

The Sou'wester

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Rhodes College

Thursday, March 9, 1989



HARMON ELECTED ASSEMBLY PRESIDENT



Dana Harmon (left) is congratulated by outgoing President Ann Dixon after being elected '89-'90 Assembly President on Tuesday.

Carl to Head S.R.C.; Kilday To Lead Honor Council

by Beverly Burks

Junior Student Assembly treasurer Dana Harmon was elected President of the 1989-90 Student Assembly Tuesday after a runoff. Harmon, an economics major from Atlanta, Georgia, has served two years on the Student Assembly.

"Ideally, I would like to see the Student Assembly become an even greater channel of communication between students, faculty and staff than it is right now. That's been one of (outgoing President Dixon) Ann's biggest goals this year, and I want to further the progress she's made," Harmon said.

She noted that several programs

being implemented this year, such as the formation of a master calendar and the opening of Tuthill for student activities, would be a significant advance toward improving communication. "If we all just talk to each other and work together, there are so many great things we can do," Harmon stated.

Johanna Vandegrift was unopposed in her race for the Vice-Presidency. Vandegrift, a junior from Little Rock, Arkansas, said she was "very excited" about the upcoming year. She anticipated that, "As head of the Student Life committee, my biggest job will be to assess the interests and concerns of

students and generally to improve the quality of life for the Rhodes student."

Marjorie Thigpen from Shreveport, Louisiana completed the slate of Assembly officers after winning a two-way race for treasurer.

Maria Carl, a junior from Mt. Vernon, Missouri was elected President of the Social Regulations Council on Monday.

In other elections, Doug Kilday, a junior from Knoxville, Tennessee was elected President of the Honor Council and Paul Ollinger, sophomore from Dunwoody, Georgia will serve as Vice-President.

Briefly

The Rhodes Kinney Program needs Coordinators for next year. Coordinators help plan the Kinney Fair, the Kinney Cookout, the Kinney Retreat, and monthly meetings; work on signs and the Kinney Board; serve as an ex-officio member of the Kinney Advisory Board; work with a group of Kinney contacts from organizations, and keep track of activities and volunteers.

Participants of the Tex-Mex work trip to Colonia Benito Juarez will be hosting the Tex-Mex Tuthill Extravaganza to raise money for their traveling expenses and to take as a donation to the Bridges of Christ program which coordinates the building of shelters for impoverished Mexicans. The event, subtitled "A Soul-Train, American Bandstand Free-for-All" will feature music and dancing from 9-1 Friday night in Tuthill. Admission is one dollar at the door.

Prizes will be awarded every half hour to those persons who have made a five dollar donation to the group. All Tex-Mex participants are collecting money and will put a donor's name in contention for the drawing. Prizes which will be awarded include: a \$25 gift certificate from Spaghetti Warehouse, a box of steaks, a Memphis in May poster, McCoy tickets, and gift certificates from Squash Blossom, La Montaigne, the Brown Jug, Gonzales and Gertrude's and the Cinnamon Bakery, Sound Warehouse and many others. Donors do not have to be present to win and do not have to pay the one dollar admission fee.

Work Continues On Catalogue of Concerns

by Stuart Chapman

In an evaluation of the first year of existence for the Catalogue of Concerns, co-editor Keiko Ishida claims that the body has been a great success. "In the past, there was a very antagonistic relationship between the students and administration. But now, by examining certain issues point by point, we seem to have made improvements in the situation," she stated.

Established in the spring of 1988 by several organizational groups on campus (Black Student Association, Committee for Social and Political Action, Student Government Association, and the Sou'wester) with the approval of President Daughdrill, the body has made vast improvements in the lives of Rhodes College students. "Last year was so hectic. Everyone wanted to add their input," Ishida said.

But now, with the initial administrative work completed last spring, the body has been able to focus on individual issues from the Catalogue. Eight issues have been dealt with in the Catalogue: communication between administration and students, social life, academic development, housing, faculty issues, financial aid, cultural/intellectual life, and the meal plan. (In all probability, according to Ishida, a ninth issue will be discussed before the end of the year: the budget for the College.) "With recently revealed financial difficulties by the administration," she commented, "it appears that we should discuss the budget and give suggestions of possible cuts." Suggestions are made concerning these issues, and proposals are discussed. From each meeting, Ishida and co-editor Ann Dixon compile a report on the discussed issue which will become

part of this year's Catalogue of Concerns. "Sometimes several participants of the meeting desire to compile the report on that issue. They complete it and then turn it in to Ann and me," said Ishida. The complete, revised Catalogue of Concerns will be distributed and discussed at the Roundtable meeting on April 11.

"I am really pleased with the response we have had at these meetings. Though we have only resumed our meetings for the Catalogue in the last few weeks, a wide variety of people have come and participated," Ishida added. Many of the ideas recommended by last year's Catalogue of Concerns have already been implemented on the Rhodes campus. For instance, the \$34 activity fee to be levied on the students for the 1989-90 year is a proposal from the Catalogue. "That fee goes directly to the students and will be solely for their benefit." In addition administration has agreed to improve University and Stewart dormitories and will funnel \$500,000 into the renovation of these buildings this summer. The renovation of Tuthill Hall for student use is also a product of the Catalogue.

Equally important has been the creation of the Roundtable, a committee comprised of ten students, ten faculty members, and nine administrators. Selected by Daughdrill, this group has met monthly since September as a body for increased communication between students and the administration. The Roundtable offers an opportunity for the administrator of particular expertise in a given area to discuss his thoughts. With the developing stature of the student-led Catalogue of Concerns, Ishida claimed that in the future, "The Catalogue will probably dictate issues for the Roundtable."

Discussion Focuses On AIDS

by Elizabeth Orr

Tuesday, February 28, a panel discussion on AIDS and its effects on society was held as a part of AIDS Awareness Week which was held February 27-March 2. The panel discussion titled, "AIDS—Are Heterosexuals Really At Risk?: A Panel Discussion" brought four members of the Memphis Community working with the problem of AIDS together to lead an open discussion about AIDS and society's reaction to the AIDS victims. The panel members included: Delores Bolden, HIV Counselor and AIDS Information Specialist, who spoke about the historical

and statistical facts of AIDS in America and Memphis, as well as discussing the HIV Antibody testing and those who need to take the test; Dr. Allen Battle, Chief of the Division of Clinical Psychology at the University of Tennessee, who talked about the psychological problems of the AIDS victims due to their realization of their own mortality and the social stigma that is placed upon them; Dr. Vanderpool, Director of Planned Parenthood in Memphis, discussed what is called "safe sex" but is in actuality only "safer sex", the ways to reduce risk and control AIDS; Diane

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AIDS Patient Gives Personal Account

by Frank Howell

There appeared to be nothing wrong with Peter Barrouse; just another human being. A closer look, however, revealed the purple splotches on his forehead vaguely hidden by the combed hair, and the chair beside the lectern in case of exhaustion during the speech. Barrouse has AIDS. Barrouse spoke to Rhodes students on March 1 as a part of AIDS Awareness Week. He related the trauma and ugliness of the disease, as well as the fact that it has given strength and new meaning to this life.

He moved to Memphis about five years ago from his native Cleveland, Ohio, to run a local hotel. Two weeks after arriving in Memphis, he learned that his former lover in Cleveland had died of AIDS.

"For at least a full year, I was living with terror," said Barrouse. "I fully expected that what

was happening to him was going to happen to me."

He purposely did not get tested and continued to work 65 hour work weeks at the hotel. He was "stressing out" and thought constantly about his former lover's fate. Then he started getting sick. While he told himself that everything was fine, he was unable to walk a block. That is when he finally went to the doctor and learned that histoplasmosis had settled in his bone marrow as a offshoot of AIDS. He had finally contracted the disease two years after his former lover's death.

This started three years of sickness. Unlike many diseases, AIDS is not a steady progression downward. It is a roller coaster. A person with AIDS may get better, then knocked down, and then up again. However, every time that happens, he never gets back up

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Survey Can Help Solve Alcohol, Drug Problems

by Doug Halijan

Part of a random selection of students, I participated this week in a survey about alcohol and drug use. The survey included a quiz on one's knowledge about alcohol and drugs. Questions to determine how values shape one's perceptions about the subject, and an inquiry about the respondent's personal history of alcohol and drug use. Completely anonymous, student responses will be used only to compile data on alcohol and drug use at Rhodes.

However, though designed simply for the research purposes of the Dean of Student Affairs Office and the Counseling Center, the questions were thought-provoking and instructive. There were several sets of corollary questions and as I started to work on the questionnaire, I became interested in whether or not my answers were consistent. For instance, since I "strongly agree" that alcoholism is a disease, I should logically "strongly disagree" that the "best way to curb illegal drug use is through enforcement of laws . . . (and that) educational programs are not as effective" with college students. Not all of my responses to related questions were consistent, leading me to conclude that my values and opinions about some of the issues raised weren't strongly held.

The survey also contained questions to test how much the respondent knew about the use and effects of alcohol and drugs. Having served two years as an R.A., I have been trained in the issue and have dealt first-hand with the use, and abuse, of alcohol and drugs at Rhodes. I was a little concerned, then, when I had to guess on a couple of the questions involving chemical dependency and the amount of time it takes alcohol to take effect. I suspect I wasn't the only R.A. who couldn't answer all of the quiz-type questions; hopefully, many of us will spend some time in the next week educating ourselves. Being able to make an "A" on a quiz like this may not make me a better R.A., but, in that part of the job entails being prepared for anything that comes up, we should all know as much as we can about drug-use.

Even before having to deal with drug and alcohol-related problems in an official capacity, I had a conception of how widespread drug abuse is in our community. Most students here probably have some impression of how widespread abuse is at Rhodes. While I believe there is a problem — some students do leave every term because of their dependence on alcohol or other drugs — I have never really considered it something that touches a lot of people. And I hope that this survey confirms my opinion. It is important to realize that no one has any way of knowing for certain. The sad fact is that often it takes either a medical emergency or major academic difficulty before a student with alcohol or drug abuse problem gets needed help.

While writing this editorial someone came in and asked me why I wasn't out celebrating and getting "sloshed" since I had finished my honors paper. Even though I was writing about alcohol and other drugs, I confessed that I might very well be outdoing that if I didn't have to finish this column. I could have gone out to celebrate, but my celebration didn't necessarily require alcohol. It is important to realize that for some students, this wouldn't have been a choice. Chemical dependency sets priorities and takes choices away.

I hope that this random sampling will help us gain a better understanding of how widespread our problem is. And it is "our" problem: even though only a very limited number of students are abusers of alcohol or drugs, as a community we share in their problem. I hope everyone completed this survey; it is an important first step in dealing with a problem that, for some, is the difference not only between staying in school and dropping out, but also between living and dying.

Letters to the Editor

To the Editor:

As a senior Psychology major I was somewhat disturbed by the rising controversy of the proposed changes in Rhodes' curriculum (lowering the natural science requirement). Judging from the letters to the editor appearing in the March 2 issue of the *Sou'wester* toes are being stepped on and feelings are being hurt. In the end all of this argument about whether natural science courses are harder than non-science courses and what science majors who take non-science courses think about those courses will be detrimental to the Rhodes community. There seems to be a more beneficial way of thinking about the issues involved.

A point of concern is the proposed reduction in the requirement for natural sciences. Echoing the beliefs of Anne Marie Basarrate, lowering the requirement for natural science courses would be extremely detrimental for Rhodes students. We

came to Rhodes because it is a liberal arts and sciences college.

Just as we would argue for the value of having a liberal arts education, we cannot deny the importance of having a good background in science and computers if we are to function effectively in the world after graduation from Rhodes. As Rhodes students we need that science background. As customers we should expect to be offered a solid education for our money. This education must include natural sciences.

It is an issue of some concern that non-science majors have a tendency to shy away from natural science courses. Instead of pointing a finger of blame at the natural science departments or at the non-science majors, it would be much more instructive if we were to try to come to an understanding of this problem — by communicating with one another. Perhaps through the non-science

majors and the science departments that brings about this problem.

Finally, I would like to address briefly the rivalry between the natural sciences and all the other majors. It is a waste of time to worry about which major is the most difficult (and therefore the best?), which majors are the "smartest" and similar other conflicts. What we must realize is that all majors are seeking the same goal — to come to a better understanding of the world in which we live. We study different sectors of the world. These various approaches make our understanding of the world much richer — if we choose to share with and learn from those who take another perspective. We should not spend our time arguing about whose approach is better, but should instead spend our time trying to learn from our own approach and those of others. That's why we're all here, isn't it?

— Lori R. Vallelunga

To the Editor:

I am appalled at the lack of responsibility exhibited by many members of our campus community in the area of common respect for humanity. Last Sunday I woke up, got dressed, and wandered around campus looking for a suitable place to read a good book. On my way, I encountered the remains of at least 3 different parties in Robb, White, and East Lounge. Last week, someone knocked a 1-foot hole in the wall of a hallway on first-floor White. Dorm damage charges in Glassell have ranged from \$11-\$17 PER PERSON depending on the floor you happen to live on. I don't know what the figures are for female dorms, but I would guess that they would constitute an embarrassment for those of us belonging to the "macho" gender.

Don't get me wrong, I would be the first to scream if someone tried to take away my right to have a good time. Back home in East Tennessee, however, my mother used to tell us things like, "Have all the fun you want, but clean up after yourselves." Such comments were especially emphasized when they related to little Gabriel going over to a friend's house because, "We must be respectful of others."

Now I'm not saying that we should let mom move back into the dorms, but, dear old mom, didn't she have at least a pretty good point back then? I've heard some interesting responses to this type of question among our student body, mostly along the lines of "Hey, man, that's what they're paying those cleaning people for!" Well my friends, if this is your point of view (and for many of you it seems to be), I'm afraid that dear old mom has failed in her efforts. She wanted us to be mature and responsible — and, yes, to have a good time in the process. We can't even be considerate enough to toss our emptied beer cans into the nearest aluminum recycling box. No,

we must be "cool" and throw them on the floor, never mind that some poor soul will have to clean up the sticky slime on Monday morning. And WE wonder why some people on the cleaning staff have "bad attitudes."

While we're on the subject, let's say a bit about the way we treat ARA workers. You know, it's nice, really

NICE to be recognized as a human being once in a while. What does that mean? For starters, try looking into the eye of the person who is about to serve you lunch tomorrow and say something like "Hi, how's it going today?" The worst that could happen would be that he or she might actually speak to you, especially if

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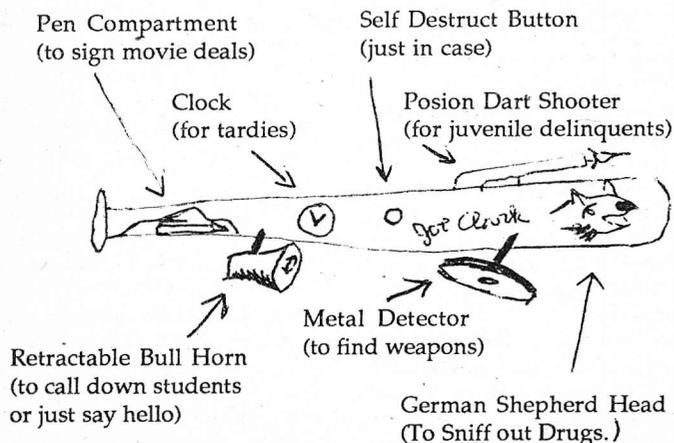
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The Joe Clark Model Louisville Slugger *fe-w*

Walk a Mile in Your High-Tops

to Pierre, the Iceman

by Derek Van Lynn

You stand smiling, resisting
Our mellow taunts
"Monolith, monolith!"
Your forearms harsh
As any other punk-
Turned weightlifter
Six foot two, blond chopped hair
Munching raisin bagels and gulping milk
Your smiles keep coming in waves
As if you knew something we don't
We all agree that fashion is for Nazis
And that freshman women are difficult
But you manage to grin at us
As we stare back from the huddle
On the cool dorm steps
Like long haired natives
Encountering their saviour
Then you suddenly giggle
And make third grade burping noises
Lifting us out of the college granite
With you into tears of laughter

AIDS

(Continued from Page 1)

the same strength he had before. Barrouse has had five such bouts himself. Right now, three years after contracting AIDS, he is healthy. But, the sixth bout could come any time now.

He tried to continue working, but was unable. At first, he just hoped that it wouldn't take too long to die. Then something clicked.

"I had to come to terms with death. I had to get over giving up things that I used to have. I had to realize that not everybody dies in the first month or even in five

years. I could still have a very good life."

He said that in order for anyone to survive AIDS, they must have three things; hope, willingness to take good care of yourself, and goals.

"If you have no reason to live, you will not live long. So I sat down and worked on some goals."

Barrouse's goals included; writing a book, doing gardening, raising a dog, living in a house (instead of an apartment), and falling in love again.

"These were absurd, nonsensical goals. They were possible, but stupid. What madman is gonna fall in love with me? Nonetheless, they are all happening."

This willingness to live has been painful and costly, though. Currently, he is spending \$2,000 a month on drugs, many of which have painful side effects.

He said he didn't think he could get through it all without the support of his friends and family. He also offered advice to the audience about how to deal with friends that have AIDS.

"If you know someone with AIDS, give them unconditional love. Hug people with AIDS. People with AIDS lose their appetite for human touch because people are afraid to touch them.

Miscellany

by F. Grant Whittle

Julien Schwartz, an astrologer friend of mine, came running into my office a few days ago. His eyes were wide and he was out of breath as he sat down on my couch and turned down *Sgt. Pepper*, which was playing on the CD. Needless to say, this made me certain that what Julien had to say was important — no one turns down *Sgt. Pepper* when I'm listening to it without a damn good reason.

"What are you doing, Julien, dear?" I asked cheekily.

He held up an incomprehensible chart before my eyes. "Look at this."

I looked and shook my head, "OK."

"Can't you see what this means?"

"No, of course I can't. You know I don't go in for that astrology crap."

"Well, look, I cast this horoscope for John Tower and I've got bad news."

"He's not going to be confirmed?" I asked.

"No, that's not it at all. Looks like he's getting confirmed after all."

"Good," I said. "Sleeping around and boozing it up shouldn't be held against anyone. Nearly everyone I know does one or both."

"But now comes the bad news," Julien continued as he rolled the chart out on the desk and began mo-

The Tower Nomination and the Stars

tioning over it mystically. After a few minutes, I was feeling dismal. According to the stars, John Tower was going to make a perfectly awful Secretary of Defense.

According to Julien, the first gaffe of Tower's tenure would come early on. You all know that he's promised to quit drinking if his nomination is confirmed; in fact, Julien says that Tower will go so far as to order all ships be christened with bottles of Tropicana grapefruit juice instead of champagne. Well, there's going to be a huge scandal involving NyQuil. Tower's going to claim he had a bad cold, but Teddy Kennedy will think otherwise. Unfortunately, Julien believes that both Tower and Kennedy will be found in a cardboard box in an alleyway several days later, sharing a bottle of Robitussin.

But this will only be the beginning. Julien suggests that Tower will recommend selling the Coast Guard to Belgium at cost to help meet Gramm-Rudman limits on government spending. Julien says that the media will pass it off as a joke until George Bush actually goes through with it. At this point, I was pretty worried, until I heard that things were going to get even worse.

In an eerie parallel to the events following President Reagan's attempted assassination, President

Bush will enter the hospital after sparring his neck and Secretary Tower will take Dan Quayle hostage and announce to the world that he is "in control." Hours later, Julien believes, Tower will negotiate three new nuclear missile treaties with the Soviets and attend the funeral of M'mmar Qaddhaffi. None of this would be that bad — in fact the treaties will be regarded by commentators on both sides as too good to be quite true — it's just that Julien predicts that when President Bush comes to, he will retract all offers made by Secretary Tower, saying he was jealous he didn't think of them.

When Dan Quayle is finally released from the White House closet where John Tower locked him, Julien predicts that the normally pacifistic Vice President will go into a frenzy and toss John Tower from the Washington Monument, thus ending the tenure of both these great men.

Before Julien explained all this to me, I was pretty sure that I wanted John Tower confirmed. After all, a man's moral character should be his business (and so should a woman's be hers). If Tower is qualified, and I guess he is, then he should be confirmed. Now that I know what's going to happen, I am certain.

Peace.

The Compleat Pickup Truck

PART II

by Web Webster

So you say you've bought a pickup truck. Sold your sexy little foreign car that goes really fast. Good deal, you say. Got it for five hundred dollars from Clint down at Tennessee Trader's Good Used Cars, Trucks and Vans. You got a full tank of gas. Things couldn't be better, you say.

But do you really know what to do with your truck, or are you a dog who finally caught the car and is completely clueless as to what to do with it? My experience has been that few know what to do with their trucks; how to treat them, outfit them, and the most essential aspect, the proper truck mentality. Like painting, or sculpting, ownership of a pickup truck is as much a matter of spirituality as it is the physical.

There are some cars which are attitudes in and of themselves. To look at a Lambroughini Contach is to stare the quintessence of "Mean Stinkin' Attitude and Damned Proud of It" in the face. On the other hand, an AMC Gremlin seems to say, "I'm horribly sorry, but I really am a car, kind of."

The pickup truck, then is a rare breed indeed — a delightful mix of grits and gravy humbleness, coupled with self-effacement and just enough self-confidence to wipe out any questions concerning ability in the eye of the beholder.

The truck's appearance stands in mute testimony to the school of design which states that function shall

always dictate form. The truck's cab is designed to seat two or three. The back, or bed, is large enough to carry several children, a week's worth of groceries, a case of oil, a tow chain, some scraps of wood, a matched set of bird dogs, and still have room for a four by eight sheet of exterior grade plywood.

Having bought your truck, you will probably want to clean it up, to make it look presentable. Be forewarned, however. That Ruby Falls bumper sticker may well be the only thing preventing the bumper from rusting completely through. The sheet of diamond plate steel laying in the bed under a layer of rotted newspaper may be the only thing between the road and whatever you're carrying. Please, please, please keep in mind the other adage, "If it ain't broke, don't fix it." Chances are that every thing that you find in the glove compartment serves some vital function, and that you'll need it as soon as you throw it away. Don't get me wrong. Properly cared for, that '76 Ford F150 will carry you to the cemetery. There are simply certain things that weren't meant to be tinkered with.

Under the hood, however, is another story, entirely. Like a loving mother, a pickup truck's engine is all-forgiving. A truck is understanding of your attempts to adjust the carburetor, or replace a head gasket. Despite what unspeakable damage you may try to inflict upon it, a truck

engine will smile at your efforts, and continue to run as it pleases.

It is normal to desire changes in the appearance of your truck. This is fine, as long as you remember the rule of "Function Dictates Form." Ideally, nothing in or on your truck should be without some purpose. Certain accessories are available to make your truck the dream machine you've always wanted. My picks are:

- * The plastic coffee cup holder. This slides into your dashboard. Perfect also for carrying an RC Cola on those really hot days.

- * A hummer clip. Clips onto the visor. Ideal for holding onto receipts, and the phone number of a reputable towing service.

- * Several beer cans in the back. When in Rome...

- * A Johnny Cash 8Trak. Even if you were unfortunate enough not to get a truck with a 8Trak, having a few to rattle around on the floor is essential.

Beware of people who try to convince you that you need Rally Wheels, chrome roll bars and giant tires. These people probably drive Nissan Hardbodies with giant tires and Alpine Megaloud Soundamatic Stereo systems. They don't own trucks. They own rice burning imitations, "pickup wannabe's" of sorts.

Finally, there is Attitude. To the pickup truck owner, the Attitude is most important of all. We may take a

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Correction

Because of an error in typesetting, the following paragraph from Dr. Steve Gabois' letter to the editor was not printed in its entirety in last week's paper. It should have read as follows:

Counting Search/Life, the humanities requirement for a Rhodes degree is ten courses. The general degree requirement of three natural science courses anytime during eight semesters of study hardly seems excessive. Most good colleges and universities require at least that much, and the current trend elsewhere is an increase in this requirement. This is simply an acknowledgment of the fact that an understanding of science is necessary (though not sufficient) to understand today's world. It seems to me that a person without a college-level knowledge of real science is like a person doomed to wander in a land forever unable to grasp the rudiments of its language.

Be Heard!
Address Your
Letters
To the Editor

Thursday, March 9, 1989

Turning the Tables: Then and Now

by Doug Halijan, Editor

Four years ago, the Editor of the *Sou'wester* asked Drs. Jennifer Brady, Steven McKenzie, and Susan Kus to give their impressions — as relatively new members of the faculty — of their students. "Though professors do evaluate students individually through grades and recommendations," the Editor stated, "they never size up their classes corporately . . . and students rarely hear what their professors think of them."

We decided to ask all three of these faculty members, each of whom has taught here for at least five years now, to reflect on the comments they wrote for the March 1, 1985 edition of the *Sou'wester* and examine whether or not they still hold the same beliefs espoused in their essays.

Jennifer Brady

1985

A recent candidate for a position in the English Department was described by one of the students asked to evaluate the strengths of her classroom style as "very personable . . . a great teacher." The next question on the form related to the candidate's possible weaknesses. There, the same student responded "boring," presumably to the performance described so glowingly moments before. Reading evaluations so fundamentally beside the point can be a dreary business. It is however, untrue to say that professors rarely get their day in court, their opportunity to respond to that group of faces sitting in judgment on their lectures.

Professors are, of course, evaluating students all semester: in class, in conferences, and finally, in the grades and comments they make on essays and exams. What one hopes for, surely, from both sides of the lectern is a capacity for thought-

ful, responsible judgment—a willingness to try to evaluate an effort fairly. And fairness entails knowing what the stakes are for the individual being evaluated: a job, merit pay, admission to graduate school or a profession. A fair appraisal of a student's or a professor's work requires disciplined judgment. Done responsibly, it is hard work, as distinct from charity as it from what Samuel Johnson called "the unwillingness to be pleased."

Students, too, have a function to play in the classroom. Learning from one's peers is a vital component of undergraduate education. In this respect, I find it distressing that students so often tend to wait for a professor to validate their classmates' comments before considering—or, better still, responding—to their contributions. Much of the intellectualism at Rhodes is underground. A number of our students are passion-

ately engaged by their disciplines. They deserve an atmosphere in which high standards are rewarded by more than grades, in which intellectual play is seen as a legitimate activity.

The caliber of classes would be raised were the students more inclined to challenge professors' points of view. The meek do not, after all, inherit this earth; nor do they benefit from a passive acquiescence to their own education.

Fewer classes might be judged "boring" were students to arrive prepared to contribute. If a real passion for a subject is one mark of the ideal student, the other requisite is discipline. The combination of passion and discipline professors strive for in their classroom instruction deserves a corresponding act of faith from the members of a class, the wish to please and to be pleased in turn.

played some part in my choice of model. It was the bad spring of a difficult year, spent tangling with the Circumlocution Offices of US Immigration; and a devastating set of first-term evaluations hadn't helped February any. My compunction at having written this is nevertheless in order. In its nearly exclusive focus on delineating the proper criteria for pedagogic "judgments," my editorial misplaced why I do what I do. It marginalized the gratifications I get from teaching, not surprisingly as it happens, because it simultaneously erases students as agents in their own education.

When classroom exchanges are regulated by the teacher's need to appear authoritative, in control, pseudo-mastery is achieved at the clear expense of dialogue. The One Who Knows speaks; nothing circulates. Professorial reproaches will invariably take a particular form of denigration: "I get nothing from my students." This disingenuous denial

of our investment in how students respond needs to be exposed. When I speak in that way, what I conceal are the sources of my own pleasure. Cixous and Clement posit another model in the discussion that closes (or, rather, refuses to close) their jointly-authored study of hysteria, *The Newly-Born Woman*. They advocate the "risks of a dual discourse that does not proceed without (the expectation of) reciprocal change." The possibility of such reciprocity depends on relinquishing the facade of mastery; it requires listening when others speak. It seems to me now that what I do best in a classroom is to "put disturbing images back into circulation." I trust more that something will circulate — and that I will be changed by that exchange. Students are not jurors; they are vocal participants, risk-takers, not simply judging but hazarding. The question of whether a classroom dynamic is "open" or "shut," is not, to any of us, "a matter of indifference."

Susan Kus

1985

I have been asked to respond in an informal survey of Rhodes professors' evaluations of Rhodes students. (I certainly hope this does not turn out to be some daemonic plot to trap unwitting first year faculty into exercises of bad temper.) I feel the best (you might substitute the words "most tactful," if you prefer) way to respond to the question is to give you an idea of what I consider a good scholar to be. This way you are free to evaluate yourselves, your fellow students, and your professors.

Scholarship, for me that is, whether it be in the humanities, the social sciences, or the natural sciences, is the art of critical thinking. Note, I have consciously chosen to use the terms "art" and "critical" in the above statement

Let me begin by clarifying my understanding of the term "critical." By this term I am not referring to the high school trick of "criticism" that we have all gotten mileage out of in our scholarly careers. This is the trick where you impress your teacher with your brilliance by demolishing another's work.

Negative criticism, while important, is not the essence of critical thought. To be an effective critic you need to be a sympathetic listener first. You need to make an honest attempt to hear the argument of the other, paying attention both to the structure and to the details of the argument. (This often means listening actively to lectures and rereading assignments.)

The best criticisms are not pot-shot attacks on isolated details but criticisms of the structure of an argument. Criticism must also involve not just critiques of "theoretical structures," but also criticisms of "practice." You have to ask not only, "is this a reasonable and meaningful way to contemplate the world we live in," but also "what implications does this view have for how we will act in this world?"

1989

It is several years later and the bottom line is that I still agree with what I said in my earlier piece that you find reprinted in this issue. If I were to rewrite it I would probably change the vocabulary a bit to make more use of words such as "wonder," "humor" and "passion" to describe the form of scholarship we should all be pursuing. I would also add that we should be pursuing such scholarship as a co-operative effort in the classroom.

When I walk into a classroom and am faced with a passive attitude on the part of students who ask for "just the facts, ma'am," or sit back and expect to be entertained, and when I

The only reason for criticizing another's "vision of the world" is to use this new insight in constructing your own "vision" and exercising choice in constructing a value system to live by. However, you must push yourself farther. You must be willing not only to state what you believe and what support you have for such beliefs, but also to test those beliefs.

The best way to do this is to be able to state both what additional evidence could be used to confirm your view and what evidence it would take to convince you otherwise, and then go out and look for it. You must be able to take such an intellectual risk or you have missed the point of our human struggle for understanding, a struggle which is both intellectual and emotional.

I also firmly believe that scholarship is an art form. We are in some way looking for elegance in our explanations. Clifford Geertz, a noted anthropologist, has put his finger on the nature of this elegance.

"Scientific advancement commonly consists in a progressive complication of what once seemed a beautifully simple set of notions but now seems an unbearably simplistic one. It is after this sort of disenchantment occurs that intelligibility, and thus explanatory power, comes to rest on the possibility of substituting the involved but comprehensible for the involved but incomprehensible . . ." (1973:33)

If we appreciate what Geertz is saying then we can understand why education is a continuing process and that what one is learning in college are not "facts" and "truth" but "learning how to learn." To do this we must remain involved, questioning, vulnerable, and compassionate towards other "learners." Gaining knowledge is not a question of competition, it is a question of cooperation and challenge, challenging yourself above all others.

can feel the class's collective center of gravity near floor level, I fantasize about piping into that classroom at high volume the Rod Stewart song that cries out about "what we need is passion" as a protest against such classroom situations. Exciting classes and good teaching are a group achievement. When I have classes (like I am lucky enough to have this semester) where there is a lightness of spirit and an openness of mind, then teaching becomes a joy if not a "high" (if I may be allowed to borrow an old term from the 60's.) We all need to understand our collective responsibility inside the classroom and act on it. Just say "no" to passivity.

Steve McKenzie

1985

In my two years at Rhodes I've had some superb students — thoughtful, articulate, industrious. Like other new faculty with whom I've spoken, though, I've been disappointed with the overall quality and attitudes of Rhodes students. They do not lack intelligence, but they often lack interest and initiative. Education is excruciating, and some students are unwilling to expend the mental and physical energy and devote the time necessary to learn. They want to get through with as little work as possible in order to be rid of a requirement. They are concerned with matriculating but not with learning.

The Religion Department may see more of this attitude than other departments. Students resent having to take courses in Biblical Studies because they fear indoctrination or think they already know more than the professor. In either case, there is a profound ignorance of the

academic sophistication of the field, and there are prejudicial barriers to overcome.

Perhaps the attitude I've described stems in part from a general materialistic view toward education illustrated by the student who told me he wanted to be a doctor because of the "big bucks" in it. (I confess to a sense of perverse glee when he failed Biology). Preparing for a vocation is important, but the value of a liberal arts education ought to go beyond that. It should make one more critical of oneself and of the world so as to improve both.

When I moved to Memphis I dealt with a real estate agent who had graduated from this college. He often reminded me of this to patronize me. He had what he wanted in life, because he was wealthy, but it was clear that he had not gotten an education from this college, just a diploma. I would hope that our current students have higher aspirations.

Looking South: A Different Dixie Opening at Brooks Museum

Looking South: A Different Dixie, on view at Memphis Brooks Museum of Art from March 5 - April 16, features the work of 23 nationally recognized contemporary painters, sculptors and photographers with strong ties to the South. Organized by the Birmingham Museum of Art, this exhibition focuses on the exceptional creativity of those artists whose work represents not only the artistic currents of the region, but who are also making significant contributions to the vanguard movements in America today.

Among the many large scale paintings, three-dimensional installations and photographs comprising *Looking South* are works by such established artists as Duane Hanson, Sam Gilliam, Robert Rauschenberg, John Chamberlain, James Rosenquist, William Christenberry and James Surls. Others, such as Clyde Connell, Ke Francis, Frank Fleming, Andy Nasisse, Melissa Miller and Russ Warren, have only recently gained national attention but have al-

ready been hailed as leaders on the cutting edge of contemporary art. Of particular interest is the work of Patrick Dougherty, who will use native materials to create a site specific sculpture for the Brooks' presentation of *Looking South*.

In addition to painting, sculpture and photography, the exhibition will be accompanied by a 44-minute video presentation by Houston artist Laurie McDonald. This video will be shown in the galleries on Sundays and Thursdays at 4 p.m., Wednesdays at noon and Saturday at both 11 a.m. and 3 p.m., as well as upon special request.

Be Heard!
Address Your
Letters
To the Editor

1989

My 1985 response to the *Sou'wester's* request to rate the students began with the statement that I'd had some superb students in my two years at Rhodes. Four years later I would stress this point. I have gained a greater appreciation for my students. I think, frankly, that the top students at Rhodes have increased both in quantity and quality over the past four years.

Our best students are as good as the best students anywhere. I am constantly impressed by the breadth, depth, and sophistication of material that we, the faculty, ask them to absorb. It is much more than what I was asked to learn in school, and that (contrary to widespread student opinion) was not so long ago.

I have also come to admire many students for the variety of their talents and interests. I stand in awe of students who are accomplished musicians, actors, artists, athletes,

writers, or display other such abilities. I have been particularly pleased to find students involved in social causes outside of the college. I was delighted, for example, by the number of students involved in the college's Habitat house. Abilities aside, I find that most of my students, however I may grade their course work, are genuinely nice people. I like them. It is sometimes difficult to remain objective in evaluating their work, hence my reputation for being too easy.

The complaints I aired about Rhodes students in 1985 persist. I still perceive a materialistic view of education as the most insidious attitudinal problem among students. It is really an evil inherent in our society as a whole, especially in the South. Education *per se* is not a primary investment of society or often, ironically, of educational institutions themselves. This materialism gives way to a kind of apathy among students which bet-

rays itself in poor class attendance and the failure to keep up with daily assignments. I find a distinct lack of enthusiasm among most students.

I know of no greater reward than to find that I have sparked a genuine interest in a student about the subject matter I teach. By the same token, there is nothing more disheartening than to find that a student whom I thought to be genuinely interested in the material is really only concerned with getting rid of a requirement. My view here is skewed, however, by the fact that for six years I have taught only first year, required courses, a fault of the college's curriculum, not its students.

I share the concern of Profs. Brady and Kus for trying to develop within students the capacity for critical thinking, but it must be coupled with a love for learning. Education without the one is naive, without the other, sterile. It is not the intellect that I find lacking among Rhodes students as often as the spirit.

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Thursday, March 9, 1989

At The McCoy

Two Gentlemen of Verona Opens Friday

by Kevin Collier

Have you long harbored resentment against William Shakespeare because your junior-high English teacher forced you to read *Romeo and Juliet* or *Macbeth* aloud to the class? Because the word choice for dialogue is obviously dated, many readers of Shakespeare's plays become frustrated and tackle his works only when forced. However, being able to see the action on stage, as opposed to picturing it in one's mind, after the passage is deciphered it completely changes things. Rhodes students will soon have this opportunity as the McCoy Theatre's production of the Shakespearean comedy *The Two Gentlemen of Verona* opens this weekend.

The Two Gentlemen of Verona is believed by many to be among Shakespeare's early works, and it may possibly be his first comedy. Even if *Two Gentlemen* is the product of a young Shakespeare, his mastery of complex plot-weaving and insightful dramatic comments on human nature are readily apparent. The play begins with two old friends, Proteus (played by Brad Shelton) and Valentine (played by Chris Davis), who are saying goodbye to each other as Valentine sets off on a journey. At Val-

entine's destination, he soon finds love in the person of Sylvia, who is played by Dana Peterson. When Proteus' father Antonio (Jack Kendall) decides to send him to meet his friend Valentine in Milan, Proteus' girlfriend Julia (played by Andrea Kruse) is crushed. Proteus, curiously enough, forgets his sadness about being separated from Julia when he meets Sylvia. Hmm. Then things begin to happen.

Director Buck Clark has worked hard to bring out every aspect of this rich script. The value of friendship, humans' fickle nature toward love, and the boundaries of loyalty are all carefully illustrated in hopes of lightening the mood of Shakespeare's skeptics. This production will be complete with tuxedos, ragtime music, and a deco-ish black and gray set.

This Thursday, March 9, is your first opportunity to see *Two Gentlemen of Verona*. Admission that night will be only one dollar. Opening night is the next evening, and there will be another performance on Saturday. Other performances will be on March 15, 16, and 17, and April 6, 7, and 8. All shows begin at 8:00 in the McCoy Theatre.

Compleat Pickup

(Continued from Page 3)

hint from *Zen and The Art of Motorcycle Maintenance*. When dealing with your truck, be your truck. Feel that which it feels. The relationship between the driver and the truck is a symbiotic one. Both benefit from each other. A truck knows your attitudes.

Get into your truck after a bad day,

course a bit and try to start it up. You'll get nowhere. The truck's refusal to start is its way of saying, "I don't like your attitude, young person, and I suggest that you change it, post haste."

Trucks enjoy being worked hard, occasionally. Sometime when you're in the mood, why not agree to help a friend move something heavy — a load of chert rock, for instance. Your truck will feel the two tons of stone in the bed and feel exhilarated by the challenge of it all. Slip it into first and just listen as the engine digs deeeep, and the body groans under the weight. Afterwards, a truck is like someone who has just worked out; tired and sore, but none the worse for wear.

A truck will go to the ends of the earth for its driver. As driver, you are expected to do the same. Ignore the lunkhead who challenges you to race at the Summer/Parkway Intersection. Be content in the knowledge that, if things got nasty, you could carry far more loads of fire wood than the lunkhead could in the back of that late model Trans Am with lots of chrome.

So there you have it. The Compleat Pickup Truck. Buy a truck, don't tinker with that which doesn't need tinkering, treat it with some respect and your truck will gladly take you and your stuff anywhere you ask it to. Trucks are a precious thing. The respect for the better things in life demands that we treat them as such.

you're not one of the people who leaves trays and trash on the tables for other people to clean up. It's amazing what a little smile and a friendly voice can do to make someone's day.

One last suggestion — The SRC has received a total of about 5 cases this entire school year. I KNOW that I've been pissed off at the mess left by my fellow dorm-mates more than 5 times. I didn't think about turning them in at the time, but I'm definitely thinking about it now. After all, what's SRC around for if we don't use it to keep us honest? Think about it the next time you go into East Lounge and can't find a place to prop your feet because of pizza boxes and beer cans.

Remember: We left mom at home for a reason. Now it's time for us to prove that we can act responsibly without her around.

—Gabriel Shirley

Letters

(Continued From Page 2)

Former Labor Secretary To Speak AT Rhodes

Ray Marshall, Secretary of Labor during the Carter administration, will speak here Monday, March 13. The topic of his talk is "Thinking for a Living: Learning Systems for a Leading Edge Economy," and it will deal with America's education system and the changes needed there for the U.S. to be at the leading edge of the world's economy.

Marshall will be visiting for two days as a Phi Beta Kappa Visiting Scholar. His lecture, at 8 p.m. in the Orgill Room of Clough Hall on campus, is free and open to the public.

Marshall, who is currently writing a book on the same topic as his upcoming lecture, questions whether the education reform movements in the U.S. have really misdiagnosed the problem. "Have schools really deteriorated?" he asks. "And what kind of schools do we need in order to meet the requirements of a leading edge economy?" Marshall maintains that obsolete ideas

about management and governance undergird America's school system and that they must be changed if the U.S. is to move ahead economically.

Marshall teaches at the University of Texas at Austin where he is the Rapoport Centennial Professor of Economics and Public Affairs. He joined the University in 1962 and from 1962-76 directed the University's Center for the Study of Human Resources. In 1977 he took leave from the University to fill the Secretary of Labor position. He has also served on many state and national advisory committees and task forces dealing with technology and American economic transition, science and technology education, immigration, manpower and employment policy, apprenticeship and development of the rural South.

Marshall is a graduate of two Southern institutions: Millsaps College, where he earned a B.A. and Louisiana State University,



Ray Marshall

where he earned a M.A. He also holds a Ph.D. from the University of California, Berkeley.

He is the author or co-author of eleven books, among them, "Choices for American Industry"; "Unheard Voices: Labor and Economic Policy in a Competitive World"; "The Jobs Challenge: Pressures and Possibilities"; "The Role of Unions in the American Economy"; and "Rural Workers in Rural Labor Markets."

Parents Listen to Career Counselor

by Scott Naugler

Ms. Christina Fockler, director of the Center for Counseling and Career Services, gave an informational speech on the function of the counseling program as part of the Parents Weekend festivities. The lecture focused mainly on the actual facilities of the program, but not surprisingly the parents participating in the question-and-answer session were more concerned with the career planning and placement services rather than those of personal counseling.

Ms. Fockler stressed the importance of the internship program and work outside the normal college academia, saying it not only beefs up the resume, but also gives the student an extra edge in organization and time management. A member of the audience involved in hiring recent college graduates reinforced the importance of outside work, adding that the work need not be necessarily related to the graduate's field of interest. However, this audience member (hiring for technical positions in a large company) also stated that the first point of interest to the employer is usually the graduate's G.P.A., a 3.0 being the usual cutoff. Many times the employer will take into consideration the graduate's college, but often employers have so many applications to sort through that an initial narrowing down is needed, and a 3.0 G.P.A. seems to be a relatively universal cutoff. After G.P.A., of course, activities, etc., are taken into account.

By far the most interesting aspect of the lecture was the parents' responses and questions aroused by the lecture. An obvious question that

came from the audience was how the parents could influence their children to pursue a certain major. A delicate question, no doubt, as no one really wants to tell irate parents that even though they paid fifty thousand dollars for their child's education they should have no say in their child's decision of career. Ms. Fockler answered this question by saying that the best thing parents could do would be to give constant support to their child, but not much more.

Choosing a major and a career seem impossible at this point in a student's life, and parents voiced their concern regarding this subject. Ms. Fockler said that, on average, people change their career three times within their lifetime, at an average of six jobs per career — the low-down being that the chances that we as college students will choose the major and career that we will stick with for life are very slim. This seems to make sense. As a good example, the Counseling Center offers the Strong Campbell Interest Inventory to aid students in selecting a major or career. However, it measures interests, not ability or intelligence, and if a student finds out that his/her main interest is nuclear physics, but has no head for math,

then a change of major (or career) might be wise on down the line.

Another concern of the audience was that of students' resumes. One parent stated that he recently saw a Rhodes resume with a glaring mistake on it, the kind of mistake that future employers cut applicants for immediately. He suggested that Rhodes students go to a professional typesetting service to get the job done right. Ms. Fockler outlined the use of the Macintosh in resume writing for a professional look, but the parent still felt such an important job should be done professionally.

Ms. Fockler spoke of the recruiters that the Center invited to interview seniors on campus. Due to the smallness of the Center's staff, however, most recruiters are from local companies, only a few being regional, and almost no national. An audience member felt Rhodes could eliminate its "small school" status by alerting employers outside the Tennessee area. Ms. Fockler agreed, but felt it would be impossible in the near future due to lack of funding to the Center.

Perhaps the funniest concern from a parent was about summer work. One parent wondered whether or not waiting tables would poison a resume. Ms. Fockler said no — any job experience is better than none.

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Thursday, March 9, 1989

Hatley Pitches Lynx To Win

by Brad Todd
Sports Editor

Randy Hatley earned his second pitching win Saturday as the baseball Lynx thumped Maryville (Mo.) 8-4 in the first game of double header at Stauffer Field. The Saints were able to rebound in the second game, however, to tag Rhodes with a 4-0 loss in a five-inning contest called because of darkness.

Hatley got into a bit of trouble in the first inning but recovered to control the next five. Senior John Sherrod picked up his second save of the season in one inning of relief work.

The saints got out of the gate quickly with base hits by the first and second batters. Hatley then walked Brian Davenport to load the sacks with no one out. Rhodes fortunes changed quickly, however, as Luke Wolf grounded into a double play and Troy Summerfield hit a slow roller back to the mound to get Hatley out of danger.

The Rhodes hitters gave him something to work with in the bottom of the first, using two base hits to produce a run.

Senior Steve Heinz led off the in-

ning with a base on balls then went to second on a wild pitch. A David Lewis base rip moved him over to third and a balk advanced him the final 90 feet.

Hatley retired Maryville in short order in the second and the Lynx gave him another run.

Freshman first baseman Kevin Tilley began the inning with a double down the left field line. Seth McDaniel bunted his way aboard to get the Lynx runners on the corners before a Pat Carruth sacrifice fly made it 2-0.

Hatley allowed the first two Saints batters to get on base in the third, but worked his way through the jam with a pickoff, a strike out, and a ground ball to the catcher.

The Lynx were able to generate another run in the bottom of the fourth with three solid hits. McDaniel slapped a one-out double to left to begin the barrage. Carruth then picked up his second RBI of the day from the number nine spot with a single to center.

Heinz drew a walk to keep things going then scored when Lewis punted a two-run triple.

The Saints scrounged for a run in

the top of the fifth to cut the gap to 5-1. A Dave Moulton base hit opened the inning and was followed by a Lynx error and a wild pitch. Moulton came in with the Maryville run moments later on a sacrifice fly to right.

Maryville marked again in the sixth thanks to two walks and one hit by Kevin Williams.

Rhodes retaliated in the bottom of the inning with three insurance runs that stretched the advantage to 8-2.

Hatley put the first three Saints batters on in the seventh and was relieved by Sherrod. Two of those runs eventually scored to make the final 8-4.

The Lynx fell victim to strong pitching by Maryville's David Meers in the second game and were unable to generate much offense. Meers retired nine Rhodes batters on strikes in the shortened game and got a four run cushion from his teammates. Meers' two hitter overshadowed a strong showing by Lynx hurler Walt Powell. Powell, who fell to 0-2 with the loss, allowed only four hits and three bases on balls.

Tilley provided the lone Rhodes offensive highlight with a smash double, his second of the day.

Lynx Runners Aim for '89 Track Crown

by Steve Karnes

For the last ten years, the Rose-Hulman Engineers have been the CAC Track & Field champions. In the last five, Rhodes has been second. This, according to coach Mike Clary, is the year that Rhodes can end the streak and wave goodbye to the Engineers.

The Lynx, anchored by a strong sprint corp and boosted by three impact freshmen, seem to have their strongest team in years. In the short sprints, Senior Charles Holt and Junior Kevin Clingan hope to claim conference crowns in the 100 and 200 meters (respectively). Holt, coming off an injured knee last year, was second in the 100 two years ago and hopes to run a 10.5 before the CAC. Clingan is the returning CAC champ in the 200 and claimed the MVP of the meet as the High-pointer. The two combine with Senior Chuck Wade and Junior Chad Dunston to round out the first 100 meter relay team. The second 4 by 100 relay is composed of Freshman John Hobbs, Demetri Patikas, Alan Chambers,

and Maurice Birdsong.

The Middle Distance group could best be characterized as both young and talented. The iron men that make up the 400 meter runners are Hobbs, Chambers, Wade, and Greg Foster. These four, along with Clingan and Patikas should make up the 4 by 100 relay. Foster and Sophomore Shane Brown are the half-milers. Foster placed second in the CAC last year and Brown turned in an individual best time. The Metric Mile (1500 meters) will be run by Sophomore Sensation Ben Shulze. After running a 4:06 last year, he hopes to break 4:00 by the Conference meet.

Returning 3000 meter Steeple Chase Champion Andy Colyer leads the distance runners into the race for the CAC crown. Colyer, a junior, seeks to break the school record and possibly qualify for the NCAA championships. All-Conference sophomore Scott Johnson and Sophomore Mike Drash will share the 5000 and 10,000 meter duties.

The lynx fieldmen are long on win-

ners but short on depth. Returning CAC champions Clingan (Long-jump), Wade (Triple-jump), and Marvin Spears (High-jump) anchor the field events. Following them are "most of the sprinters" in the long-jump and, in the high jump, Freshman Mike Horner and Emmett Russell. The biggest weakness on the team comes in the throwing events. Sophomore Rob Taylor and Freshman Patikas are the only ones in the Shot Put and Discus.

The Lady Lynx have been working hard in the Pre-season and hope to place in the CAC championships. Sophomore Linda Malinauskas (5000 Meters) leads the distance team of returning Cross-country runners. Cindy McCraw (5000 Meters) and Cassandra Morgan (800 Meters). Freshman Angela Gailey is slated to run the 100 Low Hurdles and High Jump with Freshman Regina Reynolds.

The Lynx are hosting their first meet, the Rhodes Invitational, this Saturday. Field events start at 12:00 and Running events begin at 2:00.

INTRAMURAL NEWS

by Venita Redstron

Basketball intramurals are well underway with 34 teams competing in 3 men's leagues and one women's league. Thus far in the women's league, the Chi Omega sorority is on top with 3 wins and 4 losses. Susanna Smith, Dawn Carothers and Julie Upchurch have been leading scorers for the Chi Omega's while co-captain Alyce Waller dominates the Chi O defense.

In Men's A-League action the standings are close. The Rheltney's (captain Jeff Chandler) lead the league with 3 wins followed by The Snakes (captain Scott Decker) with 2 wins. Leading scorers for the Rheltney's are Randy Hatley and Mike Sims.

In the B-League there are three divisions which will combine in post-season play. In the Black-Division The Rude Boys lead the league with a 3-0 record. Todd Moore is the captain and leading scorer for the team. In the Red-

Division, the Wounded Llamas are on top with a 2-0 record, led by Trey Babin. Finally in the White-Division, the EN Outcasts are 2-1 and the BT Express is 2-0. Walt Powell and Jimmy Griffiths lead EN in scoring while Carl Fisher runs up the points for BT Express.

The Intramural office is sponsoring a free throw contest this Friday. Anyone interested in participating should come by the office anytime between 10:30 and 5 pm on Friday. Someone will be available to officiate your attempt at 25 free throws.

INTRAMURAL DEADLINES:

SOFTBALL, ULTIMATE FRISBEE AND TENNIS ROSTERS ARE ALL DUE BY MARCH 15

Please note this is the Wednesday before Spring Break!
SOCCER ROSTERS ARE DUE MARCH 29th

Rhodes Lax Smashed by Tulane

by Eric Cardenas

The Rhodes Lacrosse Club was overcome by Tulane this past weekend as the Green Wave downed the Lynx 9-1 on the Back Forty. It was Rhodes' first home game this spring and numerous students and parents braved the rain to back the Lynx.

Tulane went ahead early in the game, capitalizing on man-up offenses and outshooting Rhodes 2 to 1. Rhodes' one goal came late in the second quarter, as middle Kyle Marks penetrated the Tulane defense and beat the goalie with a difficult bounce-shot. Late in the third quarter, a quick-stick goal by attackman Eric Cardenas was nullified due to a

controversial penalty call on Kyle Marks. After this blow, Rhodes was not able to score, while the Tulane offense continually barraged Rhodes goalie Steven Burns.

The Rhodes defense was forced to work double time as Tulane controlled the ball for a majority of the time. Lynx defensemen Reid Harbin, Robert James, Will Lybrook, and Clai Ferguson were constantly checked for weaknesses by the aggressive Tulane attackmen.

The game scheduled against Ole Miss on Sunday was cancelled due to foul weather, but plans are being made to play the game later in the spring.

Rhodes Captures Cup

by David Brooks

The Rhodes Rugby Club ran its record to 9-1 last weekend by claiming the collegiate championship of the Governor's Cup tournament in Jackson, Mississippi. In the opening match of the tournament, Rhodes crushed Mississippi State 26-0. It took the club thirty minutes to get accustomed to a flooded rugby pitch, but once the Lynx became comfortable, the points kept coming.

Rhodes displayed its usual tenac-

ity on defense with some vicious hitting by fullback John Ed Ogles and scrum half Jeffrey Ray.

In the Saturday afternoon match, Rhodes defeated Gulf Coast Rugby Club 23-0. As in the MSU match, Rhodes relied on skillful ball-handling, solid defense and a knack for converting decimals to fractions.

The day was highlighted by outstanding offensive bursts by several players. Freshman David Kahalley scored twice on excellent feeds from Ken Kieklak and Ogles. Samuel Petrurowski also had a pair of fine runs. Bob Heck handled the kicking duties very capably despite the cold weather.

On Sunday, the Lynx pulled out an 8-7 win over Tulane on a last-minute score by Heck. Sunday's conditions were even worse than Saturday's, due to a freezing wind-chill factor. The conditions were not enough to prevent the Lynx from winning their sixth match in a row however.

Rhodes next match will be played Saturday, March 11th against the University of Arkansas.

Discussion

(Continued from Page 1)

Sachs, Instructor in the Department of Anthropology/Sociology at Rhodes, spoke about the social discrimination of AIDS victims and the effect it has on society and the victims. Erica Yoder, a junior here at Rhodes College and member of the Rhodes AIDS Peer Education Group, Students Must Act Responsibly Today (S.M.A.R.T.), introduced the speakers and led her own discussion on student action against

AIDS in the college community. The discussion was very interesting and brought up many facts about the future of AIDS and how it can be controlled (but not cured) that are not well known, which causes panic and discrimination towards victims. AIDS Awareness Week attempted to inform college students about the facts, so that we know the risks and so we can help control this deadly disease.

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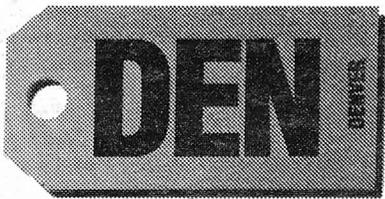
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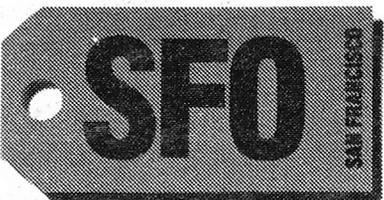
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