus Parking Premium

by Ralph Hatley
Director of Campus Safety

Parking, as we all know, is a precious commodity here at Rhodes. There is, believe it or not, adequate parking available for all users at most given times of the day. There is, however, no guarantee of consistent convenience to the user.

As convener of the Traffic Appeals Committee (non-voting member) I've been able to spot some obvious trouble spots of which most violations seem to be cited. Most of the trouble spots seem to be due to a lack of parking and traffic regulations knowledge among the community. Although parking and traffic regulations are routinely given with every permit registration and at orientation, they are available at any time in the Campus Safety office as well. In order to enhance the awareness of these regulations please note the synopsis provided for your information.

Where will be cited as improper parking?

- **No Parking:** In any "no parking" area designated by a brown painted curb or signs.
- **Fire Lane:** In any official or unofficial "Fire Lane" designated by a red painted curb or by signs. NOTE: The lane along Clough Hall from Robinson to the library is such a Fire Lane. As is the lane in front of the Refectory. The City Fire Department or Police Department may tow a car from these lanes at any time without notice.
- **Fire Hydrant:** Within ten feet.
- **Driveway:** In any driveway blocking same.
- **Loading Zone:** In any Designated Loading Zone for longer than fifteen (15) minutes, or blocking any loading zone or any ramp or turning around area serving the loading zone. Parking in non-designated areas as a loading zone is prohibited. Use of flashers in a non-designated loading zone **Does Not** justify parking here. NOTE: Planned **Designated Loading Zones** in front of New and Williford and in front of Voorhies/Townsend are forthcoming.
- **Unmarked space:** In any unmarked space at the end of a row of parking spaces, or along any curb where a space has not been designated by

white painted lines.

- **Yellow striped area:** In any yellow striped area.
- **Obstructing Traffic:** On any campus street or parking area so as to obstruct or impede the flow of traffic, or the use of driveways, walkways, doors, gates, refuse containers or other vehicles.
- **Sidewalks/Grounds:** Sidewalks, grounds or any athletic playing field.
- **Outside lines:** Any portion of the vehicle extending on, over or outside the white painted lines.
- **Blocking Ramp:** In any manner so as to obstruct, block, or impede access to a ramp constructed so as to hinder movement of handicap.
- **Multiple spaces:** Occupying more than one parking space.
- **Wheels against curb:** Perpendicular or diagonal parking, front wheels must be against curb.
- **Opposing traffic:** Parked left side to curb unless otherwise approved, ie: Library lane after 9:00 p.m.

What is Restricted Parking?

- **Faculty/Staff:** Only vehicles displaying blue faculty or staff parking decals may be parked in areas designated as being reserved for faculty staff and employees. Buckman Fac/Staff is reserved for 24 hours. Fac/Staff near Briggs student center is signed restricted until 5:00 p.m.
- **Reserved:** Spaces marked with a name, number, or word "reserved" are reserved for the exclusive use of that person 24 hours per day 7 days a week.
- **Handicap:** Exclusive use of vehicles displaying a valid handicap license plate, placard, sticker or other identifying device.
- **Special Permit Parking Commuter Lot:** Located east of the student center. Reserved between 7 a.m. and 5:00 p.m. for Rhodes students that commute to school and have the "hang down" permit displayed.
- **Visitors:** Reserved 24 hours per day for visitors, not staff, faculty or students. Note: If you're driving a different car that does not have a Rhodes Decal on it, you cannot park in the visitors space. You must get a temporary decal from the Campus Safety office and park accordingly.

- **Off Campus Areas:** These areas are not posted but are restricted. Based on an agreement with the neighborhood association of Evergreen district the following areas are restricted.

- North side of Snowden between University and Barksdale.
- South side of Snowden from alley behind Stewart/North Stewart residence Hall to Barksdale Street.
- North side of Tutwiler from Spann Place Drive to Barksdale.
- West side of University from Snowden north to Mignon.
- Private parking lot in rear of Evergreen Church.
- West side of University from Tutwiler to the driveway of King Hall.
- South side of Tutwiler west of University St.

What is a Moving Violation?

- **Speeding:** In excess of 10 mph.
- **Reckless Driving:** Vehicles operated in such a way as to endanger life and/or property.
- **Failure to Maintain Control:** Vehicles must be under control at all times. Striking a fixed object is prima facie evidence of inability to maintain control.
- **Driving Under the Influence:** Operating any vehicle on the campus while under the influence of alcohol, drugs or any mind altering substance.

- **Driving on sidewalks and grounds:** Operating any motorized vehicle on sidewalks, grounds or any athletic playing field.

- **Disregarding Officer's Signal:** Operators must obey officers visual or audible signals to stop or decrease speed at all times.

How long do I have to appeal a citation?

- All appeals must be filed within two weeks of the date of the ticket issue.

How do I appeal a citation?

- Simply write on the back of the ticket or attach a copy of the reasons for your appeal to the ticket and turn in at the Campus Safety Office Desk.

We encourage anyone with questions about parking to come by the Campus Safety Office and receive a copy of the regulations or just sit down and talk about it with me.

Seniors Polled On Commencement Changes

By S. Liles

Many seniors went to their mailboxes on the Thursday prior to Fall Break and found a notice that substantial changes had been made to the graduation schedule. An attached questionnaire, however, gave seniors some choice in the matters of date, location and speaker.

Commencement activities have been moved from the scheduled Saturday and Sunday, May 9-10. The questionnaire gave seniors two options for rescheduling: Thursday and Friday (May 7-8) or Friday and Saturday (May 8-9). The changes were made, according to the memo, to "reduce the long wait for seniors between examinations and graduation" and "enable the college to get an earlier start on maintenance and renovation of residence halls, classrooms and other facilities."

As has been the practice in recent years, no speaker has been scheduled for graduation. The memo listed the reasons for this decision (the college uses only "free-of-charge" speakers

and these are very hard to schedule, speakers draw attention away from the students, and a speaker makes the program too long) but still invited student input on the decision and asked for suggestions.

Baccalaureate, the Presbyterian church service that accompanies graduation, has also been changed. Last year, the service was held at First Baptist Church because it seats 2,000 (about 800 more than Idlewild Presbyterian Church, the traditional location). There were objections among students and faculty members. The complaints arose out of the Southern Baptist Convention's stance on women, including the widely accepted ban on female pastors. Again, the college has asked for student input on the change.

The memo, dated October 16, was issued from the office of Lloyd Templeton, Special Events Coordinator, and the attached questionnaire was due back by Wednesday, October 23.

All-Sing Tomorrow Night

by Rachel A. Nelson

Upon us once again is Parent's Weekend. Parent's Weekend is a pleasure not only because we visit with loved ones, but because it marks the annual Kappa Delta All-Sing. This exciting event has been a Rhodes tradition for over twenty years. Kappa Delta undertakes All-Sing not only to entertain, but, more importantly, to raise money for Kappa Delta's national philanthropy, the Children's Hospital of Richmond, Virginia. The Children's Hospital functions solely on

donations, gifts, and endowments, with donations comprising nearly 50.5 percent of its financial sources. Other organizations benefitting from All-Sing are Habitat for Humanity, BREAK Family Respite Center, and Hospital House for St. Jude and the V.A. Hospital.

A variety of Rhodes College groups, including Greek and non-Greek, will be participating. The theme is "Songs of the 1970s." Awards will be given for first, second, and third places. In

addition, an audience appeal award will be given.

All-Sing will be tomorrow night, Friday, November 1, at 7:00 p.m. in Central High School's auditorium. Central is located at 306 South Bellevue Blvd. Admission is \$3.00 for adults and \$2.00 for students. The competition promises to be very entertaining, so come cheer for your favorite group. Join the Rhodes' community in an evening of music, drama, and fun.

Editorial:

A Matter of Priorities Streamlining Graduation

by S. Stinson Liles, Editor

Last Thursday (before Fall Break), I received in my mailbox a letter and a questionnaire regarding the graduation schedule for this year. As is reported elsewhere in this week's paper, Commencement has been moved from the dates listed in the calendar and seniors are being surveyed as to which date they prefer. Our input was sought, according to the letter, because graduation is "our day." As the letter progressed, though, I began to feel less and less like graduation is any more "our day" than the other events of the college year.

The change of dates (a move from May 9-10 to either May 7-8 or 8-9) is discussed as beneficial to everyone in that "the long wait between examinations and graduation" for seniors is reduced and the College can "get an earlier start on maintenance and renovations of residence halls, classrooms and other facilities." I am doubtful that many seniors would mind an extra day or two of Senior Party Week and am equally skeptical of what kind of head start Physical Plant could get in an extra Sunday (or Saturday and Sunday). The lack of any obvious benefit in the plan is not as bothersome, though, as is the potential problems it may cause. Many parents who work (and with tuition like it is that's most of 'em) will now have to miss Baccalaureate and possibly Graduation because one can only drive so far between 5:00 on Friday and 10:00 a.m. on Saturday. If the Thursday-Friday schedule is implemented, only the parents who can leave work for one or two full days can even consider coming. A college that prides itself on its financial aid awards and the possibility for *any* qualified student to attend should show a little more concern for the parents that have to work to give their children the gift of a Rhodes education.

The most clear advantages of the proposals are that the college will pay less overtime for weekend work if the Friday-Saturday schedule is used and will pay NO overtime if the Thursday-Friday plan is adopted.

The questionnaire urges that seniors "compare notes with parents, especially concerning family travel" before choosing one of the sets of dates. If concern for parents was truly an issue in this decision, the Saturday-Sunday schedule would have been retained. I can't think of an easier way for the college to *prove* it is truly committed to students and parents in more distant regions of the country and to *prove* it is committed to students and parents of all financial means.

"An Eye For A Tooth" America's Newest Anti-Crime Bill

by Trent Taylor

I am outraged at the recent anti-crime bill that sailed through the House of Representatives on October 22. The key points of the bill include imposing the death penalty on over 50 more federal crimes and limiting the appeals by condemned prisoners. Some of the new federal crimes that Americans soon can be executed for include crimes that do not even involve death. Treason, espionage, and dealing in massive amounts of illegal drugs will soon be punishable by execution. One used to be able to argue for the death penalty with the old adage, "An eye for an eye, a tooth for a tooth." Now, though, I guess it will be an eye for a tooth.

In my hometown, a man who I used to know was convicted on first

degree murder charges and if he is convicted, he faces life imprisonment or the death penalty. He is definitely guilty, but should he pay for his mistake with his life? This man had a horrible childhood and home life. No one ever cared for him. Society creates these problems, but it refuses to acknowledge its own mistakes. If we would attack crime at its roots, we could be more effective in stopping it. In no way does expanding the crimes one can be executed for and reducing appeals stop, or even slightly lessen, crime. What good does it do to kill the criminal? It is not going to bring back the victim. We need to stop crime before it ever starts. Impose gun control. Start more programs for troubled teens. Rehabilitate criminals and make them productive members of

society. These are all steps in the right direction.

The Bush administration wants to limit and virtually eliminate the appeals made by condemned prisoners. They argue that prisoners file frivolous petitions to delay their execution. Frivolous to whom? Certainly not to the prisoners whose very life rides on these "frivolous" appeals. It just goes to show how much Congress and the Bush administration are out of touch with reality on this issue. I suppose, though, that it is good that our nation's leaders are trying to do something about the rampant crime problem in the United States. They are just going about it in the wrong way. And the crime will continue until it is suppressed at its roots, the only effective way to stop crime.

LETTER TO THE EDITOR

To the Editor:

I can't help but wonder if Bryan Pepper might not be in need of treatment for paranoia. He never really established the direction of which the "implied" colloquial article was cast, and spent more time dwelling on the inconsistencies attached to the usage of the word, questioning the rights of the user, and perhaps even treading lightly upon the rights guaranteed by the constitution: "Restricting such speech, rather than limiting the individual, increases the opportunity to grow." On the other hand, I see this opinion as the antithesis of productive growth. Whatever one's practical ability to express themselves, everyone has a right to their own opinion. Albeit made in haste, but notwithstanding made without restriction, which, perhaps, makes one uncomfortable with their position in respect of the current usage of the term.

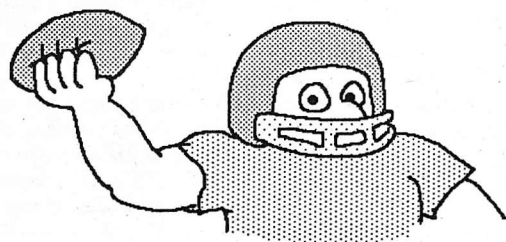
Let's identify the usage of the term and determine for ourselves who the term was meant to describe. If one is

indeed a "fag", the interpretations are many and variegated. The Oxford American Dictionary describes a fag as, "to make tired." Perhaps indicating by the usages that one is either tired by the presence of one, or that one is "fagging" which is to make one tired, hence no references to sexuality implied, factual or otherwise in the subject. Additionally we find "fag end" which is "an inferior or worthless remnant." Perhaps Mal saw a cigarette butt on the floor and implied the contemporary slang, a familiar vernacular "fag".

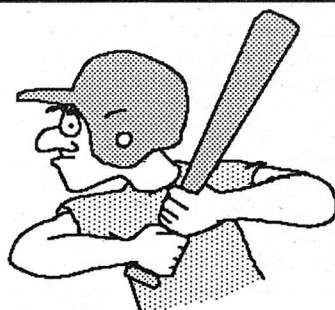
Bryan, why didn't you just ask Mal what he meant. I'll ask him for you if you like. And perhaps you can arrive at a satisfactory conclusion. And if you are a "fag" or if Mal is just "fagged out", I'd like to know! It might be from the erudite argument which Bryan has presented we can arrive at concrete terms for Mal which will help him establish a more conventional method for calling a "fag" another name or giving a "fag" another title which might appear more appropriate in the author's view.

Andy Alecki

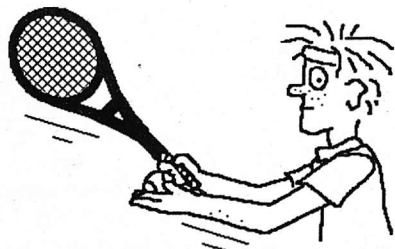
Q: Where, at Rhodes, can you find ...



... beautiful passes, ...



... awesome hits, ...



... magnificent serves, ...



... and a #1 ranking?

A: Volleyball! Go Lynx! Congrats on winning SCAC! WIN WIIIIII

The Sou'wester

The Sou'wester is the official student newspaper of Rhodes College. It is published every Thursday throughout the fall and spring semesters with the exception of holidays and exam periods. The office is in the basement of Palmer Hall. Staff meetings are held there each Tuesday night at 7:30 and all students are welcome to attend.

Interested parties are encouraged to write letters to the Editors, which may be delivered to the office or sent via campus mail. All letters must be signed. Any letter for publication may be edited for clarity, length, or libelous content.

Student publications at Rhodes are governed by the Publications Board — the Editor-in-Chief and Asst. Editor are the elected representatives of that Board. The opinions expressed in editorials and featured columns are those of the editors and contributing writers and do not necessarily represent the official viewpoints of The Sou'wester or Rhodes College.

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What I Remembered During Fall Break . . . Or, How To Play A Fun Game Of College

by Bill Jordan
Contributing Editor

Fall Break is a wonderful invention. Since Rhodes is not a commuter school where people tend to migrate home in mass for the weekend, we seem to get caught up in the activities, class work, and politics of our little ivy enclave. This can be bad. This is why we need Fall Break.

Certainly, Rhodes, has much to offer. Clubs, organizations, conversations, debates, games, work, love, sleep, parties, pranks, procrastination, pub, plays, and Taco Bell (or Pat's Pizza for the alliterate) can dominate our college life. We tend to forget about the rest of the world, even though we may have a job outside school or just watch the news and read a paper to keep up with world events.

Rhodes is comfortable, safe, and relatively stable. It practically begs us to participate in its life by offering us so much from which to choose. However, like an all-you-can-eat buffet for \$17,000, it can also be a tad overwhelming, and cause you to make it too important.

I am certainly a victim of taking things a little too seriously, and I am sure that many others are too. Because Rhodes dominates our lives, even little events here become large and blown out of proportion with reality. This is why Fall Break is important. It provides a little perspective and a little rest from making the trivial too important.

The people that I talked with during Fall Break didn't care about the fence, or about Baccalaureate at First Baptist,

or about Greeks and independents, or about the alcohol policy, or about the masters in Accountancy program. They cared about the Braves, but they didn't care for Jane Fonda, the PC marauder. They cared about Congressman being able to write bad checks when they couldn't even keep the government from raising taxes. They cared about their families. They cared about our government becoming too big and putting too many restrictions on them. And they cared about having a good time with their lives.

Most importantly, with as much as these people cared about what was going on around them, they didn't go into spasms of fury with the onset of every little piece of news which they didn't like. None of these events, not even the Braves losing, means the end of the

world is nigh. People bounce back, go on, and have fun. Because without fun, without viewing things in proper perspective, and without having a little bit of a sense of humor, life can be fairly (and falsely) dark and dismal.

Rhodes, too, should be fun (and most of the time it is). The organizations we're in should be fun. Our faculty and administration should be fun. Most of all, we should have the tolerance and the sense of humor to allow Rhodes to be a fun, exciting, and vibrant place to live and learn.

Forget campus politics and bitching, forget arguments between faculty and departments, forget conflicts between students and authority, and forget the divisions that students have all too arbitrarily placed among themselves. These things, when blown out of pro-

portion, are not very conducive to having fun, and it is certainly easy to make fairly trivial and in inconsequential things at Rhodes seem like the future of the world rests upon their outcome.

College is a game . . . and it is a game worth playing. Though it is a game that involves politics and bitching and conflicts and divisions, it is also a game which involves bonding and friendship and learning and fun. So as we move into a season in which it becomes darker, colder, and wetter, go ahead and play the game of "college," but remember that despite all the garbage that happens during this game, the number one rule is to have a sense of humor and have fun. If we can manage to have a sense of humor, and a tolerance for others, then our game will be significantly easier and more beneficial.

Education In America

J. B. Cormier, Campus Editor

Where has the drive to learn gone in the United States today? What has happened to the thirst for knowledge that should exist in the souls of students? I don't know if I can answer any of those questions, but I do think that I know what has caused the demise of that quest.

I can recall, when as a younger person, I read anything and everything. This wasn't meant to last, however, because gradually, slowly, IT got to me.

IT, I believe is the educational system in the US. I am not going to try to compare it to systems in other countries, because I don't know enough about them and haven't studied under them myself. I do think that there are many things fundamentally wrong with our concept of education.

There are two basic problems. I don't know which is worse, but they are the students and the teachers. The worst thing is that they each encourage each other — negatively. Students don't want to take responsibility for

their education and teachers allow things to continue as they are. I suppose it should be said that the teachers really have no choice since their jobs are only kept by not "making waves," which makes the administration also to blame for not understanding what is really needed.

In an ideal situation discussion is the basis for learning. In a course in this ideal, students would be required to read maybe two designated texts and about three optional texts. The teacher would lecture only on the designated material. Students would have to investigate the things in which they have particular interest and would have to be active in class, bringing out the material which they examined individually with more detail. Grades would be based on the exams, papers and the quality of discussion.

Papers would be the best way of "testing" the students' understanding of their individual material, but exams would be the way of testing the students' ability to combine their own

work with that which the teacher assigned. Papers should then cover only the subject the individual studied on his/her own. Exams would demonstrate their mastery of their optional material in conjunction with the required texts. Along with discussion, the teacher, then has a very accurate description of what the student has learned and how deeply the student has explored the subject on which to grade the student.

The problem with this ideal is that the majority of students do not wish to learn. Extra reading, real research, active discussion, etc. are the nightmares of many students. They would rather have information handed to them in a nice neat form that can simply be repeated for the exam. They look upon the rare student who does like to seek knowledge as a pain to the flow of the class. Students who participate in class discussion are seldom appreciated and are very often hated. Recently a friend reminded me of a comment which is something to this

effect: "College is the only place where people try their hardest not to get their money's worth."

Teachers can't do very much because the whole system would rebel against any attempts at their really teaching students to learn. If a teacher decided to follow a similar ideal, s/he would at the least be strongly reprimanded by the administration. The reason for this lies in the fact that a majority of the class would fail the course. They and their parents would raise such a fuss that the administration would feel obligated to say something unpleasant to the teacher, who would never repeat the experiment.

The only way that this would work is if the administration simply mandated this change across the campus. Unfortunately, after one semester many students would withdraw. Rather than really learn something, they would rather have an easy time getting a diploma that "proves" that they know something. The most tragic

thing is that money drives the system and the administration would never take such a step. Because this is so, the education system will never experience change in any real sense. It will continue to churn out such "educated" people who really don't know anything.

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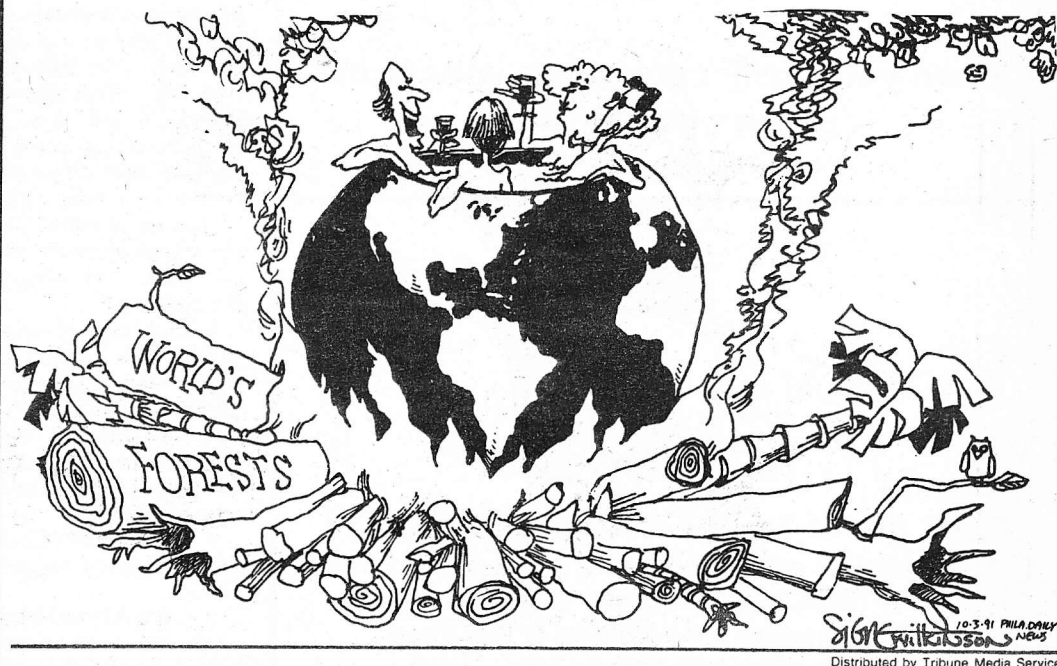
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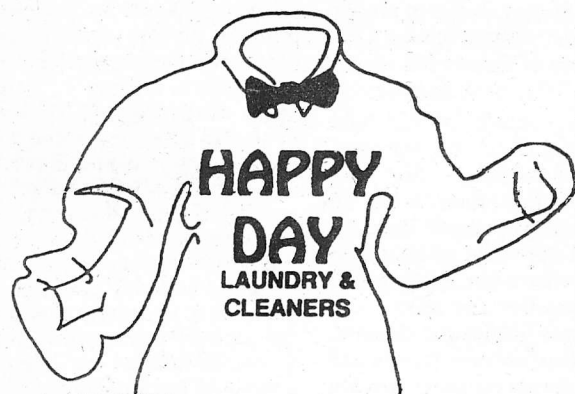
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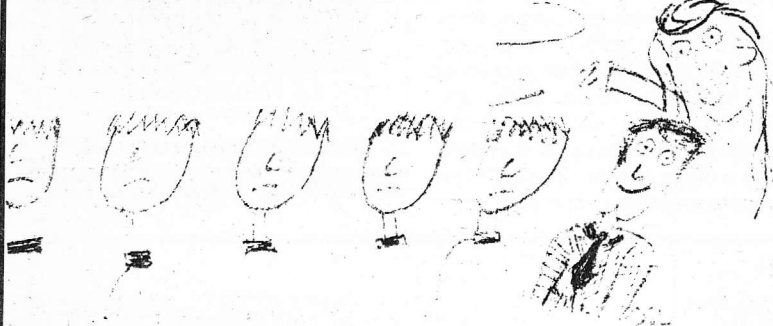
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Students Are The Casualties In Parking Wars

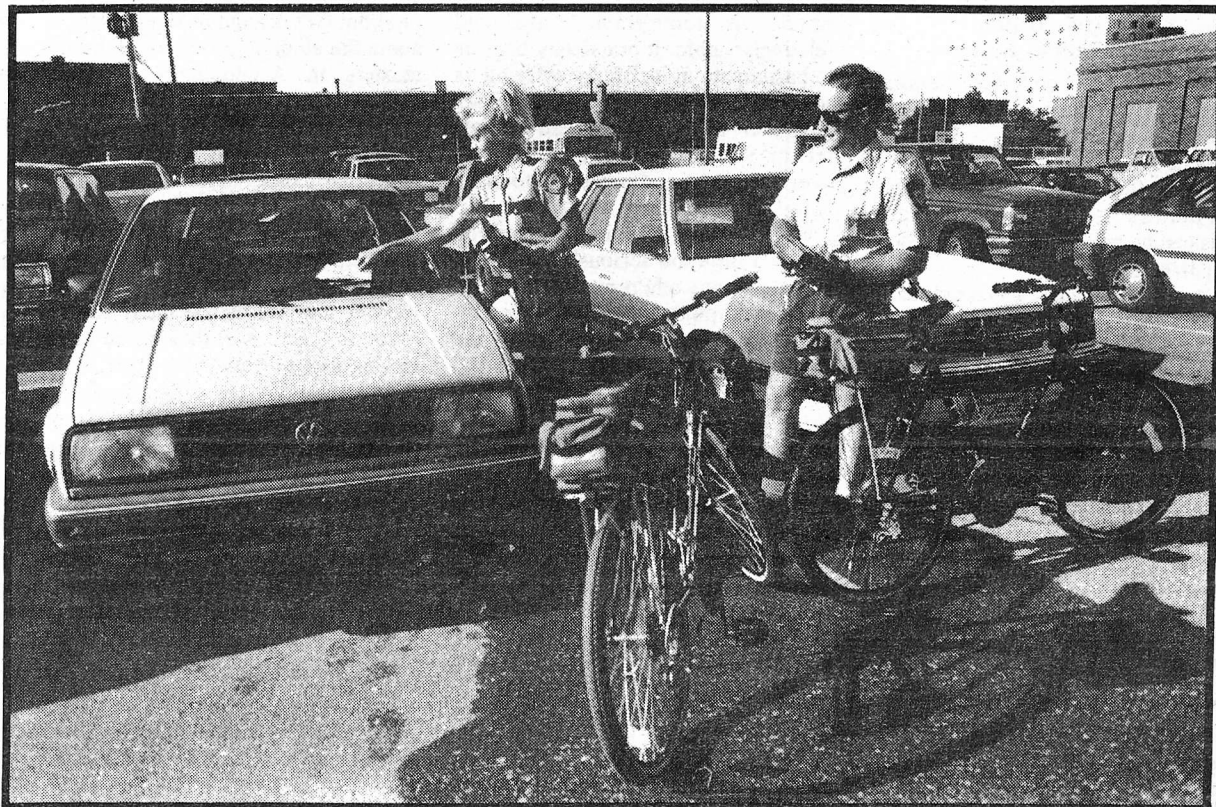


Photo by Michelle Paulman

Bike patrols at the University of Nebraska give cadets more mobility, hence more tickets.

by Amy Reynolds

(CPS) — They're asphalt battle zones.

Every morning, thousands of student soldiers climb into their mobile units — sporty and small, bulky and rusting — and fight for a small rectangular space defined by painted white lines. Most lose.

Permits, tickets, fines, towed cars and just plain aggravation over this increasingly endangered species — the parking space — seem to gain more attention every year. Why?

Because students are paying more for permits, more for parking violations and are finding fewer spaces. Administrators are looking for creative ways to curb the hue and cry and punish violators.

"We're all facing the same problems," says Sue Justen, parking division manager at the University of Washington in Seattle. "As campuses enlarge and put up additional labs, buildings, etc., they are building on their lots. 'That takes away close-up parking,' she says. "And as we replace surface lots with ramps and garages, they're more expensive so people are paying more."

How much more? That depends on the school. Here are some yearly permit prices at colleges around the country:

- University of Arizona — \$20 for surface lots farthest from campus; \$1,325 for a "premium" reserved 24-hour spot.

- University of New Mexico — general student permits are \$45; \$325 for reserved spots complete with your own sign.

- Southeastern Louisiana University — last year's \$10 permit now costs \$15.

- University of Nebraska at Lincoln — faculty reserved spaces (including a spot for the chancellor) are \$265. Student reserved spots are \$150. Re-

mote lot permits are \$10.

Meanwhile, a large number of schools are establishing or increasing shuttle services that make for a college version of park and ride.

"A lot of our parking spaces are located on the perimeter so we found that a lot of students park there and take the shuttle onto campus," says John Henderson, administrative assistant in the Arizona parking and transportation office. "We're presenting transporting over 5,000 students a week." Arizona's shuttle service is free, as it is at Nebraska. Nebraska recently put more emphasis on utilizing shuttle service after the university hired consultants to conduct a study of its parking situation.

The University of Washington is working on a program to decrease the number of cars on campus and make transportation more economical for students.

The new "U-Pass" costs students \$6 a month, buying them 24-hour free access to buses, emergency rides home by taxis and night security shuttle service.

The school is also offering free parking for carpoolers and inexpensive parking tickets (\$1) at up to two per week. The regular parking rates are steadily climbing to encourage use of the new programs.

"Our stadium is built on the water. We are situated between Union Bay and Lake Washington. We're basically on a natural hourglass and there are lots of bridges," Justen says. "When school starts there is a tremendous impact on the city."

As a result, the city passed an ordinance barring the university from adding any more parking spaces. The U-Pass is partially a result of that and partially the result of successful programs elsewhere.

Another university with a problem because of its city's unique natural

design is the University of Wisconsin at Madison. Madison is an isthmus — a narrow stretch of land connecting two larger pieces of land. That has caused diminished parking space and increased headaches for everyone, both students and residents.

To park in Madison for a prolonged period of time, people purchase permits for off-street parking and for 48-hour permits in special areas. Police are serious about enforcement.

In 1988 they issued 175,000 tickets; in 1990, 183,000 tickets. Through August, 1991, the parking division alone has issued about 100,000 tickets.

Sgt. Victor Lambert who heads parking enforcement in the traffic bureau says his unit just deals with on-street violators.

"We're very strict. We have 18 people who just give tickets," he says. In addition, another city traffic division stations officers at the city's parking garages to write tickets.

New police bicycle patrol units on some campuses are issuing more tickets, adding to the challenge students face on a daily basis.

"All dressed up and nowhere to park," began an editorial in the Michigan State News. "'No Parking' signs have become old hat and free parking spaces are revered . . ."

Just before the University of New Mexico announced its plans to build another parking facility, an editorial in the Daily Lobo suggested eliminating reserved parking spaces for the university big shots when the state Board of Regents meets at the school.

"That would force the problem out into the open. It would be the 'mother of all parking headaches.' It would be 'Parking Hell,'" the editorial read. "If that were to happen, how long do you think it would take before parking structures began sprouting up on campus?"

Student Assembly News

by Mary Elizabeth Webb

Jennifer Holyer announced at last week's Student Assembly meeting that programs for the Adopt-a-School project are already underway. The programs include the Homework Center, Adopt-a-Friend, and Time to Read. In addition, Dina Facklis will be starting a Drama Club next semester, and Lacey Taylor is offering music tutoring. Any student who is interested should contact Jennifer.

Vice-President Drew Henry reported that Amber Khan is working with the American

Association of University Students to establish an Issues Forum. Any student who is interested should contact Amber.

Annette Dubard announced that the race relations committee is preparing a report on racial issues to present at the November 6 Roundtable Meeting. Any student interested in helping should contact Annette.

The Curriculum Committee is exploring the possibility of bringing back the Search Film Studies, and announced that Rhodes is thinking of adding a masters' program in Accounting to

accommodate new requirements for the CPA exam. The Assembly is polling students for their opinions about establishing this program.

The Student Life Committee announced that several small notepads from Campus Concerns Corner are missing. If anyone has seen them, contact Drew Henry. The Religion Commission is sponsoring a non-denominational Christian retreat the 8-9 of November. The cost will be \$14, and any interested students can contact Joyce Shin, Ben Scott, or Chaplain Newton.

Dean Laakso Uses New Position To Help Struggling Students

by Gayla Bassham
Associate Editor

For the first time, Rhodes has an Assistant Dean of Academic Affairs devoted entirely to working with struggling students. Kathleen Laakso, who became assistant dean after Bob Llewellyn decided to return to teaching full time, spends most of her day working with students with academic difficulty.

Laakso said that the college had "felt a real need" for a position of this sort. Llewellyn worked part time with students having academic problems, but he also dealt with curriculum and budget matters. Laakso's sole administrative duty is to help these students. She tracks their progress, talks to their professors and faculty ad-

visors, helps them improve their study habits, and sometimes helps them get career counselling.

Laakso says that she is contacted by everyone: professors and advisors worried about specific students, parents concerned about their children's grades, or the students themselves. Academic difficulties can stem from a variety of factors: excessive absences, trouble making a connection from high school to college, or problems in their personal lives. "A lot of it is just problem solving," she explained. "Sometimes their priorities get skewed."

Laakso sees mainly first and second-year students. She is also in touch with some juniors

and seniors who are coming back after academic suspension. Most, however, are on the borderline: the intent is to make sure that students do not go on academic probation in the first place. Although she does follow the progress of students, Laakso says that she does because she is interested in the student's well-being. "I get personally involved with these students," she said. "But I don't want to sound like Big Brother or Big Mother, because I'm not going to watch their every move."

Any student who is concerned about poor midterm grades should contact their advisors or Kathleen Laakso (x3664). The last day to withdraw from a class is November 1.

Agreement Ending Kinko's Suit Halts Production Of Unauthorized Article Anthologies

A precedent-setting copyright infringement suit involving one of the largest statutory damage awards ever granted in a copyright case ended today with the signing of an agreement between the eight plaintiff publishers, AAP, and the defendant, Kinko's Graphics Corporation. The suit, which was coordinated by the Association of American Publishers, was brought against Kinko's for producing and selling course packets to college students which contained copyrighted material used without permission and without payment of permission fees.

The case was decided in the publishers' favor earlier this year. In addition to stipulating specific monetary damages and attorneys' fees in this litigation, the agreement concluded today spells out the terms that will govern relations between Kinko's copyshops in the U.S. and U.S. publishers both within and outside of the AAP memberships.

In addition to agreeing not to appeal the decision, Kinko's will pay a total of \$1,875 million in statutory damages assessed by the court and attorneys' fees.

Acceding to the principle articulated in the federal court opinion that copyright laws must

be fully respected when copyrighted materials are used for educational purposes, Kinko's agreed to get permission for the use of publishers' copyrighted materials in these anthologies. In turn, the plaintiff publishers and AAP have agreed not to sue Kinko's Graphics Corporation for the making of unauthorized anthologies prior to the date of the federal court ruling, March 29, 1991. The agreement makes these points applicable not only to the eight plaintiff publishers and Kinko's Graphics but to some 50 additional publishers and approximately 100 additional Kinko's copy shops.

Ambassador Nicholas A. Veliotis, President of the Association of American Publishers, characterized the agreement as "good news — for copyright, for publishing and for the educational community." Veliotis stated: "Copyright encourages creativity by ensuring that authors and publishers are compensated for their original works. It is fitting and appropriate that copyright be respected within the context of American higher education, which itself makes such a dynamic contribution to this country's intellectual creativity. This agreement is a positive instrument for fostering that respect."

Ambassador Veliotis also announced that the Association has mapped out a long-range program to monitor and seek compliance with the copyright law. At the same time, Veliotis pointed out, publishers, bookstores and copy centers have begun an ongoing process to explore and develop a variety of channels through which permissions requests can travel. "We will continue to work together to insure that the process works," Veliotis said.

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George Thorogood to Play At Memphis State Nov. 3

George Thorogood And The Destroyers are bringing their rough-and-tumble hard rock and blues music to Memphis State University on Nov. 3.

George Thorogood And The Destroyers, along with blues musician Susan Foley, will perform at the MSU Fieldhouse at 8 p.m. It is sponsored by the MSU Student Activities Council and the SAC Concert Committee.

George Thorogood And The Destroyers have toured through all 50 states during the past 15 years, performing their brand of hard rock and blues. Their albums include "Bad To The Bone," "Maverick" and "Born To Be Bad." They are now promoting their new album "Boogie People."

Tickets are available at the University Center Ticket Office at \$2 for MSU students, \$5 for MSU faculty and staff and \$12 for the public.

For more information, call MSU's Student Activities Council at (901) 678-2035.

A CRITIC ON CRITICS 2

by Jason Vest

In any profession, there is a need for its practitioners to keep watch over it, ensuring that the profession remains alive and vital instead of decaying and eventually disappearing. Such as self-motivated interest is accomplished through a dual dialogue, both within and without the profession. The former, which is simply the members of a profession talking amongst themselves about what they do, provides the opportunity for the subtle nuances of the trade to be better understood and improved upon through communication of the people who understand them best.

The latter, which is simply the seeking of outside opinions, is invaluable because it provides for fresh, more objective viewpoints. The person within a profession becomes closely attached to his work and is concerned with its form and the direction in which it is moving. An outside observer, however, tends to see the people who comprise a profession more than the profession itself. A professional has an extremely personal view of how he performs the task at hand, while the observer can offer fresh, often innovative insights because he, not practicing the profession, maintains an impersonal distance which the professional doesn't have. Talking with an outsider allows "the person within" a profession to acquire a viewpoint which, because of his immersion in the trade, eludes him.

What is this?, you ask with growing impatience, ready to knock down my door and thrash me mercilessly for expounding a gloriously longwinded argument.

An applicable truth, I reply, which some would call a cliché: talking about what we do reveals who we are in all sorts of ways.

In light of this, the profession of criticism is a curiously closed one. Critics don't widely speak about their profession, at least not often and certainly not publicly, which serves to prove that not talking about what we do also reveals who we are and, if allowed to go unchecked, leads us down some dangerous paths. There are scores of writings on *how* and *what* to critique, but far fewer on the subject of criticism itself—its underpinnings and ramifications, for example.

Before continuing, let's understand where I'm taking those who have managed to remain awake and mildly interested: I don't

consider myself a critic in the sense that Vincent Canby is a critic. I don't critique for living. I do, however, have a vested interest in it, and the fact that my thoughts are printed, about which others can love, hate, or not care, does make me a bit removed from the purely casual observer. As such, I have seen a disturbing trend mount within the profession of criticism, most notably within film criticism, an area to which I keep myself linked. It is a matter of some concern and something to be kept in mind by those who spend time listening to critics.

Nowhere was this concern brought more to my attention than during the past summer, a few short weeks ago. I was watching *Siskel and Ebert*, a staple of the film buff. Gene and Roger were reviewing *Hot Shots!*, a spoof of military films, including *Top Gun*. The conversation naturally wandered into the area of parody and Gene mentioned that straight parodies aren't often successful. He used Steve Martin's *Dead Men Don't Wear Plaid*, a delightful yet underrated 1983 film (criticism mine), as an example. Roger replied that such films' lack of financial success is due to the audience's low standards but, as critic, he and his peers can maintain their higher standards.

As one of Roger's fellows, in spirit if not in name, I was stunned by this statement. He is essentially saying that the audience, a trite term for everyone other than critics or, dare I say it?—the masses!—is not as sophisticated as he. Though you may be thinking that this is quickly turning into a lecture on political correctness, it's actually nothing of the sort. Ebert's statement exemplifies perhaps the worst quality of any trade and especially that of the critic: professional arrogance.

To some, such as myself, this sentiment is as distasteful as it is disturbing because it is unsophisticated enough to portray "the audience" as a unified whole. The audience is comprised of individuals, all of whom have individual thoughts and opinions. Allowing "the audience" to think for one's self happens, perhaps more than we'd care to admit, and is a dangerous pursuit. To believe, however, that every member of the audience thinks alike is to deny the diversity and, by implication, creativity of humans.

Thinking of the audience as a non-thinking entity is a trap into which one easily falls. When a person deals with a subject continually, the person becomes comfortable with it. When this belief is brought into the realm of opinions, it holds little validi-

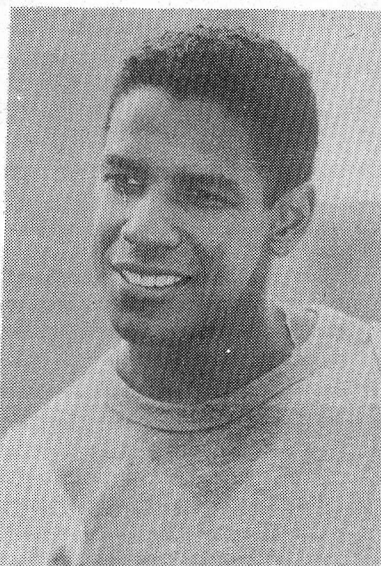
REVIEW: RICOCHET

In these days of our declining economy, it is getting hard to make movies, especially action pictures. The costs are rising at a fantastic rate: stars' salaries (Schwarzenegger's jet for T2 and Bruce Willis' \$5 million for only his voice in *Look Who's Talking Too*) and production costs (\$100 million for T2 and \$70 million for *Die Hard II*) can be enormous. The worst thing about all this cost is that there may not be anything great to show for it. A good example is that piece of crap called *Look Who's Talking Too*. A big star, a "name" director and a huge wad of money does not automatically lead to a hit. As a result, it is refreshing when for \$30 million, a riveting, white-knuckled action movie comes out. That movie is *Ricochet*, starring Denzel Washington and John Lithgow.

At the beginning as a police rookie, Nick Styles (Washington) jump starts his career by arresting psychopathic hit man Earl Talbot Balke, played to perfection by Lithgow. In prison with his "career" ruined, Blake sees Styles career rise from rookie to detective to assistant district attorney and probably much more—all from the fame of Talbot's arrest, planning his revenge. When he does break out of prison, he then proceeds to set his ruthless plans into action.

To put it bluntly, this is one fantastic movie. Lithgow's performance as a crazed evil man in search of vengeance has not been seen since his turn as a

serial killer/hit-man in 1981's *Blow Out*. Forget Harry and the Hendersons; Blake is just out and out mean. While sitting in the theatre, one finds



Denzel Washington as Assistant District Attorney Nick Styles in Warner Bros.' action-thriller "Ricochet," also starring John Lithgow.

his or herself in total amazement at the utter viciousness of his actions. Still, the underlying performance is quite real.

With Denzel Washington as the foil to Blake, the movie is perfectly balanc-

by
Chuck Cardona

ed. As a young man on the rise, Washington brings a fine realism to a part that easily could have been overdone. It's easy to tell that he is having a good time in his first action picture that confidence pulls you into the story of a man whose life is being systematically destroyed.

Fortunately, there are few flaws. As good as Washington and Lithgow are, they can be just a little too much for our sensibilities. Blake could almost be the son of Satan and Washington never really gets to show the darker side of his personality, except in glimpses. However, let us remind you that this is an action picture by the Joel Silver production crew, the makers of *Die Hard*, *Lethal Weapon*, *Predator* and many more action pics. As a result, do not expect too many intellectual ponderings; just enjoy it.

The direction is by former rock video director Russel Culcahy. Apparently, he has learned his camera with the help of cinematographer Peter Levy. Actually, the photography is almost a third character on its own. Fantastically done, it grabs you and does not let go. Just as well done is the soundtrack, composed by veteran Alan Silvestri, who scored all three *Back to the Future* and *Young Guns II*.

All in all, you will not be wasting your money on this film. However, make sure that your date has a strong stomach: some sequences in *Ricochet* are very visual.

ity. Who is correct and who is incorrect are questions that do not apply. While an opinion based on knowledge and contemplation is considered more advanced than one which isn't, opinion is a realm transcendent of even this duality. Deciding which opinions we put weight in is a matter of personal preference and judgment, not one of standardized norms. With this in mind, we must remember that the realm of opinions is precisely where the critic resides. Sadly, taking one's opinion as the only correct mode of thought is something a critic can easily do.

The critic is not more sophisticated than the audience. What the critic might be is more adept at verbalizing his thoughts. Consider: the more one performs a task, the better one becomes at it. Consider: the more one critiques, the more in-depth the analysis becomes. This is also a natural progression, one known as learning. They make more skillful, more knowledgeable people, but that is all. The critic is not more sophisticated than the audience. The critic *is*, understandably, more skilled at critiquing.

Professional arrogance is borne of not engaging in either of the two dialogues. Many actors, authors, performers, teachers, and people of various trades are willing to speak of their work, but critics seem uninterested, indeed hellbent, on not doing it. The unwillingness of critics to discuss their profession will be the death of it. The refusal to argue the question, What gives the critic the right to critique? or the even more fundamental query, Why does the critic critique? doesn't promote understanding; on the contrary, it impedes understanding.

Ultimately, we are all our own critic and therefore professional critics. We critique constantly, and though we may be unaware of it, it is nonetheless true. Every moment of every day, we are self-critics. We are the critic of the individual and of the groups of which the individual is a part. Professional arrogance is a dangerous reality. It is the product of our refusal to discuss our shared profession as *critics*, a word which has been beaten to death in the last few paragraphs, for which I don't apologize.

We are the critic of ourselves. Being open about this is more than a necessity and more than something we must do to survive. It is a way toward making an accord with that transcendent realm of opinions and, thusly, a path toward learning about ourselves.

THE WEEK IN SPORTS

VOLLEYBALL

WAC TOURNAMENT

Mallory Gym • Friday and Saturday

FOOTBALL

RHODES vs. TRINITY

Fargason Field • 1:30 p.m. • Saturday

LYNX BRUISE BEARS

by Kathy Ray, Sports Editor

The Lynx had a relatively relaxing Fall Break schedule, posting a 35-14 victory over the Washington University Bears at their St. Louis homecoming. Rhodes continued its dominance over the Bears, as the Lynx have won 15 of their last 16 contests. The offense accumulated 501 yards in total, while the Rhodes defense sacked their opponent's quarterback 7 times in the outing.

Wash. U scored in the first quarter on a 33 yard reception and run by standout Darrick Warfield. The Bears scored another touchdown in the game, this time in the fourth quarter on a 62 yard pass. Rhodes scored on

each of its possessions following immediately after the Bear touchdown, and dominated the rest of the game.

On the first Lynx touchdown Rhodes drove 75 yards, including a 5 yard touchdown pass from Drew Robison to Joseph Tarantino. This tied the game at 7-7. Rhodes scored twice in the second quarter. The first came after Rhodes recovered a Wash. U fumble on the Bears' 29 yard line. The drive culminated in a 5 yard touchdown run by Trey Babin. On the first play of its next possession, Rhodes scored on a 69 yard run by Greg Ritter. Halftime homecoming festivities were overshadowed by the Bears' 21-7 deficit.

The game remained lighthearted for the large group of Lynx supporters that had been entertained by the Sugar Bears' halftime show. Brian Vandegrift scored for the Lynx on a 3 yard run in the third quarter. After Wah. U scored early in the fourth quarter, Rhodes retaliated with a score of its own. Robinson took the ball into the endzone for the final score of the game. Possibly the highlight of the fourth quarter was not on the field, but along the sidelines. A streaker braved the 40 degree weather and ran on the far side of the field, past the Lynx bench, before exiting the stadium area.

The Lynx face Trinity on Saturday at Fargason Field.

Volleyball Team Defeats Hendrix, Trinity

by Stephanie Prachnior

This past Saturday, the Lynx volleyball team captured their first of two possible conference championships. Hendrix and Trinity traveled to Memphis only to be defeated by the mighty Lynx. Rhodes earned an easy victory over Hendrix, 15-5, 15-1, 15-8.

In their second match of the day, Rhodes took on the Trinity

Tigers from San Antonio, TX, the only other team undefeated in the SCAC. They lost the first five games 3-15, but came right back to win the second and third games 15-13, 15-9. The Lynx lost momentum in the fourth game, allowing the Tigers to slip by 11-15. The Lynx rally-scored their way to a victory over the arrogant Tigers 15-10 to the loud cheers, Indian chants, and tomahawk chops.



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Where we go from here.

The Rhode'ster

Vol. 1 No. 24

Rhodes College

Thursday, October 31, 1991



Newer Tower, resting snugly atop New Dorm, offers campus traffic monitors an unobstructed view of the McCoy Theater parking lot and a "pretty good" view into the theater's women's rest room, according to the new Head Traffic Tower Technician, Willie McMahon. McMahon, 19-year traffic control veteran and nephew of Dean Mark McMahon, is pictured in the tower with East Campus Supervising Monitor Frieda Wilson. "She's a real cute one," Director McMahon told reporters yesterday. "Do you think she'd go out with me?"

Dunathan Struck With Diversity Trauma

Tragedy struck Palmer Hall early yesterday when Harmon Dunathan, Dean of Academic Affairs, collapsed *en route* to his office, fell down two flights of stairs, and rolled into the foyer *circa* Admissions. It seems Dunathan had just been handed a petition that demanded a new series of courses focussing on the many groups all but ignored in traditional accounts of Western History.

"I was doing just fine until I got to page two," Dunathan recounts. "The list began with a demand for Left-handed French Bisexual Stalinists' Studies and that's really the last thing I remember." Dunathan, miraculously, suffered only minor physical injury but, in regard to his mental health, physicians warn of the "long road ahead."

"Harmon suffers from MISC (that's Multiculturally Induced Semi-Coma to you laymen)," Dean Dunathan's chiropractor explained to a concerned crowd that responded with a flood of questions including "how long until he recovers?" "what is this going to cost?" and "don't you mean 'to you laypersons?'"

"I've been concerned about this issue for a very long time," commented the President last night. "This whole thing could have been avoided, though, if Harmon just took the elevator like the rest of us."

The Dean seemed to be in good spirits this morning when he said to a concerned and stentorian Mark McMahon, "How about a 1 hour Pass/Fail course in 'Southern Administrative Semi-Coma Survivors?'"

McMahon, however, known for his consistent refusals to tolerate weak humor, was not amused and shut off Dunathan's life-support. Services will be at Idlewild on Saturday . . . unless everyone brings more than three guests. In that case, the ceremonies will be moved to First Baptist, *understanding that some members of the campus community may choose not to participate.*



Dunathan

—S. Liles

The Parking Game: How You Can Play

In an announcement on Page 1 of *The Sou'wester*, Ralph Hatley outlined the plans for a new contest among security officers. Basically, Hatley contends, the Campus Safety office hopes to double the revenue the college would normally receive through tuition money by this new contest. As it stands, an individual security officer can win by giving out around \$100,000 in parking violations.

"We're looking at another 10 to 11 thousand per student," said Hatley, "I think we've made it clear where you can't park and how you should park, so if somebody screws up . . . and they always do, we're on top of them."

Recently security officers have been trained in the "Disney Philosophy" where they were told that the average life span of a cigarette butt or a piece of trash at Disney World is 7 minutes. The officers were then timed to see how long it took to discover a parking violation secretly placed around campus.

"The winner found the hidden car in 12 minutes," said Hatley, "That's short of the Disney time. But he did find 6 other violations before he found the right car. All in all, we brought in about \$600 in violations during this fifteen minute contest—not bad."

To aid the officers in patrolling, the Campus Safety office also announced the construction of the \$2 million gothic Newer Tower (there hasn't been a donor yet.) The tower, pictured on this page, will serve to control and monitor traffic in the McCoy Airstrip. It will also serve to warn Fed Ex and Northwest planes that Rhodes is not the airport, despite its long runway.

As a service to *Rhodes'ter* readers we wish to present a handy guide which may help you avoid a parking violation.

- Don't park near a Security Officer writing a ticket unless it is in a spot marked "Handicap" and you can fake a limp.
- Don't park by anything painted brown (or dark rust, the official Rhodes paint color), or any primary color.
- Don't park within 100 feet of Buckman. This building cost a lot of money and somebody might run into it if they aren't careful.
- Don't park near a fire hydrant or a dog with its leg in the air.
- Don't park anywhere marked "Ground under Repair"—this is a one stroke penalty and your car will be dropped so that it is no closer to Halliburton Tower.
- Don't forget to measure the distance between your car and the white line. There should be at least six inches on either side otherwise your car will have to have a WIDE LOAD sticker.
- Don't park in the spot that says "Reserved - President Daughdrill." He has a huge Buick Roadmaster which is well deserving of its name.
- Don't forget your flight number for the Newer Tower Ground Traffic Control team.
- Finally, just don't park on campus.

—B. Jordan

NOTICE: Killer Chipmunks Spread Disease

—S. Ewart

Mr. Rhodes, Demetri Patikas, was attacked last Monday on his way to football practice by what he described as a "furry immoral killer rodent with nine inch teeth." Nurse Gill patched him up "just fine" but warns students to report all puncture wounds by those mean little guys. Campus Safety also urges students to remember that they only **appear** to be small, cute and friendly (they are actually Class IX Carnivorous predators.)

Student Ric (no "K") Crowder became the next victim Tuesday morning when he discovered one of these menaces attached to the back of his leg . . . clinging by its characteristic incisors. "I tried burning it off," he recounts, "but it just wouldn't let go."

If the problem continues, rabies shots and salts packs will become mandatory. Students are instructed to avoid the chipmunks at all costs. Remember: they only **look** cute.

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