

THE SOU'WESTER

The Weekly Student Newspaper of Rhodes College

Vol. LXXXIV, No. 20

Wednesday, April 30, 1997

Campus Life Awards Honor Student Triumphs

By Melissa Anderson
Staff Writer

So perhaps this year wasn't your year to shine at the annual spring awards convocation. You may have been given a second chance. Last Thursday at 4:30 p.m., in conjunction with Rhodes Student Government and the Division of Student Affairs, the first annual Campus Life Awards was held in the ballroom of the Bryan Campus Life Center.

Created as a compliment to the spring awards convocation, the Campus Life Awards "cross all boundaries of student activities" said Kathryn DeRossit, a member of the ceremony's student committee. The distinguishing feature of the Campus Life Awards, however, is to "recognize outstanding contributions to the Rhodes community and campus life" Cindy Pennington, Director of Student Activities noted.

"Every year many departments and campus organizations seek to recognize outstanding people, [but] no true forum exists for these awards to be given" added Michael Faber, student committee planner. "The Campus Life Awards is intended to



Eric Johnson and Neeta Venepalli, Mortar Board and Omicron Delta Kappa Sophomore Man and Woman of the Year.

remedy this problem."

Some of the honors awarded include Outstanding Custodian, Outstanding Townhouse, Publications Awards, Outstanding Activities

Board Member, Outstanding ARO member, Outstanding International Student, Outstanding Ambassador, Outstanding Student Employee(s) and various athletic recreation awards. Awards for theater, art, and music were distributed along with Greek Awards, Outstanding Honor Council and SRC member and certificates of appreciation for Outstanding Service.

Kristen Rauschkolb added that the awards focused on "extra-curricular activities like theater, serving the campus by being an RA or a peer assistant. Those kinds of things that help make Rhodes stand out and help make our lives so much better really don't get recognized and there's much more to life at Rhodes than studying and performance in the classroom."

See AND THE CAMPUS, Page 5



"Hopefully the Campus Life Awards will join the ranks of KD All-Sing and Homecoming as events that students will participate in and remember forever" - Michael Faber, Student Committee Planner

RSG Approves Allocations

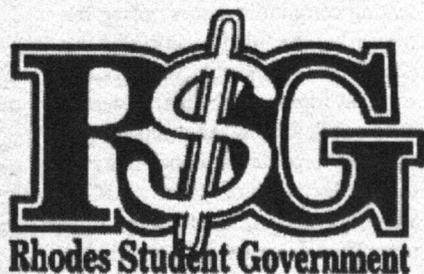
By Andrew Shulman
News Editor

RSG unanimously approved the student allocations budget for the upcoming school year last Thursday night during their meeting in Orgill room. The budget was amended once, by RSG Presid Damon Norcross who asked that \$2000 be taken from the Rites Spring band budget and for \$500 that to be added to Homecom and \$1500 to be added to the Winter Formal.

Student Representative to the Board of Trustees Frank O'Connor noted that the student activity fee is \$158 and with an average enrollment of 1,390 students there should be \$219,620. However, only \$141,216 is allocated to the Allocations Board. This means that \$78,404 is not given to the Allocations Board. O'Connor wondered where that money was being used. O'Connor urged RSG to look into the matter and to take it

seriously.

Michael Faber said that he believed that some of the money was being used to pay Cindy Pennington.



Allocation Results

Total Student Activity Fund \$141,216
Discretionary Fund \$10,591.20
RSG (5.5%) \$7,766.88
Publications Board \$45,000
Money Available For Allocations \$77,857.92

* indicates that the organization did not get all the money it requested.

Group	Amount Allocated
Activities Board	\$44,757.16*
American Chemical Society	\$16*
American Marketing Association	\$175*
A.S.I.A	\$610*
Beta Beta Beta Honor Society	\$204*
Black Students Association	\$8,920*
Campus Green	\$320*
Rhodes Christian Fellowship	\$1,600*
Dance Team	\$910.50
Equestrian Club	\$1,410*
Federation of Christian Athletes	\$1,210*
GROUP	\$405
Habitat For Humanity	\$2,125
Health Professions Society	\$600*
Honor Council	\$0*
Institute of Managerial Accountants	\$400
Intrafraternity Council	\$750*
International House	\$800*
Lacrosse Club	\$1,249.25*
Marksmanship Society	\$490*
Nation Youth Service	\$1,000*
Panhellenic Society	\$1,650*
Pep Club	\$930*
Rugby Club	\$1,511.01*
Student Health Awareness Cmte.	\$575*
Sigma Iota Rho Honors Society	\$750*
Souper Contact	\$2,400*
Students Talk About Race Relations	\$120*
Women's Forum	\$470

No Sustained Action On 1995 SIR Report

By Erin Riches
Editor-In-Chief

More than 14 months after the Rhodes faculty approved the use of the Instructional Development and Effectiveness Assessment (IDEA) system as an alternative to the Student Instructional Report (SIR) to gather student input in teaching evaluation, faculty and administrators concluded at the April faculty meeting in Blount Auditorium last week that no sustained action has been taken to modify this part of the evaluation process.

The Faculty Professional Interest Committee ignited discussion with their resolution against current practices of interpreting data from the SIR:

"The Faculty urges the Administration to change the way it presently uses the SIR instrument to evaluate faculty teaching. Further, the Faculty cautions against misuse of data and overreliance on a single indicator in the evaluation of faculty teaching should a new instrument be adopted."

The faculty unanimously passed the resolution.

See SIR, Page 4

A Call To The RSG Senators

EDITORIAL OF THE SOU'WESTER

Over the past year RSG has made significant improvements towards acting as the representative voice of the student body. As a body it handled the Purpose Statement issue responsibly and with the utmost urgency.

However, there is work that needs to continue on RSG next year. One of the major problems with RSG has been that a number of senators are not familiar with the RSG standing rules and/or *Robert's Rules of Order*, the parliamentary rules the meetings by which the meetings are organized. Too often we see the senators confused on simple parliamentary procedures, unsure of what they are voting on.

RSG has enacted a parliamentary session before the main business of each meeting to go over one point of procedure, and we applaud them for taking this step. However, it is not just the job of the parliamentarian to know the rules: every RSG senator should either buy or borrow a copy of *Robert's Rules* and read it over the summer, so they will have a better understanding of meeting procedure when they

come back in the fall.

By having a better understanding of the rules, senators can better serve their constituency. They will know when they are able to offer amendments to legislation before RSG, and when they can speak for and against a particular issue. By having this knowledge, they will be able to shape the bill to represent the student body, instead of shaping the bill to represent only the few who know the rules.

The Sou'wester has started a feature called "How Your Senator Voted," which will be published after votes affecting the Rhodes community. By doing this we are helping inform the general student body who may not be able to attend the meetings on how their senators are doing.

Next year as RSG elections approach, we will run all of the "How Your Senator Voted" features again so that voters will be able to quickly ascertain how their senators voted on various issues.

In the recent RSG effectiveness survey, students indicated that a ten minute informal "rap session" before each RSG meeting

to discuss issues that pertained to each class would make RSG more accessible to the students. We like this idea, as it makes the senators more accountable to their constituents.

Too often we hear that people do not know their senators, nor do they feel like they can talk to them. RSG senators are our representatives and are accountable for actions that they have taken during meetings.

In the same survey, only 40% of the people surveyed said they would go to their senator with a problem, while 60% said they would go to either the President or Vice-President.

While the President and Vice-President do represent the student body at large, students should not fear having to go to their own senator if they need help.

RSG has taken big steps from just two years ago. Improvements have been made on many different levels, from parliamentary to policy. But they can not stop taking those steps — there are several big steps left to go.

LETTERS-TO-THE-EDITOR

To the Editors of *The Sou'wester*:

On the front page of the April 23rd *Sou'wester* there was an article titled "Dunham Sustains Paralysis in Apparent Suicide Attempt." We feel that the editorial board of *The Sou'wester* displayed a grievous lapse of judgment and an extreme lack of sensitivity in deciding to publish this story. The editors explained their reasons for the story's publication on page two. We appreciate the difficulty of their decision, but their profession of this difficulty in an editorial cannot excuse their insensitivity and irresponsibility.

The editors claim that they "wanted to uphold [their] Mission Statement tenet to inform the Rhodes community of the issues and news on campus." However, this duty must always be tempered with good judgment. One cannot use this provision of the Mission Statement to justify a story's publication; even rumor-spreading could be considered informing students, and we have no doubt that the Mission Statement would not countenance that. We do not accuse *The Sou'wester* of spreading rumors, but the blanket provision of informing the Rhodes community is too broad to justify the publication of any particular story. Therefore, we must consider the justifications the editors provide in this

case.

The editors claim that they "wanted to dispel any rumors and give an update on Collin's condition for those interested." It is not the place of *The Sou'wester* to dispel rumors — the Student Affairs office took care of this at hall meetings on the afternoon of Friday the 18th. Furthermore, why should *The Sou'wester* be providing information about such a delicate and private matter "to those interested?" All of those who need to know already do — they have been informed by the College or by Collin Dunham himself.

The editors claim that they "wanted to acknowledge the importance of the incident as something to be considered, recognized, and discussed." This is not an event that demands public consideration, recognition, or discussion. Though this event has affected others, that is something for their close friends and the Counseling Center to address. An RSG resolution is "considered, recognized, and discussed" in news stories and editorials — it is inappropriate to handle an incident of this nature in a similar way. Objectifying Collin and his experience as issues to be discussed disrespects him and denies him the dignity he deserves.

The Sou'wester further disrespected

Collin in failing to obtain his consent before publishing the story; even worse, Collin had specifically expressed his desire to keep this incident out of campus media. *The Sou'wester* ignored a fellow student's wishes in an intensely personal matter. One might claim that students have a right to know about this incident. We will state simply and categorically: *There is no right to know.* Let us not delude ourselves: in publishing the story, *The Sou'wester* was not informing students of something they really needed to know or had a vested interest in knowing. *The Sou'wester* simply published privileged information about a student without his consent and against his wishes. The insensitive and irresponsible decision of the editorial board only disrespected Collin and caused even more pain for his friends.

We expect the editors of the *Sou'wester* to publish the complete text of this letter in the next issue. We would like an apology from the editorial board to accompany it. This letter will also be sent to the Student Publications Board and the Dean of Student Affairs office as a formal complaint against the editorial board of *The Sou'wester*.

Signed,

The Brothers of the Phi Chapter of the Kappa Sigma Fraternity

LETTERS-TO-THE-EDITOR

To the Editors:

As the President and Vice-President of the Rhodes Student Government, we feel it is our duty to respond to the documents entitled "Diversity and Rhodes' Christian Commitment and Church Relationship" (April 22, 1997) and "Homosexual Groups or Alliances" (April 29, 1997), distributed by the Office of the President.

The Rhodes community presently lacks the time for open discussion and debate on the issue of diversity (including discussions of sexual orientation), since only two weeks remain in this academic year. The guidelines for *Discussions and Debate, Including Controversial Subjects*, as outlined in the College Handbook (chapter 2, page 4, lines 42-51) present the circumstances necessary for creating an open dialogue as follows:

- Respect for persons holding opposing views.
- Careful listening in order to understand the viewpoints and opinions of others.
- Civility and courtesy in the use of language.
- Avoiding personal attacks and negatively characterizing others' motives.
- Adequate time for consultation and debate.
- Noting of facts and areas of agreement.
- Date for final decision announced early in the process.
- Final decision made by the person who has the authority, responsibility and accountability to make the decision.

I. Appeal process explained. Appeals must be in writing.

RSG acknowledges the value of facilitating such discussion, and therefore suggests a presentation of the issue in the fall semester. RSG believes a favorable dialogue is best achieved by presenting community issues during the regularly scheduled meeting of the Chancellor's Roundtable, Student Government meetings, *The Sou'wester*, or other public forums. Accordingly, with the goal of providing an opportunity for further discussion of diversity, RSG is asking members of the Rhodes Community to take an active role in this discussion by emailing both RSG (@RSG) and President Daughdrill (@JHD) with their thoughts. Student, faculty, administration, and staff sentiments are necessary to ensure a balanced and representative debate on this issue and further concerns.

Thank you,
Damon Norcross '98, President,
Rhodes Student Government
Neeta Venepalli '99, Vice-President,
Rhodes Student Government

THE SOU'WESTER STAFF

Editor-in-Chief Erin Riches
Associate Editor Melody Barnett
Managing Editor James Spears

SECTION EDITORS

A & E Editor Elizabeth Nichols
Scene Editor Brandon Barr
News Editor Andrew Shulman
Sports Editor Jason Hood
Rhodes'ter Editor Mary McCoy

STAFF CORRESPONDENTS

Melissa Anderson Mary McCoy
Matt Beck Kate McWhorter
Kathryn DeRossitt Steele Means
Grant Gandy Tanner Neidhardt
Jeanne Hamilton Steven Perry
Jason Hood Dave Speas
Benji Hughes Elizabeth Watts

GRAPHICS & DESIGN STAFF

Photography Editor Amy Lawrence
Layout Assistant Carol Curry
Copy Editors Ben Houston
Audrey Stansell
Design By Jonathan Nolen
Online Editor Andrew Shulman
Online Staff Emily Slagle
Brian Willis

BUSINESS STAFF

Business Managers Sherry Lynn
Dave Speas
Subscriptions Manager Ben Strauser
Circulation Manager Mathew Kraus
Sales Representative Shadenn Zarur
Legal Consultant Steve Griffith

COLUMNISTS

Nell Bolton Tom Logue
Allen Boudreaux Rob Marus
Mark Cheney Mary McCoy
Grant Gandy Brady Potts
Matthew Jones Neeta Venepalli

As the official student newspaper of Rhodes College, *The Sou'wester* is produced entirely by the students on staff. It functions independently of faculty and administration with no outside funding from student activity fees or other College sources. It is published weekly throughout the fall and spring semesters, except during exam periods and breaks.

Staff meetings are open to the Rhodes community and convene in 103 Buckman every Sunday afternoon at 3 p.m. *The Sou'wester* is a member of the Student Publications Board, a six-publication consortium that includes the editors of all student publications, class representatives and at-large representatives from the student body.

All staff editorials published in *The Sou'wester* represent the majority opinion of the Editorial Board composed of section editors and executive editors. Opinions expressed in *The Rhodes'ter*, opinion columns, and letters-to-the-editor do not necessarily reflect the opinions of *The Sou'wester* Editorial Board. Letters-to-the-editor are encouraged; all letters must be signed and will be edited for clarity.

REACHING THE SOU'WESTER

Phone: (901) 843-3970
Fax: (901) 843-3409
E-Mail: souwester@rhodes.edu

Address: The Sou'wester
Rhodes College, Box 3010
2000 North Parkway
Memphis, TN 38112-1690

Or visit *The Sou'wester* Online:
<http://www.students.rhodes.edu/sw/>

Four Years And A Number 2 Pencil



TOM LOGUE
DOUBTING THOMAS

I opened my mailbox the other day (hoping maybe to get a letter from someone offering me a job... ha!) and found a survey from Art Weeden. So I tracked down a #2 pencil, opened the envelope, and started.

One page into the survey, I realized it was probably harder than any test I've taken here. And that's pretty hard.

It's called the College Student Experiences Questionnaire. Sort of a SIR for the college, except my answers won't get anyone fired.

I stumbled through the questions about social life, since my social life consists of an occasional phone call and periodic

all-night pool binges in the Ellett social room. To each his own.

The section on our library was pretty easy, although I think the survey overlooked many of Burrow's redeeming features. There was nothing about the change machine, for example, or the interesting graffiti in the bathroom stalls (quite possibly the best on campus).

The campus life facility. Hmm. This one didn't take me long either, since I only have one opinion about that Gothic monstrosity: for twenty million dollars, they could have at least made the pool tables free.

And so on, and so forth. I'll leave out the messy details about the rest of the survey and focus on one question, the equivalent of SIR's #39. If I had to do it all over again, would I have attended the same institution?

Yikes. Jeepers. Egad. Talk

about a stumper.

Then, what was supposed to be a twenty minute survey turned into much more, as I sat back and thought about my time at Rhodes College.

I first thought about the tenure issue in '95, when I saw damn good professors destroyed before my eyes. I'm not talking about them losing their jobs; they had no problems getting positions at better schools.

I'm talking about how this college stripped highly educated, incredibly dedicated people of their dignity and self-worth. And how the administration classified the student outrage as "spring fever."

And I pondered the GSA debate, and how craftily the college used Christian ideals in its argument rather than just admitting how much money would be lost from Presbyterian wallets.

Or the serving God issue,

where students' opinions were carefully considered before being disregarded.

I thought about the administration's annoying little habit of copying and distributing anything good about Rhodes College in the national media.

I could only come to one conclusion: students are not respected at this college. Instead, we are humored, addressed condescendingly, and told how wonderful a place this is (so why should we change it, right?). But we are not adults, merely sources of revenue.

Then I remembered sophomore year, when I considered transferring. But I couldn't, because I was going to Germany junior year. Had I even found another school that would send me immediately upon transferring, they wouldn't have accepted all my Rhodes credit. I was trapped.

This is just a sampling of what ran through my mind in the hour it took to answer that one question. Four years is a long time, and a lot of bad things can happen in four years. But a lot of good things can happen, too.

I thought about all the friendships I've made here, not only with students, but with faculty and staff too. This college has more than its fair share of absolutely wonderful people, people I am going to miss sorely.

And I know I'm going to miss the all-nighters, the stress, the ability to let my entire life revolve around theoretical questions and casual debates. I'm going to miss learning.

Eventually, I looked back at the survey, and filled in the circle next to "Probably not." I only wish there had been a place to comment, so that I could have written, "But I don't regret it at all."

Only Four Long Years



ALLEN BOUDREAU
PUBLIC INSOMNIAC

I don't sleep much. That's how my column got its name, and it's true. Over the past four years, I've put hundreds of hours into working on Rhodes Student Publications. I've put hundreds of hours into schoolwork and studying. And I've put a whole hell of a lot of time into hanging out with my friends, in varying states of sobriety. I haven't had much time for sleep for four years. But now, all that's over.

As I sit here, typing my last column for my last Sou'wester, it's all beginning to hit home. After four years, it's all over, and I'm finally ready to sleep - for a month. But first, I've got to say goodbye.

Being a columnist has been a lot of things to me, not least a pain in the ass: meeting deadlines, inventing things to write about that readers might actually want to read, and, well, meeting deadlines. Turning in columns

on time has never been what you'd call my forte. And so perhaps it's apt that I'm sitting here in the Publications Center, three days after deadline, typing out my public goodbye to the Rhodes community. This time, however, I know exactly what my column is going to be about, because I've been writing it in my head for more than two years.

I've read most of my fellow columnist's final words on these pages, and seen a lot that I wish I had said first. They've commented on the issues we've faced in the four years we've been here, on the changes that haven't occurred in that time, and the wonderful things that they have haven't learned from their experiences here. They've covered all the politics of farewell fairly well by now, so I'm going to use the rest of my allotted newsprint to write about some of the more positive aspects of my own personal experience at Rhodes.

I think the point of this column, if it has one, is that I've learned a whole hell of a lot over these four years. Academically speaking I've picked up quite a bit, of course. I can give you a Lacanian psychoanalysis quicker

than you can say "Jouissance," but the lessons I remember most are the ones I learned outside of class. I've made friends here that I'll keep forever, I've lost one love and found another, and become a totally different, and stronger person for those experiences - but that's not exactly what I mean.

As anyone who knows me will attest, I've spent the greater part of my four year experience at Rhodes working in the Publications Center in the basement of Palmer. I began at the bottom as a lowly Cereal Info staffer, and worked my way through the ranks to the top, serving as Publications Commissioner last year. And on the way, I've worked on every publication at Rhodes in some capacity or another - graphics, layout, web design, op-ed journalism, photography, you name it.

In that time, I've seen a lot of change in publications here, most of it for the better. This year in particular has been something of a watershed: we've rehabilitated an ailing yearbook, rewritten an outmoded constitution, purchased up-to-date equipment and software, and set in motion a plan to compensate the publi-

cations for their hard work.

It's a weird window I've had from down here beneath Palmer, for all this time, upon the goings on in the world inside the iron fence at 2000 North Parkway. To paraphrase a fellow past Publications Commissioner, Welch Suggs, there's probably no better way to learn how this campus operates than being involved with publications.

I've had front-row seats to all the debate and controversy, from the tenure debates to the GSA to the God issue. I've witnessed first-hand four years of conflict between the students, the faculty and the administration, and I've used my paper pulpits to take an active role in them from time to time. Damon Norcross just remarked to me that he really likes it down here - and I agreed with him, so do I. I'll miss the Pub Center - but I'll never forget what I've learned here, or the students who have been more than a family to me for the last four years. All my time, all my effort and lack of sleep - have been more than worth it.

The only other experience I've had at Rhodes to equal my work with publications has been

my time on European Studies. I've just realized that this is also the last chance I'll have to trumpet the virtues of Rhodes' study abroad programs. I went across the pond in the fall of 1995 on European Studies, and since then I have believed firmly that one of the best things about Rhodes are the opportunities to get away from it. I know that sounds sarcastic, and on one level it may be, but my experiences on European Studies not only changed my life in and of themselves, but also made me look at life back here in our collegiate gothic dystopia in a different - and more positive - way.

In the end I want to thank all the friends and professors that have turned me on to the subjects I'll spend the rest of my life exploring - literary theory, poetry, graphic design, Southern literature and magic realism - you know who you are.

And so now, with these these last words in this last column inch, my career as a student journalist at Rhodes comes to a fitting end.

I've enjoyed it.

Goodnight, and y'all take care.

SIR: Faculty Members Question College's Interpretation Of Student Responses

From Page One

In response to the concerns of faculty and administrators present, members of the Faculty Ad Hoc Committee on Teaching Evaluation met with David Harlow, Chancellor; John Planchon, Dean of Academic Affairs; and Bill Berg, Director of Planning and Institutional Analysis, yesterday morning to discuss changes to the teaching evaluation system.

"It did dismay me when I came back from sabbatical [during fall 1996] to see that we have the same [teaching evaluation] system that we spent three and one-half years trying to change at the President's request," Gail Streete, associate professor of religious studies and former chair of the Ad Hoc Committee, said. "I know now that it is not the committee that is not doing its job."

The Ad Hoc Committee submitted its recommendations in Dec. 1995. The committee's report called for changes the use of the IDEA and revisions to the procedures used to appraise student evaluation forms. The IDEA differs from the SIR in that it generates formative information for faculty seeking to improve their scores, according to Michael Rolloson, current chair of the Ad Hoc Committee and instructor of economics.

"There are course objectives on the IDEA form," he said. "Students report the progress they feel they have made in meeting those objectives, and the professor identifies what the important objectives were so that the IDEA produces a report that says what individual behaviors would promote improved student progress."

The committee modified its recommendations for the weights assigned to key components of the teaching evaluation process and to the responses of students and department chairs participating in the process in Nov. 1996. Originally, the committee's goal was to implement the concurrent use of the IDEA and the SIR during a two-year (four-semester) trial period, Rolloson said.

"In the spring of 1996, a subset of faculty were

identified to use the IDEA, but nothing happened after the forms were administered one semester," Rolloson said.

After the meeting yesterday, Rolloson noted, "I think our goal for the next two weeks is to flesh out as much detail as we can... so that in the fall, the alternative to the current system will be entirely fleshed out so that we can start the two years of comparison."

Faculty and administrators at the meeting identified four points that the Ad Hoc Committee's recommendations did not examine.

"The existing proposal does not address four important points: the role of the Dean [of Academic Affairs] in the alternative evaluation process; the role (if any) of faculty self-evaluation; the means by which [department] chair ratings of content expertise and course design will be made; and the means of running a side-by-side test of the proposed process and the current process," Steve Gadbois, associate professor of mathematics and member of the Ad Hoc Committee, wrote in an e-mail disseminated to all faculty yesterday.

The lack of a specific means to evaluate the effectiveness of the two systems is particularly significant, Rolloson said.

"At no time have I heard anyone say what criteria will be used to compare the two at the end of two years, and I do not think that it is intuitively clear," he said.

"I think the administration is showing a willingness to change, and I think something really positive is going to come out of this situation," he added. "We want people to feel like they are evaluated fairly and are given identifiable steps for improvement. And, that is missing from the current system."

Discussion at the faculty meeting last Wednesday focused on the means in which the College evaluates data collected under the SIR system. Particularly problematic is question 39 on the SIR that asks students to rate the quality of the overall instruction in a

course on a five-point scale (5=excellent; 1=poor).

The Faculty Professional Interest Committee resolution cites several major concerns related to that question. The College uses a quintile distribution based on a five-point scale as well—the upper quintile of 5 denotes "truly outstanding performance", while the lower quintile of 1 denotes a performance that "needs much improvement". According to the resolution, this distribution produces "ranks as different as a 4 ("unusually effective performance") and a 2 ("needs some improvement") based on original scores that are not that statistically different. For example, a quintile distribution of the 1996 scores on Q39 would attribute a 4 to the average score of 4.53 and a 2 to the average score of 4.39.

"... Especially troubling is the blatant misinterpretation of the intended responses of the student participants in these surveys," the resolution continues. The committee argues that students who intend to give a professor a "good" score by marking 4 on Q39 may unknowingly force a professor into the lower quintiles that call for improvement. One hundred eighteen of 130 faculty scored 4.00 or better on question 39 of the SIR in 1996, yet the quintile distribution would force more than 50 into the lower two quintiles, according to the resolution.

Members of the Faculty Professional Interest Committee and other faculty members reiterated what they term the College's overreliance on students' responses to question 39.

"The problem brought up at the last meeting is not as much what [teaching evaluation] instrument we use but how we arrive at the whole mechanism of evaluating teaching," Streete said. "There is one question [on the SIR] used to produce meaningless numerical ranks, and the IDEA form has a question that can be used in the very same way.

"What appears to be happening," she added, "is that a distribution curve is being based on responses to that one question [on the SIR]. Quintiles are be-

ing used in annual evaluation of faculty members in the area of teaching which are used for merit increases, promotion and tenure."

Rolloson agreed. "The current system relies on student responses to one question even though a whole lot of other information is collected on the SIR, and there is an attempt to make immaterial differences material," he said.

Rhodes has used the SIR exclusively since 1976. "The fact is that no school like Rhodes uses the SIR," Rolloson said. "If you look on the list, there is no one on there that looks like us and there is no one we want to be."

A report by the RSG Ad Hoc Academic Affairs Committee during the 1994-95 school year acknowledged that other SIR users are "mostly two-year junior colleges, Bible colleges and vocational schools. In fact, none of the so-called 'nifty-fifty' liberal arts colleges besides Rhodes use the SIR, and therefore, comparisons to the SIR's national averages are false comparisons that reveal little about faculty performance or possible disciplinary bias."

James Daughdrill, College president, challenged the faculty to find an alternative to the SIR system in March 1994.

"I invite the faculty during the 1994-95 academic year to develop and recommend an evaluation system for teaching, scholarship, and service that will help inform decisions regarding salary increases, tenure and promotion," Daughdrill wrote in an e-mail disseminated to faculty March 19, 1994. The faculty must approve a teaching evaluation system before it can be implemented. The 1996-1997 Rhodes College Handbook states in Section VII, Part D, Student Evaluations: "Near the end of a course, a nationally recognized evaluation instrument, approved by the faculty, the Dean of Academic Affairs, the Chancellor, and the President, is administered so that comparisons of an individual's results may be made to both College and national norms."

The Finger Points To Irony



MATTHEW JONES
THE FINGER

I am a liberal. And I am drunk.

My very first column began with that first sentence. It seems fitting to end with it as well. That second sentence got picked up just a few weeks ago during Rites of Spring. Having consumed my fair share, I sat at the computer and let that rowdy god of the vine do the talking. Amazingly enough, sobriety brought nothing but writer's block.

You see, I have already bid farewell to Rhodes College, in July of 1992. My first year had sucked, so I decided to transfer. High school in a tiny town in Arkansas had done its share of sucking, and I'd sworn before even choosing a college that I would leave school if college were as degrading an experience as high school.

Professor Jim Jobs told me last year that ranting was sometimes the most appropriate type of rhetoric. I'll wait a few column inches to rant about this institution's more degrading qualities, but first I want to clear up my context.

At first glance, hoping for an inspired second farewell might look a bit like tempting god. Since repetition passes for zeal around here, I shouldn't feel so self-conscious. And you might think that my ravings have been hypocritical. I did choose Rhodes

twice, right?

So let me explain. I came here once, and it sucked so bad I left. I chose to come back, and it sucked so bad I knew I should not have turned down that scholarship to Grinnell. I feel a bit foolish, like I'm summing up the rantings of someone who immersed himself in the very things he hated. I know now that irony is just so much more pleasant to read than to live.

But the irony gets thicker because this college is built on contradictions larger and smaller than my own.

I'll begin with some small ironies of the student body.

Some of the same people who denounce every student as a spoiled rotten rich kid can be found in front of a tray of "free" Rat food. My personal favorites are those drunken fools who complain about Rites to those who made their opportunity for drunken revelry possible. And have you ever noticed that Campus Safety protects us—thankfully—from more than one person *inside* the big fence? Well, perhaps that's because of these same ungrateful fools. Sometimes it's because of a very perverse irony that necessitates putting the words *date* and *rape* next to one another.

Two years ago, I saw enrollment figures increase in German classes here. But they apparently decreased according to the hyperbolic math of the dean's office. So a tenure position was lost. More

accurately, Rhodes threw away one of the most inspiring professors I've ever met. After asking a part-time German professor to teach a full load, enrollment still appears to be decreasing. So one more cut is in the works, and we might lose the German major because of it. Nice, consistent trend.

Let's move up the ladder to bigger ironies. Mr. Daughdrill has done more for the endowment of this school than any other president in its long history. Without Mr. Daughdrill's fund-raising efforts, my scholarship would most likely not exist. The enormous scholarship program stands as one true example of what Mr. Daughdrill likes to trumpet about Rhodes: we are a college that does not flinch from doing things a bit differently. I still think the new Purpose Statement is an abomination, but doing things differently can be a good thing. Just as any semi-alert prospective student knows that Rhodes has a very conservative Christian tilt, anyone knows that most liberal arts colleges don't work nearly so hard as Rhodes to offer scholarships.

Mr. Daughdrill is a genuine enough man that he chatted with me for a little while after last Thursday's Campus Life Awards ceremony. He's pleasant, he came out to recognize the recipients of awards just like the rest of us. And he's only been to one faculty meeting in years (last Wednesday, as a matter of fact), he can't keep track of major issues like faculty and student criticism of the evaluation of professors, and his policies sound more like a fa-

ther imposing dogma than an educator encouraging soul-searching. I am grateful that someone who knows so little about me would dedicate so much of his life to insuring that I receive an education.

I don't get it, and I sure as hell can't give a summative evaluation of this situation. Thank god a column is more precise than question #39.

Before I go much further, I want to point out that not all of what I'm saying is "bad." It is not at all inconsistent to point out inconsistency. Nor is it distasteful of me to point to just how much this college resembles a country-club school while also singing the praises of the Bryan Campus Life Center. Another project, by the way, brought to fruition by Mr. Daughdrill. You see, this is the biggest irony of all: we seem to be afraid of our own shit around here. *Dialogue* might be the most ironic word in use at Rhodes. This has been the focus of my column for the last two years, and I can think of no more appropriate way to sum it up. Shit is shit is shit.

We can deconstruct it, criticize the sources of it, put it on a spreadsheet, conceptualize the political processes inherent to it, pray about it, beat a squash ball to rid ourselves of the stress from it, and it still remains SHIT.

Finally, I think I've made my basic viewpoint clear. It's only taken me two years and these last 960 words. Six years and a degree later, it's all good shit or bad shit. So do what you want with it. Taste the irony. It's bittersweet. But, please, don't step in it.

And The Campus Life Award Goes To . . .

From Page One

"Hopefully the Campus Life Awards will join the ranks of KD All-Sing and Homecoming as events that students will participate in and remember forever" said Faber. Raushkaulb agreed, recognizing that "certainly [the awards ceremony] will take time to become a part of Rhodes' tradition, but that's our goal."

Notable Award Recipients

Publications
Commissioner's Award for Publications Excellence
Allen Boudreaux

Residence Life

Outstanding Campus Safety Officer
Sherry Sasson
Outstanding Resident Assistant
Christina St. Clair

Mortar Board /Omicron Delta Kappa

Sophomore Woman of the Year
Neeta Venapalli
Sophomore Man of the Year
Eric Johnson

Rhodes Student Government Awards

Outstanding Staff Member
Peggy Pendergrast
Outstanding Administrator
Charlie Landreth
Outstanding Faculty Member
Karl Kaltenthaler

Rhodes Hall Of Fame

Bryan Benson
Rob Marus
Bobby Wright
Shaila Mehra
Jenny Bartlett-Prescott
Gina Yanitell

Write for *The Sou'wester*

Interested students wanting real journalistic experience are encouraged to write for *The Sou'wester* during the 1997-98 academic year.

Write stories, features, reviews, or satire; take photographs; learn layout; sell ads.

Please contact Erin Riches (RICEP), James Spears (SPEJD), Melody Barnett (BARMJ), or call xt 3970.

Write for *The Sou'wester*

Rhodes Accepts AALE Accreditation Despite Faculty Concerns

By Erin Riches
Editor-In-Chief

Rhodes earned accreditation from the American Academy of Liberal Education (AALE), a relatively new national group geared specifically to traditional liberal arts colleges earlier this month. The faculty voted to oppose affiliation with the AALE in October 1996.

The AALE's focus on liberal arts colleges differs from the general focus of the Southern Association of Colleges and Schools (SACS), the regional accreditation group which has accredited Rhodes in the past. The College will maintain its affiliation with SACS.

"There is suspicion in the nation that every accreditation agency might be prescriptive," James Daughdrill, president of the College, said. "Some regional agencies started to require certain quotas of people of various racial/ethnic backgrounds. Some fear that accrediting agencies may institute burdensome curricular requirements as well. I do not share these fears, but if I did, there would be value in having more than one accreditation. It would add diversity and minimize the possibility of any agency being prescriptive of having a monopoly."

While SACS accredits a wide range of institutions, including Memphis University School and State Tech, the AALE identifies specific requirements present only in traditional liberal arts curricula.

"Rhodes became interested in the newly formed AALE, because it was the only agency seeking to accredit liberal arts colleges," Daughdrill said. "In 1994, Dr. Jeffrey Wallin, president of AALE, asked Rhodes if we would participate in the process of their seeking authorization from the U. S. Department of Education. To do this, Rhodes would be a "guinea pig" by going through a trial evaluation. It would be an engagement, not marriage. It was a trial run, because the AALE was not yet authorized as an accrediting agency and because we wanted to check out the compatibility with the AALE standards and process with Rhodes' mission."

After the AALE gained authorization from the Department of Education, an evaluation team returned to Rhodes Dec. 5-7, 1996, to conduct a formal evaluation of Rhodes that would build upon the report from the mock evaluation in 1994. Wallin released the report generated by the team with a formal letter of acceptance to Daughdrill April 10, 1997. The report highlights Rhodes key strengths yet acknowledges areas of potential improvement relative to formal AALE standards.

The Rhodes faculty charged the Curriculum Committee with the task of assessing the impact of AALE affiliation on the College curriculum in their April 1996 meet-

ing. The committee compared the AALE and SACS and pointed out areas for concern regarding the AALE.

"There would be no immediate impact [to accreditation by the AALE]; however, we were concerned about some of their recommendations which we thought could later become demands," Pam Church, associate professor of business and chair of the Curriculum Committee, said.

Where the SACS requires coursework in general distribution areas, the AALE stipulates mandatory courses in more specific disciplines.

Rhodes does not meet all of the AALE's requirements: students are not required to take a math course nor must they take a social science course that focuses on the political and economic foundations of American society. While members of the AALE evaluation team expressed confidence in the College's integration math and natural science courses as an alternative to the math criterion, they offered this suggestion regarding the latter requirement in the 1997 report:

"In the area of political and economic foundations of American society, the College does not provide for mandatory study at the level envisioned by the criterion. However, it does provide for a substantial proportion of its students to study in this area specifically, and assures that nearly all of the remainder study relevant primary literature in this area to a significant degree. While the initial observation of the certification review remains pertinent—namely, that advantage should be taken of regular curricular review to strengthen this aspect of the curriculum—it does seem that the present level of instruction is minimally satisfactory."

"As long as the AALE does not insist, it is not a problem," Ellen Armour, associate professor of religious studies and Curriculum Committee member, said. "There is a conflict between the AALE's objectives and Rhodes' commitment to internationalization."

"If any major impact came," Church said, "it would be many years from now and as long as the faculty controls the curriculum, we would resist any attempt by the AALE to impose certain requirements for

our curriculum that we did not support."

The political affiliation of the AALE presents cause for concern to some faculty members.

"There is the perception that the AALE's board has a fairly narrow political agenda," Armour said. "That may be why the AALE has not attracted more colleges to its fold. None of the other colleges it has accredited are up to Rhodes' caliber. The College's reputation is important to its success, and we should be careful with whom we associate ourselves. No 'Nifty Fifty' college is considering accreditation."

An article by Robin Wilson in the *Chronicle for Higher Education* ("A College Debates Whether New Accreditor Promotes Rigor or Curbs Intellectual Diversity", 24 April 1997, A10-A12) describes the two other colleges currently accredited by the AALE—the University of Dallas and Thomas Aquinas College (Santa Paula, Ca.). Both are small, private, Catholic schools with liberal arts curricula; Thomas Aquinas (230 undergraduates) offers "no academic majors or electives, and all students follow the same required course schedule."

Baylor University and James Madison College, a public policy school at Michigan State University, have applied for accreditation. Of the five colleges, only Rhodes' faculty have opposed the alignment, according to the article.

Although the Curriculum Committee did not offer a recommendation for or against endorsement of AALE affiliation, the Faculty Professional Interest Committee urged opposition to AALE affiliation given "unknown implications of the AALE reputation, the absence of proven benefits, and the lack of advance information provided to faculty regarding these concerns".

"The AALE did not, from the beginning, involve the faculty in its consultation," Donald Tucker, professor of Spanish and chair of the Faculty Professional Development Committee. "Why should we be left out of this—this could have important implications for what we do."

"I have the sense, in general, that the faculty was not as fully involved in the whole process as it seems to me would have been appropriate," Bob Entzminger, professor of English, said.

LANZA · PATIVA · PAUL MITCHELL · SEBASTIAN

WALK-INS WELCOME



DABBLES
HAIR COMPANY

TOTAL HAIR & NAIL CARE

MON 9-6 TUE-FRI 9-7 SAT 9-5

19 N. COOPER · 725-0521 · MEMPHIS, TN ·

WALK-INS WELCOME

"YOUR OLD 'DO HAS LEFT THE BUILDING!"

Internships: The Liberal Arts Degree's Practical Side

By Steele Means
Staff Writer

The old adage that "one goes to college in order to get a good job" may not be entirely true, but it is undeniable that college students are at a point in life when they must consider career plans. Though college offers students the chance to broaden their intellectual capabilities, it can also give students a chance to work in the "real world".

According to Sandi George Tracy, Director of Career Services, an internship allows a student to experience a particular line of work and is a vital part of a student's education for several reasons. For one, employers are more likely to hire someone who has experience rather than someone whose resume is relatively sparse. Also, internships give students a chance to determine if they would enjoy a particular career.

Rhodes students have access, through the Career Services office, to a comprehensive internship program. As director of Career Services, Tracy has the responsibility of contacting potential employers to inquire if they would be willing to accept Rhodes students as interns. Essentially, Career Services acts as a liaison between the student

and potential employers.

The Career Services office insists that the companies who take on Rhodes students as interns must involve them in the actual work of the company, as opposed to simply using them to stuff envelopes and answer telephones. According to Tracy, internships must be 75% project-oriented and 25% clerical. Generally, students will be involved in one continuous project that serves the company in some significant manner and gives the student positive work experience. Tracy stated that an example of an intern's project is statistical work, which has been performed by students working for Federal Express. Tracy stressed the fact that students will not be ignored or constantly forced to do menial work on the job.

"We encourage employers to engage their students, and each student is assigned to one professional mentor who has the responsibility of orienting the student at work," said Tracy.

According to Tracy, students applying for

an internship must be a junior or senior and have at least a 2.5 grade point average (GPA standards are higher for medical internships). Students who are interested in and qualify for an internship first need to set up an appointment to talk with Tracy in Career Services at or before the time of registration for the following semester. She has a list of the internship opportunities for the

upcoming semester (this list can also be found on the Career Services home page). After examining the list, the student then submits his or her resume and an internship application,

with a first choice and several alternatives, to Career Services (the application form can be picked up in the Career Services office). After the office has placed all of the applicants, they tell each student how to contact the potential employer.

According to Tracy, it is ultimately up to the employer whether the student is accepted as an intern, but that it is rare for an applicant to be rejected. Tracy stressed the importance of having all of the materials by the deadline, which usually coincides with registration for the following semester.

"If you have everything in on time, you can usually get your first or second choice," said Tracy.

Internships offered through Career Services are primarily academic, which means that participating students receive credit for the internship. Each internship corresponds to a particular academic department. For example, students who work for Memphis Heritage Preservation receive credit in the History department and students who intern at Dixon Gallery receive Art credit.

Forty Rhodes students will have an internship next semester. Their responsibilities within their respective companies will range from import/export research to public relations work. Tracy said that there are still many internships open for next fall and that Career Services will accept applications until the first day of classes next semester.

Students need not worry about competition for internships. There are usually many more internships than there are applicants, according to Tracy. Tracy also stressed that most companies do not require the student to have extensive, if any, prior experience in their line of work. The important thing is that the student be willing to work and learn.

Tracy stressed the fact that students will not be ignored or forced to do menial work on the job.

Some Internship Possibilities by Major

This is a list of some internship possibilities organized by major (a complete listing is available on the Career Services home page). Career Services emphasizes that there are many internships still available for next year. Interested students should contact their office.

Anthropology/Sociology: Possibilities include archeological excavation, museum work and an internship at a shelter for abused women.

Art: Internships are available for museum work in such areas as education, funding research and marketing.

Biology/Chemistry: Health/medical internships include dentistry, physical therapy, speech therapy, and emergency room work at Memphis hospitals.

Business: Possible areas include advertising, marketing, financial planning and banking.

English: Work is available at Memphis magazines, newspapers, and television stations, the Film Commission and public relations firms.

History: Internship possibilities are available in historical site preservation.

International Studies: Work is available fields such as translating, sales, law and legislation (including an internship at an US Senator's office).

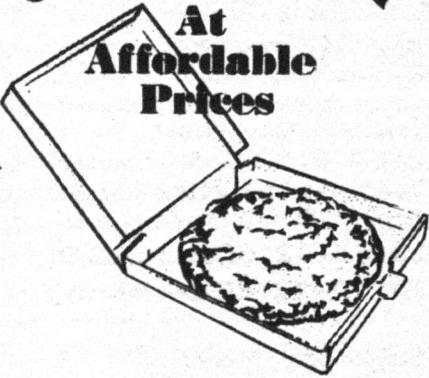
There are many other social service internships available for others majoring in areas such as psychology, urban studies and religious studies. Interested students should check the Career Services web page or drop by the office for more information.

Camy's
FINE FOOD DELIVERED TO YOU



725-1667
Open 7 Days...
11 am til 2 am

GOURMET PIZZA
At Affordable Prices



**All Delivery ...
All The Time**

\$3.00 OFF
Any Large Pizza

~OR~

\$2.00 OFF
Any Medium Pizza

Please present Coupon at time of delivery.



Amy Lawrence/Sou'wester

Gallery-goers enjoy the fruits of senior's labor on Friday evening at the Senior Thesis exhibit opening.

Clough-Hanson Exhibit Recognizes Achievement Of Seniors

By Jeanne Hamilton
Staff Writer

The 1997 Senior Thesis Exhibit opened with a reception on Friday, April 26 in the Clough-Hanson Gallery. The show includes Brooke Porter, Hunter Smith, and Kelly Pratt (the three graduating art majors) and Enrique Espinosa (the one graduating art history major), all of whom had to have a complete body of work to enter the show.

Porter's series of domestic settings, "Baths 1, 2, and 3" and "Kitchen" draw one in because of the fluorescent shades of red and yellow and the dominating shade of green that is used. They give the viewer a sensation similar to that of being in a dream in a unfamiliar house searching for a friend. To depict these scenes, Porter uses a red line to outline and flatten the counter, a sink, a bowl of fruit, or a stove turned askew. However, this one continuous line is vague at times and the paintings become, from a distance, a strange and fantastic wallpaper. What is of interest in all of Porter's work is the presence of a blonde, flat face recurring once or twice in each painting wearing spectacles with black rims and mocking the viewer as he or she walks through this dreamlike house.

Smith's work is dynamic and exceptionally distinguishable by its flat plains of color. The paintings "Hands" and "Feet" are lively and comical; the "Hands" in question are particularly reminiscent of the "Bullwinkle" cartoon hands. The style of these two pieces is overwhelmingly that of Pop Art. "Studio" had a cool and relaxing atmosphere with dominating verticals.

Overall, Smith's work makes obvious his influences as he reaches back into the history of art to borrow from previous styles.

Figures in action dominate Pratt's paintings as they interact in a basketball game and a tug of war. The use of mostly primary and secondary colors on the floor of the basketball court is energetic. However, the basic flesh-color of the bodies of the players is not as successful. Noticeable, if not disturbing, is the fact that all the figure's faces are without features save the occasional nose. This may be unimportant, because Pratt focuses more on sensitivity to shadows (sometimes over-emphasized) and attention to color in these works.

The sole photographer in the show is Enrique Espinosa, who displays his series of five black and white photographs in the smaller gallery. Subjects range from the poor in winter in New York City to the elderly in small town Mississippi. "Barbershop, Holly Springs, MS" reveals the inside of an old barbershop with an interesting perspective, as if one were kneeling on the floor. It depicts a row of old barber's chairs and a row of horizontal tube lighting above a row of sinks. Two of the three elderly men command the most attention in the foreground as one proceeds to cut the other's thin, white hair. The viewer can inspect these elderly men-- their kind expressions, their wrinkles, and their clothing-- and wonder about the stories they each tell in barbershop conversation. The photograph takes one back in time.

This collection of differing styles and two different media will be up until May 17.

Singers Kick Off Week-Long Summer Tour

By Maggie Granger
Staff Correspondent

On Friday, May 16, 1997, forty-six members of the Rhodes Singers and Mastersingers Chorale, conducted by Tony Lee Garner, will display the fruits of their intense preparatory effort and kick off their annual summer tour. The Singer's spring concert will be presented by the group in Evergreen Presbyterian Church at 7:30 p.m.

This concert, the first of many on the tour, will launch a week-long tour lineup throughout the Southern United States. Concerts will be given in schools and churches in Springfield, MO; Little Rock, AR; Dallas, TX; San Antonio, TX; the Woodlands (Houston), TX; and Natchez, MS.

"The repertoire for the tour has a Spanish theme," says Judith Smelser, campus publicity coordinator for the Singers. "The Singers will be performing a challenging, innovative and truly hilarious work by Gian Carlo Menotti called 'The Unicorn, The Gorgon, and The Manticore.' The work is sung in its original English, and it provides a satirical look on society and frivolity."

The Singers will also be performing several sacred pieces by Tomas Luis de Victoria and Pablo Casals, including settings by both composers of the moving "O vos omnes."

The choral presentation, however, is not limited to these works but also encompasses a variety of Spanish music. In selecting the musical pieces to be performed on the tour, Garner attempted to keep with the musical and cultural traditions of the areas being toured, with Texas being the prime target of this summer's travels.

The group anticipates a full itinerary of travel, arrival, rehearsal and performance. They will reside with host families while on location, but will have one night of play in New Orleans free of scheduled performances to relax and bask in their success.

The Rhodes Singers have been actively touring for years; this is their sixteenth tour. Many of these have been tours of Europe, including last year's to the Czech Republic, Hungary and Austria.

The tour is anticipated to be a bonding experience for participants, and is especially important to senior choral members who view the trip as an important way to end the school year, comments Macon Davis, a senior French major, who will be participating in her fourth tour with the group:

"The senior in the group are very close," she says, "This is our last big blowout. It is always a bonding experience. There will probably be a lot of tears."

Beale St. Music Festival 1997

Friday, May 2nd

- 6:30-7:30 Cowboy Mouth (TLS)
- 7:45-8:45 Better Than Ezra (TLS)
- 8:55-10:00 Barenaked Ladies (RS)
- 10:45- 12:00 am Bob Dylan (TLS)
- 10:30- 12:45 am Blues Traveler (RS)

Saturday, May 3rd

- 4:35- 5:25 Stir (RS)
- 5:50- 6:40 Sonic Youth (RS)
- 8:20- 9:30 Los Lobos (TLS)
- 8:30- 9:30 Taj Mahal (RS)
- 8:55- 9:55 Garrison Starr (MMT)
- 10:20- 11:30 The Grifters (MMT)
- 10:00- 1:00 am ZZ Top (RS)

Sunday, May 4th

- 2:30- 3:15 Modern English (TLS)
- 4:50- 5:50 Shawn Colvin (TLS)
- 6:15- 7:15 War (TLS)
- 7:45- 8:45 The Wallflowers (TLS)
- 8:30- 10:00 Steve Miller Band (RS)

TLS= Tom Lee Stage
RS= River Stage
MMT= Memphis Music Tent



Men, Women Second To Trinity At SCAC

Glorioso, Walter Bound For Nationals; Seniors Bid Farewell

by Grant Gandy
Staff Writer

From the beginning, things did not go well for the men's track team. Their bus broke down for the first of several times approximately two hours outside Memphis on the way to Pflugerville, TX for the 1997 SCAC Track & Field Championships.

The men were denied in their attempt for a fifth straight SCAC title as they finished runners-up to Trinity University.

In a season that has shown this year's squad to be the best in school history, it was sadly ironic that they did not come away with a team championship. Despite finishing second, the team performed admirably and there were some individual performance that stood out.

Brendan Minihan and Dave Thomasson shared SCAC MVP honors, both winning all events they were entered in. For Minihan, this capped a stellar senior season that has seen him break long standing school records in the 3000m, 5000m, and 10,000m.

"One-sixth of me is happy," said Minihan referring to sharing MVP honors with Thomasson and four other athletes, "My own victories are bittersweet. The personal wins are

nice, but I am disappointed with the team conference loss. It would have been nice to have won all four years."

Thomasson reflected on his wins and said, "I thought I had a good chance in the 1500m, but I was pleasantly suprised by the 800m and 4x400m."

Javelin thrower Jimmie Glorioso completed a rare "four-peat," winning the event in conference for the fourth straight year with a throw of 53.6 meters, or over 194 feet.

Glorioso was followed by Chris Bracken in third and Matt Wilkinson in fourth. "Jimmie Jav's" season is not finished yet, as he has qualified for his third trip to nationals with the seventh-best throw in the nation.

Jason Walter will be joining Glorioso at nationals in the triple jump, and won this event and placed third in the long jump at conference.

The team of Bryce Ashby (winner of the individual SCAC 400m), John Ferguson, Dan Spinnenweber, and Dave Thomasson easily ran away from their competition to win the 4x400m relay.

In addition to the javelin throw, the Lynx performed well in the pole vault, middle, and long distances.

Dave Osler finished second in the pole vault and tied a conference record with a vault of 14'6". Osler either won or was runner up in conference each of his four years. Chris Bracken earned all-conference honors with a third place finish.

In the 800m, Thomasson was followed by Spinnenweber and Ashby in third and fourth. The Lynx had a similar performance in the 1500m, this time with four year all-conference performer Dave Speas finishing third and Rob Cooksey finishing fourth.

Mike Wottle, Grant Gandy, and Matt Cooksey took second, third, and fourth, respectively, in steeplechase.

Wottle and Gandy teamed with Minihan in the 5000m and 10,000m; in the 10,000 Wottle finished fourth and Gandy fifth, and in the 5000m Gandy finished third and Wottle fourth.

As preparations begin for next year, graduation will definitely be felt by the men's team with the loss of Glorioso, Minihan, Osler, and Speas.

These four are all multiple all-conference performers and their talent, dedication, and leadership have helped set a standard for Rhodes' men's track by which teams will be measured for years to come.

By Grant Gandy
Staff Writer

Six points. One additional third place finish. That was the margin of defeat for the Rhodes women's track team. The defending SCAC champions were barely defeated by Trinity University.

It is hard to be critical of a team that can boast of nearly every member being an all-conference performer. The Lady Lynx did not lose due of a lack of talent; this year's squad is the best in school history, but because of a lack of depth in certain events where they were unable to completely capitalize on their talent.

"There are several scenarios where the outcome could have been different," said head coach Robert Shankman.

Nicole Horvath was named SCAC Co-MVP for her performances in the 1500m, 3000m, and 10,000m. She finished second in the 1500m, combined with Emily Ferguson and Anne Hardwick for first, second, and fourth, respectively, in the 3000m; and again teamed with Ferguson for the top two spots in the 10,000m. In the 5000m, Ferguson was able to close a ten meter lead in the final lap for an exciting win.

In perhaps the only race closer than Ferguson's 5000m, the quick quartet of Sharon Compton, Megan Emery, Jenny Gorman, and Allison Whittle, were outleained in the 4x100m and finished second by .03 seconds, approximately the same amount of time the weather cooperated for the meet. Whether as a relay team or individually, these four were responsible for a large number of Rhodes' top finishes. Whittle and Gorman finished second and third in the 100m and fourth and third, respectively, in the 200m. Gorman also added a second place in the individual 400m. Megan Emery won the 400m hurdles.

Gorman, Emery, Horvath, and Michelle DeSilva joined to finish second in the 4x400m.

In the field, it was Robyn McKellar that led the way for the Lynx. She established new personal, school, and conference records en route to winning an exciting high jump title with a jump of 5'4".

Bola Rasaki finished third in both the shot put and the discus throw.

While the women's team graduates key performers Whittle, Horvath, and Hardwick, the majority of the team returns and should have an excellent shot at the 1998 SCAC title.

PLAYOFF PICTURE SHARPENS BRACKETS: STARS FALL IN NHL, ROCKETS RISE IN NBA

NATIONAL BASKETBALL ASSOCIATION

WESTERN CONFERENCE

THE HOUSTON ROCKETS SWEEPED THE MINNESOTA TIMBERWOLVES BY WINNING GAME THREE IN A HOTLY CONTESTED BATTLE IN MINNESOTA, 125-120. PHOENIX PROVED THE SUNS ALSO RISE, PUTTING THE SONICS BACKS AGAINST THE WALLS WITH A 2-1 SERIES ADVANTAGE--GAME FOUR TO BE PLAYED IN PHOENIX.

EASTERN CONFERENCE

THE ORLANDO MAGIC WERE LED BY PENNY HARDAWAY (42 POINTS) IN STALLING THE MIAMI HEAT, AND WILL LOOK TO EVEN THE SERIES AT 2-2 THURSDAY NIGHT IN ORLANDO. THE PISTONS SHUT DOWN STEVE SMITH AND THE ATLANTA HAWKS IN AUBURN HILLS, AND ARE A VICTORY AWAY FROM DRIVING THEM OVER THE BRINK.

NATIONAL HOCKEY LEAGUE

THE DALLAS STARS WERE ELIMINATED FROM STANLEY CUP CONTENTION ON HOME ICE, 4-3 IN OVERTIME TO THE EDMONTON OILERS AND THE BLACK HOLE THAT IS CURTIS JOSEPH. THE OTTAWA SENATORS WERE VETOED IN THEIR FIST PLAYOFF FORAY 3-2 BY THE BUFFALO SABRES IN ANOTHER OT MATCH. AND THE MIGHTY DUCKS OF ANAHEIM PULLED OUT A SEVENTH GAME VICTORY OVER THE PHOENIX COYOTES AND WILL BATTLE THE DETROIT REDWINGS IN THE SECOND ROUND.

OTHER SPORTS: CENTRAL HOCKEY LEAGUE

THE FORT WORTH FIRE EVENED THEIR CHL CHAMPIONSHIP BATTLE WITH THE MEMPHIS RIVERKINGS AT 3-3; THE DECISIVE GAME SEVEN WILL BE AT TARRANT COUNTY CONVENTION CENTER TONIGHT IN FORT WORTH.

Editor's Corner

Sou'wester Athlete of the Year: Sr. Brendan Minihan

Honorable Mention: Jr. Brendan Beehan, Sr. Nao Kinoshita, Sr. Jimmie Glorioso

Lunch of the Year: Coach Dean (Matt Dean Special...)

Coach of the Year: Robert Shankman

Next Year's Leading Candidates for Athlete of the Year: Beehan, Jr. Nicole Horvath, Jr. Michael Kilbury, and Fr. Jessie Craig

Congratulations to Rhode's Softball Team: tough early schedule pays off with big first wins at Trinity, Southwestern

Tennis women and men place third, fourth at SCAC

Thank you and farewell to Writer and Correspondent Dave Speas: we wouldn't be here without you.

Thanks to all graduating (and, er, non-returning) Rhodes athletes. Your commitment inspires us all, and your presence helps build our community. We owe you all.