

The Sou'wester

Rhodes College

Vol. 71, No. 19

A Commitment to Excellence

May 10, 1985



Mr. Vernon Jordan

Vernon Jordan to Speak at 136th Commencement Ceremonies

From Public Information Office

MEMPHIS, Tenn. — Vernon E. Jordan, Jr., Washington, D.C. attorney, journalist and former president of the National Urban League Inc., will be the speaker at Rhodes College's 136th commencement June 1 in the Hubert F. Fisher Memorial Gardens on campus.

He is a partner in the law firm of Akin, Gump, Strauss, Hauer and Feld with offices in Washington, Dallas, Austin, San Antonio, New York and London.

Jordan will receive a Doctor of Humane Letters (L.H.D.) honorary degree. Three Memphians will be similarly honored. They include the Rev. John Richard de Witt, senior minister of Second Presbyterian Church, Doctor of Divinity (D.D.); William B. Dunavant Jr., Chief Executive Officer and Chairman of the Board of Dunavant Enterprises Inc., one of the nation's leading agribusiness firms, Doctor of Humanities (H.H.D.); and Dr. Willie W. Herenton, Superintendent of Schools of the Memphis City School System, Doctor of Laws (L.L.D.).

William G. McAtee, Executive Presbyterian of the Presbytery of Transylvania (Union) in Lexington, Ky., will be the baccalaureate speaker. The service will be held May 31 at Idlewild Presbyterian Church. A Rhodes graduate, Dr. McAtee's son Neal is a current student at the college.

Jordan has received numerous awards including the United Way of America's Alexis de Tocqueville Award in 1977 for voluntarism. He has written a weekly newspaper column which appeared in more than 300 newspapers. A commentator on current issues for the Westinghouse Broadcasting Network, he has also been a frequent guest on major national television news programs including "Meet the Press," "Issues and Answers" and "Face the Nation."

The 50-year-old Atlanta native has served as Executive Director

of the United Negro College Fund and has accepted several federal appointments including membership on the 1966 Council of the White House Conference "To Fulfill These Rights," National Advisory Commission on Selective Service (1966-67), American Revolution Bicentennial Commission (1972), Presidential Clemency Board (1974) and the Advisory Council on Social Security (1974).

He is on the board of directors of several national companies such as American Express Company, Bankers Trust New York Corporation, Celanese Corporation, Corning Glass Works, Dow Jones & Company Inc., J. C. Penney Company Inc., R. J. Reynolds Industries Inc., The White House Preservation Fund, United Way of America and Xerox Corporation.

A graduate of Hope College in Holland, Mich., Dr. de Witt holds a Bachelor of Divinity (B.D.) degree from Western Theological Seminary and a Doctor of Theology (Th.D.) degree from the Theological Faculty of the Reformed Churches of the Netherlands, Kampen, The Netherlands.

He has held pastorates in New Jersey, London and South Carolina and was professor of church history and systematic theology at the Reformed Theological Seminary in Jackson, Miss.

Dr. de Witt is a trustee of the Banner of Truth Trust, Edinburgh, Scotland, and associate editor of the monthly periodical "The Banner of Truth."

William B. Dunavant Jr. comes from a long line of agribusiness entrepreneurs.

Dunavant's father, the late William Buchanan (Buck) Dunavant, was associated with the Memphis cotton firm T. J. White & Co. In 1952 the young Dunavant entered the firm as a junior partner. When White retired in 1960 it became W. B. Dunavant and Company, with father and son in charge. Dunavant Jr. took charge after his

father died in 1960. Since then the company has become one of the largest handlers of cotton worldwide, handling more than 2,000,000 bales annually.

Dunavant Enterprises Inc. also encompasses Central States Investment Company, Central States Trucking Company, Dunavant Exports Inc., The Racquet Club of Memphis, The Racquet Club Inc., The Racquet Club Land Company, Memphis Aero Corporation, Dunavant Commodity Corporation and the USFL Memphis Showboats team.

Dr. Willie Herenton, with 22 years' experience in secondary education, has been superintendent of schools for the Memphis City School System since 1979.

A native Memphian, he is a graduate of LeMoyné-Owen College here. He holds a master's degree from Memphis State University and a Ph.D. from Southern Illinois University, both in educational administration. In 1982 Dr. Herenton completed the Management Course for Presidents through the American Management Associations.

In 1973 he was selected as one of 10 minority school administrators from across the nation to participate in the Rockefeller Foundation's Superintendency Program. As a Rockefeller fellow he served internships in the Office of the Superintendent in Baltimore, Md., and in the District of Columbia public schools.

Dr. Herenton has received many awards for outstanding service in education. He was selected in 1980 and 1984 as one of the Top 100 School Executives in the United States and Canada by the professional journal "Executive Educator." He is an active member of the American Management Association, American Association of School Administrators, National Alliance of Black School Educators and the Association for Supervision and Curriculum Development.

Project II Committee Formed

by President Daughdrill

Chairman Frank M. Mitchener, Jr. has appointed the following people to a new Project II Committee to develop and recommend a Statement of Educational Philosophy for the College. President Daughdrill will then make a recommendation to the Faculty and to the Board for their vote.

Dr. Larry Lacy, Chairman; Dr. Mark McMahon, Dr. Horst Dinkler, Ms. Lynne Blair, Mr. Mike McDonnell, Dr. Bob Eckert, Dr. Harold Lyons, Dr. David Kesler.

Mr. Dunbar Abston, Dr. Marsha Walton, Dean Bo Scarborough, Mr. Spence Wilson, Dr. Jim Vest, Mrs. Nancy Fulmer, Ms. Catherine Winterburn, Mr. Stephen Estock, Mr. Brad Priestler, Dr. Yenger Clifton. Non-voting ex officio: Mr. Frank Mitchener, President James Daughdrill.

Purpose and Charge: Project II Committee

The College has always had statements of mission, purpose and ideals. These include The Plan of Union of 1873, The Charter of the College, "The Ideals of Southwestern" formulated by President Diehl, The Covenants with Synods,

and the "Mission Statement" formulated by President Daughdrill and adopted by the Board of Trustees. These documents have been given wide circulation.

Though one might compare the documents critically and raise minor philosophical questions if so inclined, these statements provide a clear understanding of the mission of the College. The purpose, commitment, and nature of Rhodes College are currently and clearly defined.

What we lack, however, is a cohesive statement of educational philosophy that would connect the statements of purpose, nature, and commitment of the College with the curriculum.

We have no unifying educational philosophy that answers such questions as, "What knowledge and experiences should a student have before graduating from Rhodes?" "What skills or attributes should our graduates possess?" "What standards of performance should they have attained and demonstrated before graduation?"

To be sure, there are partial statements of educational philos-

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Graduate Writes on Family Roles in Office

By Gray Tollison

Everyone has had a job of some type, be it a summer job, working for the family business or interning during the school year. But have you ever considered those people who you work with as a second family?

Paula Richardson Bernstein, a Rhodes graduate of 1954, discusses this idea in her new book, **Family Ties, Corporate Bonds: How We Act Out Family Roles in the Office**. She visited the campus last week to promote her new book and to pay respects to her alma mater.

Ms. Bernstein worked for The Commercial Appeal from 1948 to 1955. She went on to report and edit various other newspapers. She currently writes for many national magazines and the New York Daily News.

While working at these different jobs, Ms. Bernstein observed the relationships between people working in the office. Each person could be labeled with a certain family role.

The boss was the father, the secretary was the mother, and the employees were the brothers and sisters. She became "obsessed with this idea of making family out of office relationships" and thus decided to research the idea further.

She found that family-type relationship was as common in the Fortune 500 corporation as in the small business. Family roles in the

office are "so natural because we have grown up with family and understand how it operates."

"The office has become a second family to people, since the average person spends as much time with their co-workers as they do with their real family," said Ms. Bernstein.

The range of different roles that exists in the office family is as great as in the family at home. There is the spoiled brat, the mother who knows everything about everything, the favorite son, and the chronic complainer.

The role that a person chooses to have in the office can be advantageous or disastrous. An example of placing yourself in an advantageous role would be to become the "favorite son" of the "office father." The office father will seek out his favorite son and train him to become his successor. The mother-type can place herself in a disastrous role by being "the office therapist" and not concentrating on advancing up the corporate ladder.

"Like anything else in the world, office family relationships can be either good or bad," said Ms. Bernstein. The office family can be good to those who are helped by "office fathers who want to see your professional growth, but it's deadly if you don't get on their good side." So the family role that



Ms. Paula Bernstein

one has in the office can play an important part in his job success.

The effect that the family structure has on corporations and businesses is relative to efficiency. If you have a poor family relationship, you won't be very productive, but a strong corporate family structure will help you be more productive. The strong family structure is present in Japanese corporations and is evident when one looks at their production output.

Ms. Bernstein feels that a liberal arts education is the best preparation that a college student could have. She said, "It not only gives

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SGA Corner

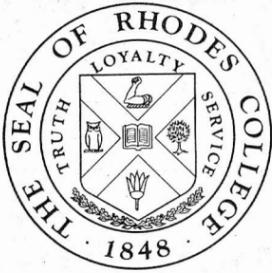
by Raymond Fields

I'd like to start out by reiterating what Rob Finch said in the last issue of the paper. We have argued all year to keep Third Term and all the unique opportunities it affords the academic program. But in order for Third Term to fully reach its potential, there must be a commitment and cooperation by faculty, students, and administrators. As students, we can fulfill our obligation by responding to the academic challenges the faculty puts before us. This could be our second-to-last Third Term unless we take the initiative to make it work. I hope you think it's worth it.

I attended my first faculty meeting on Wednesday, and I was quite disturbed at some of the results. The fraternities and sororities on campus were planning a party for Thursday, May 16, between the hours of 8:00 p.m. and 12:00 midnight, which would be open to the campus. When initially asked for approval, the Dean of Students' office denied permission for the party, citing the faculty recommendation to limit "school-night" parties to 12:00 p.m. (Doesn't it remind you of grade-school, when you heard that ominous roar, "What, you're still up! Are you out of your mind! You get your butt to bed rriiggghht now!! This is a school night!")

Then, the request was sent to the Campus Life Committee, which approved the request. During Wednesday's faculty meeting,

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THE SOU'WESTER IS:

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Staff Meetings are held Tuesdays at 6:30 p.m. in The Sou'wester office.
 Everyone interested is invited to attend.

Editorials reflect the policy of The Sou'wester as determined by its editors.

Robert Finch Grady Tollison

Hampton University Strives For Excellence As Rhodes

The following appeared in
 The Dallas Morning News
 By Lee Mitgang

HAMPTON, Va. — When Booker T. Washington wanted to attend Hampton Institute more than a century ago, he was asked to prove he had "character" by sweeping the school's floors.

When he was done, Hampton's principal tested the floor with her handkerchief and couldn't raise a speck of dust. Thus did Hampton's most illustrious alumnus gain admission to the class of 1875.

Today a solid high school record goes farther than a clean-swept floor. But strength of character and strict, old-fashioned values remain hallmarks of this school founded by a white Union general in 1868 to educate newly freed slaves.

In its earliest days, classes often were held under the 98-foot-wide branches of Emancipation Oak, a campus landmark designated one of the world's 10 greatest trees by the National Geographic Society.

Today this picturesque, 200-acre campus on the banks of the Hampton River is the nation's wealthiest private, historically black institution. It is also one of the best.

But that isn't good enough for William Harvey, Hampton's self-described "no-nonsense" president since 1978.

"We want to be 'the best' period,"

he said. Right up there, say, with predominantly white liberal arts schools of similar size and academic aims like Oberlin, Amherst, Wesleyan.

To reach that goal, Harvey has been leading Hampton in bold new directions.

His latest and boldest move: recruiting more white students.

Harvey's clear successes have been financial. Hampton has boosted its endowment tenfold to nearly \$50 million in just six years, thanks largely to Harvey's well-cultivated ties to large corporate boards and to the Reagan administration.

The money means mass media students practice with \$30,000 television cameras, and majors in the history of jazz have classrooms equipped with baby grand pianos.

Three Fortune 500 chairmen sit on the school's board of trustees, as does Secretary of Housing and Urban Development Samuel Pierce. Partly due to these connections, Hampton next fall will be licensed by the federal government to train air traffic controllers.

The school changed its name last summer from Hampton Institute to Hampton University to signal its growing academic diversity.

Already rigorous, Hampton is getting tougher academically. A "writing - across - the - curriculum" program means more term

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SGA Corner

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the faculty voted to deny permission for the party (they have the right to do so because the CLC is a faculty committee, and the faculty as a whole has to approve the CLC minutes. This whole concept of the faculty's intervening in such a blatant way offended me. Both the academic and social atmosphere of this institution are directly influenced and controlled by the faculty: one tends not to party so hard tonight if one knows damn well they have to be in class tomorrow. If the faculty wants to control our social life, then let them do so in the classroom, not the bar-room. Make sure that the time spent in class is truly an academic experience; if we can't absorb it because of the night before, then it's our loss. But I believe you step beyond your rights when you start monitoring our time outside the classroom.

Part of the college experience is realizing that one has choices, and there are consequences to these choices. If you as a faculty feel that students are choosing to be social rather than academic, then make the consequences of this choice harsher. However, it is wrong to infringe upon this right to choose. I hope to get some feedback.

I know that last paragraph was a bit terse, but maybe it will mean more in writing than it did at the faculty meeting. On a happier note, there will be a really neat experience in the Pub on Friday afternoon at about 4:45. It's something Unexpected — it's run by students, organized by students, directed by students, for students. Please come out and support them. Anyway, it's real happy hour prices; rumor has it that draft is 3 for a dollar, Bud/Bud-Lite just seventy-five cents. So come out and drink and watch a really good time — anyway, it's not a school night.

OPINION

"Good faith with the reader is the foundation of good journalism." (Statement of Principles, Article IV, 1975) "The primary purpose of gathering and distributing news and opinion is to serve the general welfare by informing the people and enabling them to make judgements on the issues of the time." (American Society of Newspaper Editors Statement of Principles, Article 1, 1975)

As the new editors of The Sou'wester, Rob and I will follow these guidelines of responsibility and truth. We will publish each issue of The Sou'wester with intentions of "good faith" and "gather and distribute news and opinion" to serve Rhodes College to the best of our ability.

Our purpose in editing the paper is not to use it as an instrument to malign the school or any person associated with the school. We want to report the news of this college; being accurate and free from bias. In opinions or editorials that are published, we will "hold to the same standards of accuracy with respect to facts as news reports." (Statement of Principles, Article IV, 1975)

But in publishing these editorials or opinions, it is also our purpose to provoke a response from the reader. The editors think that The Sou'wester will not be a successful newspaper until we have strong student involvement. We would like the student to become more involved in issues that are not only pertinent to the campus, but to the nation and the world.

The student at Rhodes has become void to situations and issues that confront the real world. He/she has become so involved in maintaining a high scholastic av-

erage that they have lost touch with other things that are important in life. So let's pull our heads out of the books for a minute and get our bearings straight.

It's true that the greatest emphasis at any learning institution is on academics. But when a school begins claiming its excellence over another school because their SAT average score was five points higher, then things are getting out of hand. The world does not revolve around your SAT or cumulative GPA. It seems that students are

Gray Tollison and Robert Finch

too caught up in their studies, neglecting other aspects of life. They have the idea that if "I don't have a 3.5, then I won't get into graduate school, and if I don't get into graduate school my life is over."

I wish the students would loosen up and not worry about the academic side of college as much. However, we are not saying you should have a party every night and skip every class. But there is a "happy medium" that students can reach to make this school a more enjoyable place. You can devote all of that extra energy that went into studying to getting involved with other activities around campus. Maybe you could find time to write a letter to the editor.

So when a prospective student asks you what students do in their spare time, your reply can be, "Well, there are many extracur-

ricular activities at Rhodes. I enjoy writing letters to the editor to make my opinions publicly known." Now wouldn't that response be more exciting than, "Oh, I just like to study"? Even the fraternities have taken up an adventurous activity: building forts and treehouses in their yards.

In all seriousness though, we would like to see the student become more active in the affairs of the college. Do not take the easy route and become apathetic about everything except your grades. The Sou'wester wants to hear your opinion on the way you feel about anything. If you don't like this paper, then tell us. If you like the new development at Rhodes, then tell us. Don't sit there and talk about what you're going to write: do it! This doesn't mean that you have to let your hair grow out or wear peace signs on the back of your jacket if you become outspoken.

We encourage you to express your opinion through the paper. But don't let us down and write something that is slanderous. We will not print anything that calls someone else a neo-Nazi or a pinko-commie. We don't consider that "good journalism." The Sou'wester is the student's newspaper and should be used to our advantage. We would like the paper to serve as the student's voice, so that our feelings and opinions are known to others in the Rhodes community.

Rob and I will do the best job we can to make this the best newspaper this school could have. All we ask of you is to do the best job you can to become more involved with the paper and other non-academic activities on campus. Maybe together we can help this school gain excellence.

Coke—It's Not the Real Thing Anymore

The following appeared in the
 May 3 issue of The Commercial Appeal.

By Charles McDowell

WASHINGTON — Coca-Cola, or Co-Cola as its serious constituency called it, was a Southern drink. It brought the South back from the Civil War, and it became the central cultural trademark of a nation.

Now its passing marks a century's transition from tart tradition to sweet banality.

Make no mistake about it. Coca-Cola as we have known it is gone. The formula is being changed for the first time since a wisp of cocaine was removed in the early years. The company chairman says the new Coca-Cola will taste "smoother, rounder, yet bolder, more harmonious." He means it will be sweeter and the bitter little sting—the subtheme—will be missing in it.

The Pepsification of America is complete.

I remember the first Pepsi-Cola I ever saw. It was in the Conoco station on lower Main Street in Lexington, Va., and I was a boy. Some off-brand distributor from Roanoke had brought a case of it, and a man named Tater took a bottle out of the cooler and tried it.

He set it down quickly and said, "Sugar water." We all tasted it, the two owners of the filling station and my father and I. Sugar water.

My first memory of Coca-Cola is earlier, in Lawrenceburg, Ky., where my grandparents lived. There was always Coca-Cola in the icebox, and the adults drank a lot of them in the summers, when I visited. Children were not allowed a whole bottle, even if it was just six ounces. It was the caffeine, I suppose, or maybe the remembered rumor of cocaine. Anyhow, a small boy could count on somebody saving him the last ounce of Coca-Cola below the depression near the bottom of the bottle.

True, babies were given Coca-Cola for upset stomachs, but you had to be about 12 years old to be able to handle a whole bottle. Then you could also order fountain Coke at the drugstore, but the truth is many young people preferred

cherry smashes or orangeade. My cousins from New Jersey, who also visited Lawrenceburg, ordered Coca-Cola but with a shot of cherry syrup in it. Straight Coca-Cola just wasn't sweet enough for many young people.

Alas, young people are the big market today, and most of the purchases of canned soft drinks in modern supermarkets are made with teenage consumers in mind. The unsophisticated taste of youth finally has undone us.

I don't know what it was in real Coca-Cola that gave it the dry, slightly bitter sting of distinction. The fundamental ingredients were carbonated water, sugar (quite a lot actually), cocoa leaves, kola nuts and possibly other "natural flavorings," along with caramel color, phosphoric acid and caffeine. The company won't say just what the formula was or how the new one is different.

My notion always has been that carbonation is an important variable. And not just variations between Coke and Pepsi. For 20 years I have suspected variations in

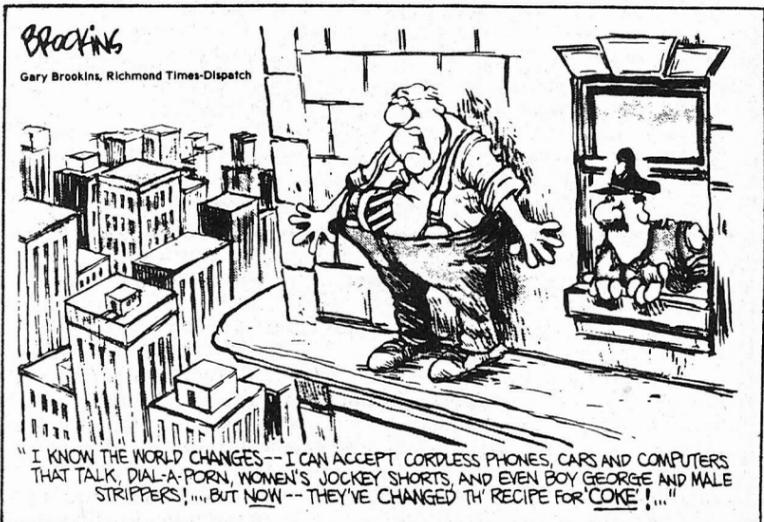
Coke's carbonation. A real Coke in a real bottle—the most distinctive container in the history of the world—is just right. A Coke in a can tastes smoother, maybe because it is less carbonated, and also sweeter. Coke in those big plastic jugs might as well be Pepsi.

In any case, there were a couple of decades in my life, 20 to 40 or so, when I drank five or six bottles of Coca-Cola a day, and thrived. Then the bottles began to disappear because vending machines like cans. I turned increasingly to coffee, which is killing me.

Still, when the day is hot, or the column is hard, or Saturday night is too long, or Sunday morning is queasy, or energy and nerve must be found for the third set, Coca-Cola has been my consistent friend and sometimes my salvation.

In 1948, in a plain French restaurant on 49th Street in New York, a distinguished old French woman came every Saturday for lunch. She always had a plate of snails and a bottle of Coca-Cola. I was a graduate student, and I was

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Coordinated by Robert Finch

In honor of this year's graduating class, we decided to dedicate this week's issues questioning to three seniors — Mike Chance, Laura Hewes and Meg Waters. We asked these seniors to evaluate their four years at Southwestern, now Rhodes College, remember? This will be the first graduating class from our new institution of excellence.

Meg Waters

As I'll be making my Graceful Exit from Rhodes within the month, I'm grasping the opportunity to commentate on my last four years at the college. I write this with proper forewarning; I'm the kind of person who chose a liberal arts college and decided to major in Accounting — not necessarily a logical combination. I guess that's all part of the Southwestern (Rhodes) experience.

Being a member of the first graduating class from Rhodes should instill a deep sense of pride. Conversely, I actually equate it with the experience of being in my grammar school's 50th anniversary class — not a strikingly significant event in my life. The name change I shall address as controversial issue number one. Being an adversary of change and a practicing Utilitarian, I cannot wholeheartedly object to the new name if it is to achieve its proposed long run results (you know, national recognition, etc. . . .). But, not that it has changed, let's go public with it. My parents have received letters from the "administration" with Southwestern at Memphis engraved envelopes THIS YEAR. Hey, first floor Palmer, let's splurge and throw out the old stationery. Also — to all interviewees — a handy take along brochure for out of town interviews — "36 Facts About Rhodes College." It is a highly boastful piece of literature that helps the interviewer paint a mental picture and put us on the map.

The family-like atmosphere here at Rhodes is not to be disparaged except if you are the kind of person who does not get along with your family. It's common practice for students to smile and exchange passing hellos as they pass one another. Not so at larger institutions of higher learning; their eyes see more sidewalk in four years than we'll see in a lifetime.

And of course with a tight knit community, there's the grapevine — and it WORKS! I've seen it tested on one of our more notorious gossips (quicker than our new 4 digit phone extensions!). The gossip weed is the scourge of the campus. Some people should declare gossip as their major; they spend more hours on the subject than on anything academic.

I've even made the mistake of call 2000 North Parkway home in front of my parents. Try not to do this. It can cause you harm — physical and/or financial.

I'm no psychic, but I predict that the social life at Rhodes is on the decline. Many of you will discount my opinion due to what underclassmen refer to as Senior Syndrome — totally unjustified. I attribute much of this marginal social life at Rhodes is experiencing to the new Tennessee alcohol laws (not deadbeat students). The heartbeat of this campus has revolved around beer busts, rush parties, etc. . . . where alcohol flowed like a river. The new drinking laws are acting to force this campus into social stagnation. Closing the Pub is a prime example. Now, students are going to have to go out on the streets to buy their beer — reduced

to high school status where you hangout outside the liquor store waiting for some Joe to come along and buy your booze. I wish I could lend some cure-all solutions to this dilemma, but currently I'm at a loss.

My complaints do not lie in the area of the faculty. My profits have been quite cooperative over the last four years. Although, I think the student-faculty ratio has changed since I was a freshman. Now, it's a faculty-student ratio. Almost everytime I walk into a prof's office, it's about four professors hanging around shooting the bull to one student with unanswered questions.

After four years of inquiry, I still feel unsure about this body of people we call that "administration." Are they the people who cash my checks from 8:30 to 3:30? the people in blue who ride around campus in Harley-Davidson golf carts? the people who cook my lunch? It seems to be that administration is a very vague term that must encompass everyone who does not fall into the categories of students or faculty members. For this group to be so ambiguous, they undoubtedly seem to make a lot of important decisions (i.e., eradicate Third Term, hold out for 3 consecutive days of 80 degree weather before turning on the a.c. in the dorms, etc. . . .). I'd like to meet a genuine administrator before I leave.

In an effort to stay on the track of controversial issues, I'd like to discuss comprehensive examinations before I leave my soapbox. I can use four words to describe them — inequity and undo hell. At a time when Seniors are beating the pavement looking for employment and also spending long hours on their upper-level courses, the various departments are compiling questions taken from courses in our major field of study. In an era where other colleges exempt seniors from their second term exams, comps are indeed an extra burden we need not bare. I say that comps are inequitable because some majors require 6 exams, while others require a senior paper. As I recognize that the comp system is not going to be abolished anytime soon, I feel that a method of standardization should be used to create more uniformity among the different majors.

Just because I've cited a few faults that I perceive Rhodes to have doesn't mean I feel I made the wrong decision 4 years ago. I've truly gained a lot from this school — most importantly friendships. My advice to underclassmen — if you can afford it, stick around for a few more years.

Bernstein

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you vision, direction, and insight, but it also gives you some sense of history and values. It's impossible in college to get a preparation for a career; that's short-sighted and short-circuited."

She went on to say that "whatever you were trained for in college is obsolete, because technology is advancing so rapidly," but

Seniors Evaluate College Experience

Laura Hewes

by Laura Hewes

Does national recognition mean big success or just big business? I think somewhere along the way someone forgot how to define success for the small liberal arts college in Memphis, or perhaps the definition is being given by the wrong person. Over the past four years, I have witnessed the build-up of a wall between the administration, the faculty and the student body which caused Southwestern not to act as the community it prides itself on being.

Each "branch" of our community is at fault; however, the majority of the blame can be placed on the administration, which single-handedly has decided that writing books and doing research are almost equally important as teaching; that Southwestern should be renamed Rhodes and go for national recognition; that Project I was to become a serious consideration, and that Oak Alley should be mutilated during the summer and replaced with a statue of yours and mine truly, Dr. Diehl.

Mike Chance

by Mike Chance

I've been at Rhodes College (as we are supposed to call it) for four years and I've seen a lot of changes, some good, and some bad. One of the reasons that I decided to come to Southwestern was because the expense was equal to that of Auburn University, and the reason the cost was the same was due to the fact that my father had to come to Southwestern and beg for financial aid.

For the most part I did enjoy my four years at Southwestern (Rhodes). One of the main reasons why I did so was because I chose to live off campus after my freshman year. During my freshman year I could not stand the fact that everybody knew exactly what everybody else was doing ALL the time.

Most people managed to make their business to know what everybody else was doing. It's O.K. to be concerned with friends but when it goes to the point of painful gossip, something is wrong.

I was talking to some friends the other day, and they expressed their dislike for a large majority of the current student body. I can see why:

It's almost as if our college is a continuation of high school. Many students are unresponsive to those students who may possess qualities that are unique. For example, the cliques, fraternities, sororities, and other groups rarely associate with one another. There is a REAL wall there.

I'm not saying that there should

added that the values and learning to think are not obsolete; that's why an executive would rather have a graduate with a liberal arts education than one who is so narrowly focused in one area. Ms. Bernstein considers her education at Rhodes priceless.

The advice Ms. Bernstein gives to college graduates in order that they may work well within the office family structure is to try to become the favorite son or daughter. "The more common ground you find with your boss, the faster you will move up the corporate ladder. You get ahead faster in any career if you consider yourself an equal emotionally and intellectually," she said.

In conclusion, Ms. Bernstein predicts that in the future, with the dominance of the Yuppie generation, we will see the "square of equality." This is a structure that is a cousin-type relationship in which everyone in the office is equal and there is no dominant father. "I hope that this is the wave of the future."

The lack of interaction among the administration, faculty and student body has enabled the administration to handle things in its own way — in a business-like manner. It cannot be denied that Rhodes as a business deserves a lot of credit. But one must question how well it is providing for its students when one hears both juniors and seniors admitting that if they were freshmen or sophomores, they would certainly consider transferring.

O.K., let's put it into business terms, since that seems to be what people understand best these days. I think there is too much concern with potential customers and a lack of concern for the present ones.

I believe our "businessmen" need to be reminded that the most successful tactic in business is the satisfaction of the immediate customer. Anyhow, if we had more of a democratic set-up here at Rhodes, it might just reveal that students enjoy third term, a heterogeneous student body, picking their own phone system, and that

professors enjoy teaching.

I have gotten a lot out of my four years at Southwestern; I have learned a lot, had a great time, and met some great individuals. In fact, I wouldn't trade my time at Southwestern for anything. However, I must admit that I am one of those seniors mentioned earlier.

The successful liberal arts college uses the combined efforts and input of the administration, faculty and students to create the best learning environment possible by exposing the students to a variety of ideas, points of view, and situations. During my four years here, Southwestern has become a more homogenous community with an ever-increasing tendency toward conservatism.

A lot of things need to change in order to make Rhodes a successful liberal arts college. You must remember that silence is often interpreted as acceptance, so you must make yourself heard if you are not pleased with the way things are. Oh, and don't forget: the customer is always right!

be an idealistic community where everybody likes everybody else, yet it does appear that with a small student body everyone could be a little more open and receptive toward those students who are different than themselves.

As for the quality of education at Rhodes, it could be better, and the solution may or may not rest in the achievement of a big name and big name professors. In support of big name professors, anyone of you who took one of Dr. Williamson's classes first term will agree that big name professors are worth it.

However, on the other hand, if we lose professors like Professor Wranovix, we suffer. It doesn't matter to me how much knowledge a professor may have. What does matter is a professor's ability to relay this knowledge effectively to his students. If a professor is unable to arouse interest among his students and learn with them, then the college has no use for them!

The school needs professors who will take a genuine interest in their students, teach them what they know, be available for consultation, and stimulate us to learn more. Who cares if they have a Ph.D., if they have the aforementioned qualities!

I'm not even going to comment on third term because it's gone and there's nothing that can be done. It's no one person's fault that it didn't work, whether it be faculty, administration or students.

When I was asked to write this article I had planned to write a

scathing attack against the college. Granted, I will not give any money to the school (so don't even bother to ask) and I will not recommend it to anyone I really care for, but that will not do any good. I do, however, think that there are serious problems at this college.

There needs to be more communication and serious cooperation between students, faculty and administration. Rhodes College is a small school with intelligent people in each "branch" of the school. If communication and cooperation cease to exist or fail to work, the whole school suffers. There is no need to make the college a national institution by increasing enrollment, adding big name professors, etc.

You need to make the students happy. I don't mean making classes easy. Make them happy by giving them a good education (socially and intellectually). Make the students feel they have a say in important issues that will affect the school as a whole (we DO have important contributions to make).

Make the students feel that they have accomplished something. Gratiified students will enlarge the reputation of the school. No matter how much propaganda you feed the rest of the nation, the students who really got something out of Rhodes will make the school a nationally known institution.

Let's eliminate the administration "superiority" complex and make things better for everyone involved.

Project II

(Continued from Page 1)

ophy in the literature of the College. Departmental brochures have some of this information, the "Case Statement" written at the beginning of the capital campaign contains sections of ideals and philosophy, and the pamphlet "The Classic of Classics" is a fine statement of the College's policy of requiring a biblical studies component in its undergraduate degree structure. These statements, however, were written primarily for off-campus audiences or cover only a portion of the curriculum.

Attributes frequently quoted in College literature, such as teaching the ability to communicate in writing and orally, came from the work of a small faculty committee chaired by Professor Robert Amy more than 10 years ago.

The need is obvious and the time is right for the College to develop a College-wide, up to date, and cohesive statement of educational philosophy. Such an undertaking should be initiated by a committee

made up predominantly of faculty members along with several students, alumni, trustees, and administrators.

This process and the resulting statement of educational philosophy will help rebuild the sense of collegiality that was lost when the shared values that were reflected in the curriculum years ago began to give way to departmental, not College-wide, perspectives.

The statement of educational philosophy should state clearly the skills, attributes, experiences, and sensitivities that we seek to impart. This is needed 1) so that we all know what we are about, how faculty work together collegially, and how each professor's and each department's work fits with others, 2) so that we have goals that can be evaluated for continual accreditation, and 3) so that the image of a Rhodes education is clear to our constituencies.

A cohesive statement of educational philosophy for the College should be developed without delay as a new Project II.

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CAMPUS NEWS

Going Abroad? Go For It!

by Robert Finch

Finally, it's not long until the academic year is over. But for many of us, the year is just beginning — the working year, that is. And there are those of us who will never attend class as students at Rhodes again. Mixed among us are students who will travel abroad this summer for pleasure or to pursue a career.

During my stay abroad last year, the one ideal that expressed itself most vividly in my mind was that Americans should consistently acknowledge that there is a much larger world out there which affects us daily, and in order that we may better understand that world, Americans, perhaps, should replace the phrase "Go West, young man" with a more modified phrase in our "New Era" — "Go abroad, my son."

For me, traveling is one of the most enlightening experiences one can have, and as we all know, first hand experience, which is what traveling is, is not only the best method of acquiring knowledge, but also the most effective way to retain the knowledge which one has gained.

The most unforgettable of these experiences for me, and probably for anyone in the western world, was my visit to Berlin. As I approached Check Point Charlie and read the sign, "You are now leav-

ing the American sector," I felt anxious. Anxious to know what was on the other side of this mass barricade of "check points," barbed wire, and guards with suspicious eyes and, of course, the "wall."

Once across, no photos are to be taken looking back at the checkpoint, and thereafter, no photos of any military personnel, of which there are many, or else. Oh, they have established a memorial, in front of which there stands a very photogenic soldier. Behind all of the frantic life of communist Berlin, there is a most interesting park, one not ordinarily seen by tourists. At the end of this park stands a bronze statue of a soldier holding an infant in his arms — this child represents Berlin, the statue as a whole represents the freedom which was given to Berlin by the Soviets after W.W.II. Freedom, they may call it, but for me they must certainly have a different understanding of the word freedom.

This experience in East Berlin was most definitely a first-hand one, one that made me even more curious than before — and when I made an attempt to go to Moscow, they refused to give me a visa — why? I believe it had something to do with the death toll in their administration — I don't know — but if I had gone, I might have gained more first-hand experience which would have given

me further insight into the situation.

So my point is this — all of you who are preparing to go to one of the many corners of the world, remember, Go For It! Take in all you can, and above all remember, this voyage will be no pleasure tour — that is, if you take advantage of every opportunity presented to you — and learn from it.

For example, the heat in Spain, the crowded trains in Italy, and the long searches for youth hostels. (By the way, every chance you get, stay in a youth hostel if possible). I have a whole address book filled with names of people, from Australia to Japan, and I've never had such a good time getting rid of a hangover with four of my newest friends, in, perhaps, Amsterdam, or Casablanca.

P.S. — Some good books are: Author Frommer's "Guide to Europe on twenty-five dollars a day" and "Europe: Where the Fun Is," by Robertson and Rollins. The "Let's Go" books, of which I'm sure you have all heard, will surely take you to a foreign land if you're not careful! The only time it helped me was when I was starving in wonderful Greece without dollars, and I sold it for about \$2.00. Even though that two dollars certainly saved my life, I would stay as far away from the "Let's Go" books as possible!!

Batey Involved In Major Excavations at Sepphoris

by Meg Beeson

That Jesus, as a carpenter, may have helped build a theater in Sepphoris, a then-large city near Nazareth, and that from listening to orators in that theater may have developed a skill for talking to large audiences, are just two of the hypotheses Rhodes' religion professor Richard Batey has developed since he began participating in an archeological dig in Sepphoris in 1983. Dr. Batey will return to Sepphoris this summer with Dr. James Strange of the University of South Florida to continue these excavations.

Batey is convinced that since this city, which was the capital of Galilee during Jesus' lifetime, was only four miles from Nazareth, Jesus must have visited it. Therefore, he believes that it will "be one of the most significant sites in Israel for the recovery of the beginnings of Christianity."

Since the Bible mentions little about Jesus' early life, the excavations may be important in revealing information about the cultural environment in which He grew up. If proved true, Batey's theories could significantly change scholars' ideas of Jesus' background, since it has heretofore been assumed that as a child Jesus rarely ventured beyond the conservative, rural community in Nazareth. If Jesus visited the Hellenized city of Sepphoris, the influences on him would have been much broader.

One problem with this idea is that Sepphoris is never mentioned in the Gospels. Batey maintains, however, that "the silence of the Gospels concerning visits of Jesus to Sepphoris is significant, but not

conclusive." He questions how, with Sepphoris so close, "an alert and sensitive Jewish youth (could) be oblivious to the significant and controversial influences at his doorstep."

In 1931 Dr. Leroy Waterman began excavating the site at Sepphoris and partially uncovered a 5,000 seat amphitheater. Before finishing, however, he ran out of money for the project because of the Depression. When Dr. Batey and Strange began their dig, the site had not been touched since that time. Besides uncovering the rest of the theater, Batey and Strange have found a group of rock-cut chambers that may contain Jewish archives.

Dr. Batey has recently written two articles for the scholarly journal, *New Testament Studies*, called "Is This Not a Carpenter?" and "Jesus and the Theater" which deal with the possible connections between Jesus and Sepphoris. In the latter article, he considers the significance of Jesus's use of the Greek word for "stage actor" in each of the Synoptic Gospels. Batey believes that Jesus would only have chosen this word if he had been familiar with theater productions. If he was a regular theater-goer, Jesus may not only have spoken Aramaic, but also Greek.

Professor Batey hopes that their discoveries will perfect our understanding of the historical Jesus. "If we don't understand the culture, it's very difficult to understand the man and the message. Conversely, the more we understand of the culture, the clearer we can see how He interacted with it."

Should We Have A Two-Term Schedule?

by Michelle Murchison

A proposal made by the Project I committee to revise Rhodes College's three-term calendar will be voted on by the Board of Trustees in October, according to committee member Jean L. Watson. The proposal is part of a response to the Board's request for ways of making Rhodes College one of the finest liberal arts and sciences colleges in the nation.

The recommendation includes eliminating third term and switching the college to a two-semester system, Watson said. Each semester would probably be 15½ weeks long, including one week of exams.

The proposal involves reducing graduation requirements to 32 courses (96 hours) instead of the

present requirement of 124 hours.

The committee has also discussed the possibility of a special May term during the junior year, covered by the regular tuition, for special studies opportunities such as foreign studies and science field trips.

Although the proposal has received much opposition from the student body, Watson feels the change is necessary if Rhodes College is to gain national reputation as a fine liberal arts and sciences college and provide its students with the best possible education.

According to Watson, the original purpose of third term — to provide students with special studies opportunities, is not being fulfilled any more. Students are in-

stead using third term to take regular courses and fulfill degree requirements. The May term of the proposed new calendar would provide students with a better chance to have unique learning experiences.

Watson said the present calendar does not provide teachers enough time to do research. She stated, "Moving a college into having a national reputation is done by faculty publishing. Faculty loads must include research and publications."

Watson stressed that there will not be less emphasis on good teaching. More professors will have to be hired so that classes will not get bigger and the faculty-to-student ratio will remain at twelve to one.

Phi Beta Kappa Announced

From the Public Information Office

The Rhodes College Chapter of Phi Beta Kappa (Gamma of Tennessee) is pleased to announce the election of Membership-in-Course of the following students from the class of 1985:

- Nathan Pankey Adams III, Chemistry
- Swaantje Friederike Au, International Studies
- Angeline Marie Biegler, International Studies
- Scott Alan Budzien, Mathematics and Physics
- Chong-Ket Chuah, Mathematics and Physics
- Laura Dale Clopton, German
- Sevgi Christina Curtis, Business Administration
- Susan Carroll Eades, Biology
- Rebecca Louise Ellington, Anthropology-Sociology
- John Eric Foropoulos, Biology
- Carla Jane Goe, English
- Ruth Evelyn Green, Philosophy and Spanish
- Diana Margaret Hayes, Biology-Mathematics
- Scott Ernest Heffington, Political Science
- David Paul Hovey, Economics and International Studies
- John Marshall Jones, Political Science
- Kimberly Ann Linnander, Biology
- Diane Adele Little, Art
- William Wallace McMillan, Phys-

ics

- Paula Louise Millirons, Chemistry
- Jennifer Lou Murphy, English
- Steven Anthony Overton, History and Economics
- Thomas Carl Ratliff, Mathematics-Computer Science
- Elizabeth Mitchell Streete, Psychology
- Julia Hamilton Weaver, Psychology-Religion

Election to Phi Beta Kappa is based upon a record of excellence in the study of liberal subjects. The chapter congratulates all the new members on their exceptional academic accomplishments.

An induction ceremony will be held at 11:30 a.m. on May 31 (the morning of the baccalaureate ceremony) in 200 Clough, and a luncheon in the refectory will fol-

Coke

(Continued from Page 1)

learning from that woman that I was not just a country Southerner with provincial values.

We would tip our bottles to each other across the room and the world was hopeful, if less sweet.

Charles McDowell is a columnist for the Richmond Times-Dispatch and a 1985 Seidman Lecturer.

low. Members of the Rhodes College community are invited to attend. Persons wishing to attend the luncheon should contact Dr. Terry Hill for details.

Seniors graduating as members of Phi Beta Kappa are eligible to receive the Peyton Nalle Rhodes Phi Beta Kappa Prize, the college's highest academic honor. The name of the recipient will be announced at commencement.

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Winners at 136th Awards Convocation

by Michelle Murchison

The following people received awards at the One Hundred Thirty-sixth Session of the Awards Convocation on May 1, 1985:

- Appolonian and Dionysian Awards (Art): Diane Adele Little
- Francis and Edwina Hickman Award (Anthropology/Sociology): Rebecca Ellington
- The Award for Excellence in Biology: Kim Linnander
- CRC Freshman Chemistry Award: Andrew Fong
- Sophomore Chemistry Award: William Casteel
- ACS Division of Analytical Chemistry Award: William Casteel
- The William Spandow Scholarship in Chemistry: John Cole
- The Seidman Awards in Economics: David Hovey and Mary Kelly
- The Wall Street Journal Award: Rachel Young
- The Ralph C. Hon Leadership Award: Rachel Young
- The Economics and Business De-

partment Award: Steve Overton

- The Joye Fourmy Cobb Romeiser Award (Education): Kathleen Albritton
- John R. Benish Award (English): Carla Goe
- Kepple Awards: (writing) Kevin Rasch and Kelley Ashby (Poetry, Fiction, Drama) Beth Boyett (Scholarly Essay) Bill Smart
- The Jared E. Wenger Award (Foreign Languages): Laura Clopton
- The John Henry Davis Award (History) Steve Overton
- The Colonial Dames Award (History): Michael Chance and Laurie Turner
- The Donald J. Gattas Memorial Award (I.S.): Angie Biegler
- Ann Rorie Memorial Award (I.S.): David Hovey
- The Fred W. Neal Award (Man) Ann Sartwell
- The W. O. Shewmaker Award (Man): Karen Collins
- The Jack U. Russell Awards in

(Continued on Page 5)

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Australians Occupy Nearby Zoo

by Debbie Wiener

Rhodes College has a new neighbor; and a cute, cuddly one at that. Ayers, the two-year old koala from San Diego, has moved in across the street to celebrate this year's Memphis in May festival. But don't expect Ayers to be a real party animal — koalas sleep 19 hours a day.

Ayers is a Queensland Koala, the northern-most species. Outside of Australia and the U.S., the only other Queensland Koalas can be found in Japan. The U.S. presently has less than 35 koalas: less than 12 at the Los Angeles Zoo, and 21 in San Diego. Ayers, who weighs 11 pounds, is a first generation Californian, born of native Aussies.

Valerie Thompson is Ayers' keeper from the San Diego Zoo. As koala keeper, she is responsible for

their health, welfare and general well being. She is in charge of the breeding program, the weekly weigh-in, feeding and cleaning up after the animals, and knowing when they are sick, which is not so easy.

"When a normal animal is sick, you can tell. Koalas sleep 19 hours a day: how are you going to know when they're sick?" According to Ms. Thompson, weight loss and a change in eating habits are the way to discover a sick koala.

Ms. Thompson, a native of Chicago, became interested in zoology in high school, and pursued this interest at the University of California-Davis, where she majored in animal behavior. "I got a research fellowship to do a study on zoo visitors, as opposed to zoo animals, at San Diego, and that's how I began there," said Thompson. "I

watched misbehaving zoo visitors for the summer. They wanted to find out why people feed animals when there is no feeding permitted.

"Sometimes people get downright nasty to animals, and they wanted to see what kind of conditions facilitated that, and who was doing what. They wanted someone to just sit and watch and see what might be done."

After she did her research, Thompson finished school and then returned to San Diego to work as a tour guide. Ms. Thompson has worked with the koalas for a little over three years. She works with all 17 koalas (the other four are in the wild animal park) five days a week, and someone else keeps them on her days off. This way the koalas get used to one or two people. She is also in charge of other animals: tree kangaroos, lemurs from Madagascar, sand cats, and other small carnivores.

Although she says they're not really one of the more aggressive animals, "it takes a while to really appreciate the koala bear."

"When you look at them, they seem so slow moving and lethargic; it's really hard to imagine them getting excited over anything." However, when Thompson first began working with the koalas, she found that even koalas can get excited. As she explained, males are housed separately because they fight. One day as she cleaned the enclosures, a koala slipped through the door between the cages (which was slightly open because the hose was in the door), and before she knew what was happening, two koalas were fighting. The only way she could separate the two was to put her foot in between them.

As Thompson recalled, "one latched on to my boot and bit right through it. I had to take off the boot with the koala attached and put him in the right tree. That was one of my first introductions to koalas."

Ayers will be at the zoo through May 30 in the Australian pavillion, fittingly called "The Koala Kaper." Other marsupials housed with Ayers include the Tasmanian devil, two tree kangaroos, and a wombat. Other Australian animals and exhibits can be found throughout the zoo.

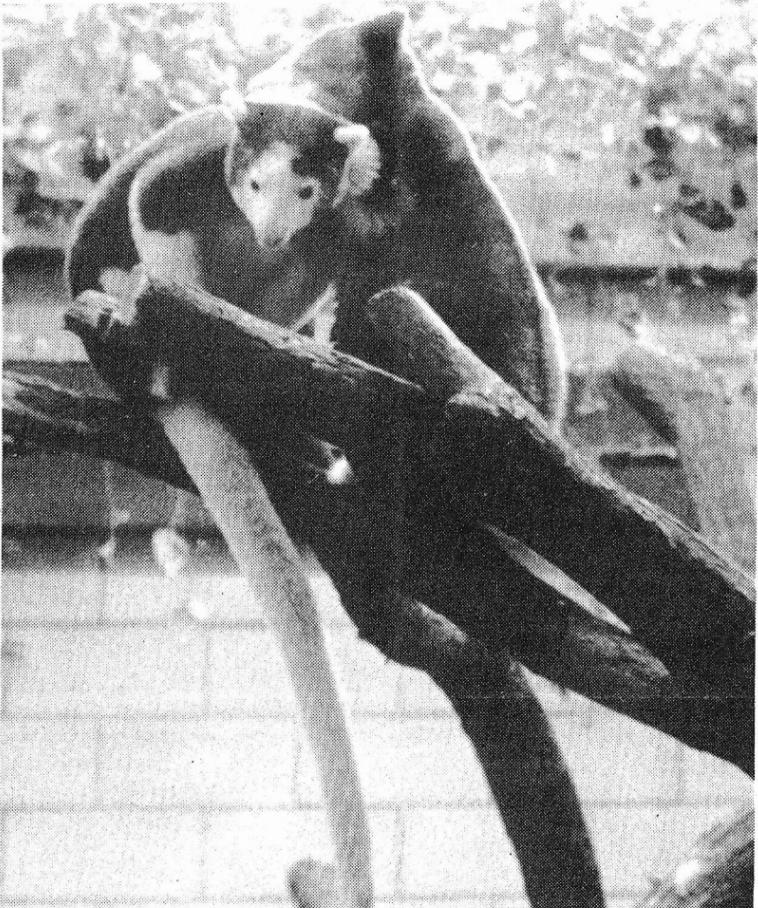
You don't really know what "cute" is until you've seen the koala.



Ayers, the Koala Bear



Tasmanian Devil



Tree Kangaroos

Hampton

(Continued from Page 2)

papers in all subjects.

Next fall, the school will try out a basic skills test on math, reading and writing which, if successful, may become a graduation requirement.

"Hampton simply will not graduate students who are not proficient in language skills," said Ernestine Robinson, head of the English department.

The school is also competing harder for top high school students. Hampton began awarding "merit scholarships" to top prospects six years ago.

Hampton this spring is trying to attract more white students. The eventual aim, said Harvey, is to have 5,000 students, about 15 percent to 20 percent white. Currently, only 4 percent of the approximately 4,200 students are white.

The few whites now enrolled are mostly from Virginia, attracted mainly by Hampton's strong nursing, architecture and marine biology programs.

Most seem not to mind the prospect of more white students. But they also want to preserve the black heritage that attracted them to Hampton in the first place.

Lisa Turner, a 21-year-old senior from West Newton, Mass., said she came to Hampton because she felt that "something was missing" in her predominantly white early school years.

"I always wondered if what I was achieving was because I was black, or because I was Lisa Turner," she said.

"I came here because this place puts out strong black leaders," said Kirk Weems, a sophomore from

Montclair, N.J. "This is a place for black students."

Mrs. Robinson, the English department head, came to Hampton three years ago from predominantly white schools. "Our students need to see people of their own race in positions of responsibility, performing in a truly professional manner."

Politically and socially, Hampton is a "much more conservative place today" than it was a decade ago, said Robert D. Bonner, dean of the School of Pure and Applied Sciences.

Winners

(Continued from Page 4)

Mathematics: Andrew Fong, Elizabeth Gibson, Lisa Allgood
The William Spandow Scholarship in Mathematics: Terri Wilhite
The Jane Soderstrom Memorial Award in Music: Carole Choate
The Laurence F. Kinney Prize (Philosophy): Ruth Green
The William Spandow Scholarship in Physics: Anne Ver-

biscer
The Physics Department Award: Karen Collins
The Seidman Awards in Political Science: Matt Lembke and Scott Heffington
Mike Cody Award in Political Science: Pam Schumacher
Abe Fortas Award for Excellence in Legal Studies: John Jones
Senior Award in Psychology: Julia Weaver
The Religious Studies Award:

Julia Weaver
The Emma Tull Award: Catherine Winterburn
The Tri-Delta Alliance Scholarship: Becky Womeldorf
The Seidman Trophy: Jeff Foropoulos
ODK Sophomore Man of the Year: David Lusk
Mortar Board Sophomore Woman of the Year: Julie Rold
The Clarence Day Award for Outstanding Teaching: Fred W. Neal

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The WIAC champions, from left to right, top row: Mary Ann Fesmire, Laura Reasoner, Laurie Laughlin, Audrey Weston, Allison McCarthy, and Coach Sarah Hatgas. On the bottom row, from left to right: Stephanie Fuss and Lauren Martel. Congratulations, girls!

Seuffert is Sought by NFL

by Jim Chase

It was the first meeting of football camp and we freshmen were eagerly awaiting our dismissal. The description given by the coach of the upcoming weeks of football camp had dampened almost everyone's hope for survival. Finally, coach Clary said, "That's all for now, fellows; I'll see you bright and early tomorrow morning."

As we began to stand up, a tall, energetic, curly-haired guy stood up and quickly went to the front of the room. It was Kirk Seuffert. He told us to sit back down. Anxious to leave, we sat down anyway. Kirk then amusingly calmed our nerves and assured us all that although camp would be rough, it would also be fun.

It figures that someone like Kirk, who cared about the feelings of the freshmen would some day get a chance to play on a powerful football team. Kirk did just that last week when a representative of the Dallas Cowboys knocked on his door at 4:00 a.m. Seuffert said, "I was surprised to see him standing there with a contract in his hand. The Cowboys told me they would offer me a contract if I wasn't drafted by any other team, but I thought it was a bunch of hot air."

Why wouldn't the Cowboys want Seuffert? His junior year he punted for an average of 44.2 yards, which ranked him third in Divi-

sion 3. He was also selected to the All American team. His senior year was equally impressive, with a near-43-yard average.

Kirk's contract includes a small signing bonus, room, board and free transportation during camp, in addition to a base salary of \$425.00 a week. The Cowboys also promised Kirk a good salary after he makes it through camp. Seuffert is the first Rhodes football player to sign with an NFL team since Tom Mullaney, a tight end who signed with the Buffalo Bills, and Jerry Hampton, who signed with the Detroit Lions in 1979.

Kirk was happy to sign with Dallas; however, he is a little concerned as to whether he can make the team or not, because of the tough competition. I am sure, however, after observing Kirk's will to work and leadership qualities, that he will have no problem making it in the NFL.

—Classified—

LOST — Reward — brown wallet, Utah driver's lic. Keep cash, no questions asked. Return to Campus Security or Showboat offices. — 274-5586.

LOST — Sizeable reward and much gratitude for the return of an antique gold ring with aquamarine and stones, that was lost near the pool. Contact Wendy Tallent, 726-3405.

Memphis

THE GREAT WINE RACE QUEEN'S CONTEST AND CHAMPION WINEMAKER CONTEST, Saturday, May 11. Creatively costumed contestants vie for the crown of "Queen of the Great Wine Race" held in Overton Square. She reigns over the Great Wine Race competition held the following Sunday, May 19.

8TH ANNUAL INTERNATIONAL BARBECUE COOKING CONTEST, Friday, Saturday, May 17, 18. The International Barbecue Cooking Contest means that it's time to pig out in Tom Lee Park! This famous competition combines fierce rivalry and frivolous revelry as 200 teams from all over the U.S. and other countries compete for cash prizes. Here in Memphis, the "Pork Barbecue Capital of the World," the competition is pork only and the categories are rib, whole hog and shoulder. Continuous entertainment, a hog-calling contest and a "Ms. Piggy" contest have become a traditional part of the fun.

THE GREAT WINE RACE, Sunday, May 19. Raindate Sunday, May 26. Teams of waiters and waitresses will compete in the seventh running of the Great Wine Race along Riverside Drive in Tom Lee Park. It's a balancing and juggling act for each four-member team as the race against the clock is run carrying

trays laden with bottles and glasses of wine. The 400-yard relay features an extra challenge — a foot-high hurdle at the 50-yard mark. Spectators enjoy the unusual costumes of the entrants and their numerous displays of showmanship.

BEALE STREET MUSIC FESTIVAL, Friday, Saturday, May 24, 25. Two days of concerts devoted to the roots of American music will come alive here in Memphis, the birth place of the blues. An impressive roster of musical masters will perform blues, jazz, rock, rhythm and blues and gospel in the area of the recently re-dedicated historic Beale Street.

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Exhibit: "Australia's Amazing Animals" — through September 1.

Educational Department films about Australia (scheduled Saturdays at 10 a.m., Sundays at 2:30 p.m.).

May 4 and 5 — "The Desert People" (Aborigine culture).

May 11 and 12 — "Coral Reef Community."

Tennis Team Ends Successful Season

by Julie Brown

The Lady Lynx tennis team smashed their way to victory two weeks ago in the Women's Intercollegiate Athletic Conference Tournament at Sewanee. The team finished number one in the conference for the second straight year, with a score of 18; Sewanee came in second with 9. No. 1 singles player Laurie Laughlin led the way with a finals score of 6-1, 6-4, then combined with Mary Ann Fesmire to take the No. 1 doubles championship in three sets: 6-3, 1-6, 6-1.

Three days after returning home, Coach Hatgas received a call ex-

tending an invitation to the team to play in the NCAA Division III Women's National Tennis Tournament. They were one of only eight teams in the nation invited, and the third team selected from the South. The South was considered the strongest region in the country this year.

The women played Franklin-Marshall, the first seed in the East, on Monday, losing a hard-fought battle by the score of 5-4. They returned home Wednesday, while Coach Hatgas, Laughlin and Fesmire remained in Philadelphia for individual competition.

Laughlin, a junior, is attending

the tournament for the third year in a row. She has ended up second in the nation the past two years, and is hoping to win it all this year. This is the second consecutive year for Fesmire and Laughlin to be in doubles competition in the tournament, which ends Saturday.

Despite the team loss on Monday, and no matter how Laughlin and Fesmire fared this week, we should be proud of the team's accomplishments this season. Their dedication and hard work has earned them a reputation as one of the top teams in the nation, and has also brought recognition to the school as a whole.

Lynx Baseball Goes to CAC Tourney

by Richard McNabb

This past Wednesday the Lynx baseball team left and headed east to participate in the CAC tourney being held this week at Sewanee. Today the Lynx take on the Fisk Bulldogs at 10:00 and the Rose-Hulman Engineers at 2:00.

Though the team finished the regular season with a 15-26 record, the facts are in favor of the Lynx. The 1985 schedule was by far the toughest in recent memory. Included on the schedule were the University of North Alabama, U.T. Martin, Memphis State, and Union, all of which are nationally ranked in their respective divisions. Also on the schedule was Ole Miss, a Division I team that managed to defeat the visiting Lynx Cats by one run!

Another important factor this season was the relative youthfulness of the team. Young is the only way to describe a team which consists of nine freshmen, six sophomores, two juniors and one senior. Inexperienced, however, is not an appropriate term in this case, because all of those freshmen have proven themselves to be tough and talented competitors.

In any game one might see as many as five freshmen in the starting line-up. There are usually two, sometimes three freshmen in the infield (short stop and either first or third base). There are four freshman pitchers, two of whom have emerged as really fine performers.

Offensively, junior Jim Elgin is at the top of the charts with a batting average of .390 but after him come three freshmen, Lance Vickers (.347), Walter Anderson (.343), and Colin Johnson (.323). Two other players who have done some

loud talking with their bats are senior Phil Ford (.312) and freshman Andy Long (.308). A Division III team sporting six players batting above .300 is going to make good things happen for itself sooner or later.

In the base stealing department, the freshmen are tops. Andy Long has stolen 27 bases (30 attempts), Walter Anderson has stolen 21 (25 attempts) and Shawn Carder has stolen 13 (15 attempts).

When asked about the season, Coach Ellingsworth replied, "Winning 15 games with the schedule we had this year was very pleasing. In some games we just didn't have much chance to win. The team is good though, they just need to grow up. They certainly haven't backed away from anyone. They haven't become discouraged, either."

"Probably the hardest part of the season is having to settle for a 15-26 record. But I do think that the tougher competition can only make the team better and I've made next year's schedule just as difficult. I feel sure that if this team stays together, it will be a winner in the

next few years."

Sophomore pitcher / outfielder Bubba McGee commented on the season saying, "We played some games that we should have won. But of course we played some tough teams, too. I was looking forward to this season because I knew we'd be playing teams like Ole Miss and Memphis State. I think that the biggest difference between the '84 and '85 seasons was talent. We definitely have more this year."

Sophomore second baseman Joel Pettit had this to say about the CAC tourney, "I think that the tournament will come down to which team has the most depth and talent in its pitching corps. We're as good as any team in the league."

Coach Ellingsworth added, "There are five teams with good shots at the title and we're one of them. I've got a feeling we'll take it all this weekend. But we've got to earn it first."

Freshman Andy Long summed up his team's chances in the tourney, "If we keep our heads in the ballgame and don't make mistakes, then we'll win."

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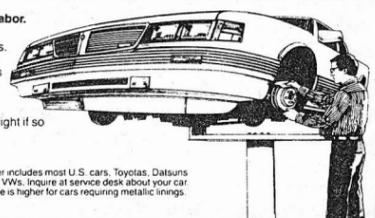
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