

# The Sou'wester

Rhodes College

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February 1, 1985



Prudence, played by Susan Adams, confronts Albert the waiter, Steve Getman, while the other members of "Beyond Therapy's" dinner party (L to r.) observe uncritically, listen to no one, talk to no one, and ponder in confusion in the McCoy's production of Durang's contemporary comedy. See review on page 3.

photo by David Porter

## Big Brothers Provide Role Models, Caring

by Alan Harris '87

Friendship, stability, and self-confidence are important to the growth of all children. These ingredients, though, are often lacking in homes where a parent is missing, and it is here that Big Brothers/Big Sisters of Greater Memphis try to fill the gaps. The program matches children from single-parent households with mature adult volunteers in order to give the child a positive role model, enhance self-esteem, and provide more exposure to the community.

Rhodes College supports Big Brothers/Big Sisters through the Kinney volunteer program. At one time, ten percent of the organization's volunteers in Memphis hailed from the Rhodes College campus. Presently, however, the program is in dire need of male volunteers; 170 boys are waiting to be matched with a Big Brother.

The Kinney office provides an easy channel to the program for those interested in getting involved. It arranges for an interview with

Big Brothers/Big Sisters that aims to give the student more information and to determine the type of child he would like to spend time with. Big Brothers/Big Sisters then matches the student with a child from age seven to fourteen who has also been interviewed. The agency asks that the volunteer spend an hour a week with his new friend. It often gives activity ideas by providing tickets to games of the Memphis Chicks and the Memphis Showboats and by sponsoring city-wide events.

Peter Rooney, '84, a former Big Brother now on the program's Board of Directors, emphasized that this regular but small time commitment is important in establishing initial trust with a Little Brother. "They've dealt with a lot of uncertainty in their lives, so they want that consistency," he noted.

Benefits for Little Brothers and Sisters usually include improved grades, better relationships with

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## ODK, Mortar Board Honor Leaders

by Laura Johnson '88

There comes a time each year when outstanding juniors and seniors are "tapped" by honor societies choosing new members. Recently, Omicron Delta Kappa and the Mortar Board, two of Rhodes' major honor societies, have been

involved in this process.

Omicron Delta Kappa, now subtitled the "National Leadership Honor Society," was founded at Washington and Lee University on December 3, 1914, for the purpose of recognizing "meritorious leadership and service in extracurricular

activities." The Phi Circle of Omicron Delta Kappa was started at Southwestern in 1927. The organization was originally for men only, but became coed in 1974. There are now 181 chapters of the society in colleges and universities all over the country.

There are five major qualifications for membership in ODK: "exemplary character, responsible leadership and service in campus life, superior scholarship (members must be in the top 35% of the college academically), genuine fellowship, and devotion to democratic principles."

Last year, five members of the Phi chapter, including current president Steve Overton, attended the ODK national convention in Birmingham, Alabama. Earlier this year, ODK sponsored a seminar for freshmen who had abandoned their pre-med plans since their arrival here. ODK is responsible for choosing a "Sophomore Man of the Year."

The Mortar Board, founded in 1915 at the University of Chicago, was originally an honor society for women. The Torch chapter was organized at Southwestern in 1964. In 1975, the organization accepted its first male members.

Mortar Board members are chosen on the basis of their excellence in leadership, scholarship, and service. Elected in the second term of their junior year, members serve throughout their senior year.

The Mortar Board has undertaken several projects this year. Mortar Board members worked the computers during registration, held a reception for the housekeeping and maintenance staff, published the Mortar Board calendar, and organized the Homecoming Fun Run. The group is also responsible for choosing a "sophomore Woman of the Year."

### ODK Selects 11

The Phi Circle of Omicron Delta Kappa is pleased to announce that the following students have been chosen for membership.

Angie Biegler, Sherard Edington, Marie Farrar, Sue Gibson, Sann Gossum, Brad Priestler, Tommy Ratliff, Ricky Samuels, Steve Threlkeld, Catherine Winterburn, Jeff Wright.

## SGA Corner

by Beth Baxter

Individuals who have signed up to write Board of Trustee members are encouraged to send their letters as soon as possible. The SGA is currently composing a letter to be sent to the trustees after the February break, conveying student ideas and concerns about the proposals under consideration by the Project 1 Committee.

Term I class GPAs have been posted outside the Registrar's office, along with a grade distribution for the term.

The Food Committee met with Chuck Carter and Dean Kepple. Among the food complaints discussed were the lack of entree diversity, quality of salad bar, and popularity of ice cream flavors. A full report will be posted on the SGA Board soon. The Committee will be called upon in the future to respond to plans for the Refectory addition. All interested students are welcome to attend future meetings.

The student forum of Jan. 16 is currently being transcribed by SGA members. An edited copy will be made available to the campus as soon as it has been completed.

The SGA voted to loan \$500 of its contingency and \$500 of Dean Scarborough's discretionary fund to Bill Short towards the purchase of a campus change machine. The machine will be located in the Burrow Library and will be available for use during library hours.

Student representatives on Board of Trustees committees reported the following points of interest:

#### Buildings and Grounds (David Lusk, Ann Holmes)

Construction of Phase II of East Hall will begin in Sept. '85 and is scheduled for completion in Aug. '86. It will add 60 beds, and no trees will be cut down for its construction.

An addition to the Refectory will be completed by Sept. '86. It will be located between the northwest wing and Glassell Hall. An additional serving line will be included in this construction.

Renovation of Burrow Library is currently under consideration and a new cooling system for Burrow Library, Palmer Hall, and Clough Hall is being discussed.

#### Faculty and Educational Program

(Catherine Winterburn, Mindy Gard)

Recruiting for ten faculty positions for the 1985-86 school year has begun; three of those are new positions. Dean Duff was pleased to report that an extremely well-qualified black applicant for the open position in the History department and several female applicants for other positions are being considered.

The Committee drafted a proposal to the Board stating that the student:faculty ratio is not to exceed 12:1, taking into account the proposed increase in enrollment.

A draft of the Project I proposal was presented to the Committee for discussion.

#### Development (Mike Thompson, Julia Weaver)

The \$50 Million Commitment is currently two years ahead of schedule. Six new scholarship endowments have been given, each worth \$25,000 or more.

Giving to the Annual Fund has increased.

## Choate Takes State Title

by Michael Updegraff '88

Last Saturday, in a statewide singing competition, Carol Choate achieved the title of state champion in her age division. The contest, held at Middle Tennessee State University, Murfreesboro, was sponsored by the Tennessee Federation of Music Clubs.

Later this month, Carol, a senior music major, will progress to the regional competition in New Orleans, in her age bracket, 19-25. If Carol wins the regionals she will be eligible to go to the nationals which offer recognition and cash rewards.

Carol, however, is not interested in the money. "If I were in it for the money," she said, "I wouldn't be a music major."

The contest is only held every

two years because of the great length of time required to prepare a repertoire.

Carol was required to sing four pieces chosen by the judges of the Tennessee contest, each from a different language. The languages chosen for the state competition were German, English, French and Latin — all of which Carol has studied in school.

The songs performed were "Auf dem Wasser Zulsingen" by Schubert, "The Trees on the Mountain" by Floyd, "D'Anne que me jecta de la Neige" by Ravel, and Handel's "Alleluja."

Carol will present these four pieces plus three more in recital in Hardie Auditorium on Sunday, February 10, at 8:00 p.m.

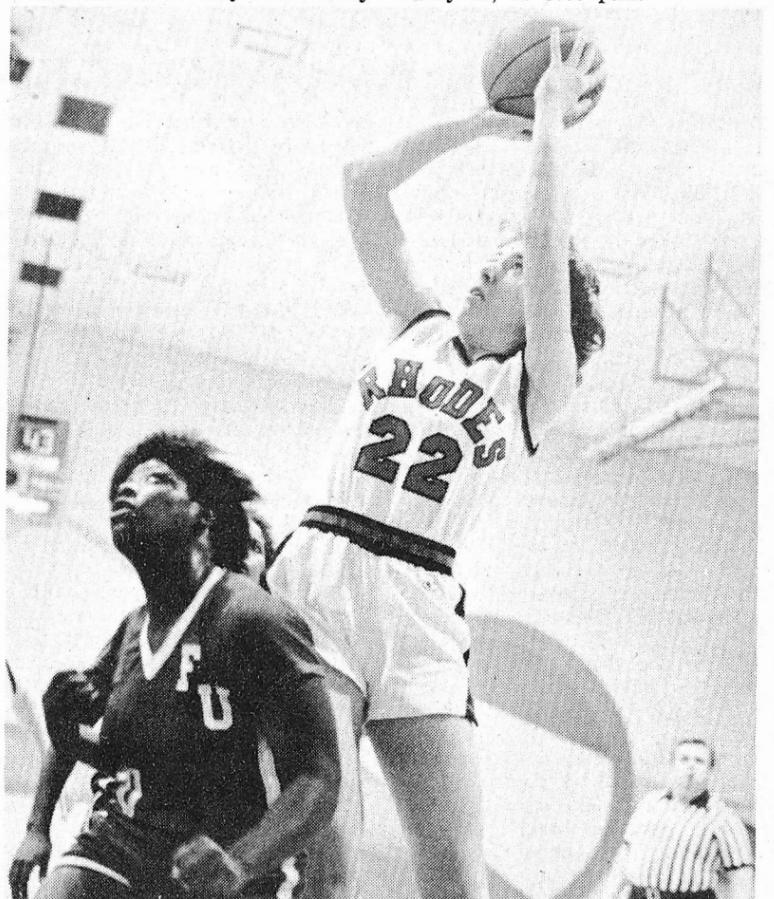
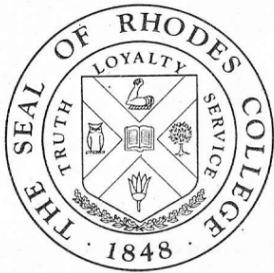


photo by David Porter

Freshman Becky Womeldorf leaps above her Fisk opponent to shoot for two. Both the men's and women's basketball teams were defeated by the teams from Fisk University Wednesday night at the Mallory Gym.



## 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 Llewellyn My Side

The following piece was submitted by Robert Llewellyn, Assistant Dean of the College. In it he presents his views on the structural problems of Term III and the numbers to support these views.

Dear Editor:

It is clear that from the point of view of the students, the single most controversial recommendation in the PROJECT I report at this time is the recommendation to adopt a two-term calendar. There are many reasons to support and many to reject this recommendation. I want to address one reason — in my mind the single most pervasive reason — for eliminating Term III and adopting a two-term calendar.

There is a structural imbalance between Term I/II and Term III, and I believe it is this structural fault that stands in the way of realizing our ideals for Term III. To make this point, let me model the situation with numbers that approximately the current situation.

## Term Doesn't Add Up

In Term I/II we have a faculty of 84 and a student body of 1,008 (Faculty/Student=1/12.) The student expects to take four courses; this is 4,032 student-course units. The faculty member is expected to teach 3 courses; this is 252 faculty-course units. If students were equally distributed in the courses, the average class size would be 16 students.

In Term III the faculty teaching load is 1 course and the student instructional load is 2 courses. This is 2,016 student-course units, and 84 faculty-course units. If students were equally distributed in the courses, the average class size would be 24 students.

Many factors work so that this model is never realized. Factors work to improve the situation: some faculty members teach more than one course. Factors work to worsen the situation: most sabbaticals include Term III and take away from our teaching strength.

The point that I believe is significant is that in Term III there should be a 50% increase in class sizes over Term I/II in order to meet the demand for courses. I

believe that it is this structural feature of Term III that militates against "small," "innovative," "individualized," "special," "non-degree," "interdisciplinary" courses. It militates against doing the same thing we do in Term I and Term II, for that matter.

An alternative would be to increase the number of courses offered. Again, a 50% increase in the number of classes over the 84 faculty-course units would be necessary to maintain what we have in Term I/II. Forty-two of our 84 faculty members, assuming full faculty strength, would have to teach a double load. Many already do this; however, it is not at all clear that it can be mandated that in every Term III 42 faculty members must teach a double load.

The obvious solution is to increase our faculty size, so it is argued. Yes, this is a solution. We would need a faculty of 126 teaching 126 courses to just maintain what Term I and Term II have. Frankly, an increase of that order cannot at this time be justified in

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## Big Brothers

(Continued from Page 1)

family members, and better feelings about themselves. Rooney's Little Brother matured particularly in dealing with older people by visiting the campus often.

Though ball games, camping trips, and overnight stays in the dorm were integral parts of their relationship, simply being together and talking was just as important to Rooney and his Little Brother. "I realized that there is a need in a relationship that can't be satisfied just by camping or the zoo," he pointed out.

"You hear going into it how much these kids need your help, and they do. But you never know until you get involved how much you're going to get out of it." Just as Rooney helped his Little Brother through unstable times, he drew support for his own problems from his young friend.

Paula Jacobson, executive director of Memphis Big Brothers/Big Sisters, re-emphasized the mutual growth of child and adult. "The benefit to the child is immeasurable," she commented, "but the experience enhances the exposure of the student as well; it rounds out

his perspective while giving him the ability to have an influence on a child." As junior Karen Moberly, a Big Sister, explained, "I have gained by having a chance to show love to someone who does not get enough of it."

In this time of need for volunteers, Ms. Jacobson is trying to increase the College's involvement in the program. She noted that some of the best Big Brothers and Sisters have been Rhodes students. Some currently active are Jeannie Garten, Chris Caldwell, Katy Spurlock, Laurie Mount, and Bill Smart.

Rooney is helping to organize a "Bowl for Kids Sake" fundraiser in March. He plans for campus groups in Memphis not only to get involved in raising money but also to become more aware of the program and its work.

"There are so many needs to be met out there," Rooney pointed out, "and being a Big Brother or a Big Sister is the easiest important thing you will ever do."

If you are interested in getting involved or if you simply have some questions regarding the program, please contact the Kinney office in the Student Center.

## Write Your Trustees

Dear Rhodes Community:

The Project I proposal was recently discussed at the Board of Trustees' "Faculty and Educational Program Committee" meeting. As student representatives on this committee, we feel it imperative that the student body realize that they (the students) can make a difference in the outcome of this proposal by voicing their observations and sentiments to the Board members.

We found that the Board members were not closed-minded, stuffy old fogies not at all willing to listen to the concerns of the students, but rather expressed extreme interest in our comments and questions; specifically regarding the faculty evaluation emphasis, student-teacher ratio, and the change from a three-term to a two-semester calendar.

Although the members of the Board of Trustees want to see

Rhodes College continue to improve in its academic standards and excellence, they showed concern that we not attempt to change current policies too quickly or too drastically.

Board members recognize student devotion to third term; they were supportive in our questioning of why the Third Term Committee's attempts to assess problems and make constructive suggestions for change in third term have not been taken into account by the Project I committee.

Moreover, one board member responded affirmatively to the notion that it is the faculty's and the administration's (as well as the students') responsibility to promote the proper academic attitude in about third term, board members were adamant about maintaining the 12:1 student-teacher ratio and defining exactly what is meant by Term III. In addition, discussion was held on the proposed faculty assessment and evaluation.

In other words, we do not think that the Board of Trustees is going to simply "rubberstamp" any pro-

posal from this college to make it different from what it traditionally has been. The Board sincerely cares what the students think about Project I, good and bad, and they will be receptive to us if we make an effort to contact them. After all, Rhodes exists because of and for the students — the Board has not lost sight of this.

A general letter will be sent to the Board of Trustee members regarding student opinions of the Project I proposal. In addition, we strongly encourage you to personally contact a Board member and let him or her know exactly how you feel, whether positively or negatively, about Project I (see a Board Representative for information.).

Procrastination and apathy are our worst enemies, so it's up to us to take action to be heard and stand up for what we want now. In other words, if you really do care, get off your duff and do something about it!!

Catherine Winterburn '87  
 Mindy Gard '87

## Honor Council Explained

Dear Box CE,

I'm sure that many of you are aware that the Honor Council has had quite a few trials this year. And while every person involved in a trial takes an oath of confidentiality, it has come to my attention that this oath has been violated in several cases. As a result, the justice (or lack thereof) of the Honor System has been a topic of conversation among many students.

Because of this I feel that it is necessary for the Honor Council to make a statement about how we make our decisions, and to try to define what it means to live in a community that utilizes an Honor System. This is not meant to be a defense of our decisions but rather an explanation of how we work.

The Rhodes College Honor System is not a legal system. It does not provide the community a set of rules and regulations where every violation is specified and assigned a particular penalty. It is instead a moral system. It provides the students an "ideal by which to guide their actions." This ideal is to act with honesty and integrity in every situation. Violations of the Honor System include cheating, stealing, and lying in official matters.

This moral system allows a great deal of freedom, and requires a great deal of personal responsibility and maturity. Every community member must always live up to the trust placed in him or her;

to violate this trust is to endanger the entire system. Every community member has expressed the desire to live under this moral system, and has agreed that he or she will not tolerate an offender. Thus every offense warrants immediate expulsion from the community.

This is not necessarily to punish the offender, but to protect the system. The community members have placed the responsibility of judging offenses with the Honor Council representatives. It is, however, the duty of every member to report any suspected violations. This is necessary for the system to be at all functional. The anonymity of the accuser is always respected by the Council members.

When the Honor Council has found someone guilty of a violation beyond a reasonable doubt, our primary considerations are our duty to the community and the protection of the system. Our secondary consideration is of the accused. In fulfilling our secondary responsibility we can look at all of the extenuating circumstances surrounding the case.

However, our first responsibility must be fulfilled before we can examine the second. Therefore, if a student is found guilty, we first consider the penalty of expulsion. If the Council feels that at some time the offender is capable of living under the system, the penalty may be commuted to suspension.

Thus expulsion is not necessarily reserved to be applied in only the most serious offenses. Its purpose is to protect the community from people who seem unable to ever abide by the Honor System.

Suspension has two purposes: 1) If the Council feels that the accused does not fully understand what it means to live under the Honor System, the penalty of suspension will be issued to protect the community. This will give the offender time to re-evaluate his commitment to the system; 2) Suspension is also issued if it is warranted by the severity of the offense. If either of these criteria is applicable then suspension is administered.

Suspension is usually 1, 2, or 3 terms, and is put into effect immediately. When the suspension time is over, it is removed from all school records except ours.

Probation is considered if both criteria for suspension can be dismissed. As with suspension, probation is usually for 1, 2, or 3 terms, and is removed from all records after the time period has elapsed.

I realize that much of what I have written is very theoretical, but everyone must understand the system they have agreed to support. If you have any questions please ask an Honor Council representative. We cannot discuss specific cases, but can answer detailed questions about our procedure.

(Continued on Page 3)



SOMEWHERE BY GREG GOODWIN

Ug Zag, how many times do I have to say? Remember to let triceratops out.

# Can We Allow Ourselves To Act Like Bernhard Goetz?

Mark Wells

Coordinated by Alan Harris '87

Last week, a New York Grand Jury refused to indict Bernhard Goetz for attempted murder. Goetz, the so-called "subway vigilante," had shot four teenagers who had asked him for money on a New York subway. He later turned himself in and was charged with four counts of attempted murder.

Disillusionment with what many consider the unstoppable force of crime and the inefficiency of our criminal justice system has resulted in a large public outcry in favor of Goetz.

Others condemn his action, objecting that he took the law into his own hands.

A similar shooting incident in Chicago several weeks ago heightened the debate, leading us to ask, "Would you feel justified in taking the life of someone who threatened your personal property?"

This week, four students responded: Lisa McGee, a senior, David McMullan, a junior, Mark Wells, a sophomore, and Suzanne Mabee, a freshman.

Next week's debate issue will be Gun Control.

## Suzanne Mabee

In light of the recent subway shooting, I have been asked to consider the question of whether I would feel justified in taking the life of another individual in order to protect my personal property. I suppose I am to take "personal property" as meaning my material possessions.

Bernhard Goetz has certainly experienced more violence than I have, simply because he lives in New York City. Having been mugged four years earlier, he was reported to have said that "when you're confronted with a situation on a subway, your protective tendencies take over."

We must question what would happen to our society if every per-

son was allowed to let his "protective tendencies" take over in all situations. Would we be justified in pulling out a shotgun and shooting a person down if he asked the time of day? I agree that if the "victim" genuinely feels that his "assailant" is going to cause him bodily harm, he should do everything in his power to prevent that from happening; but what the victim should consider is what the true intentions of the person who approaches him are.

Naturally, one purpose of law is to prevent crime and stop criminals, which in turn prevents violence. However, when an individual takes the law into his own hands, more violence is created than is prevented.

## David McMullan

The recent publicity of the Goetz vigilante shooting prompted and intensified the focus on crime and possible responses. The Goetz response is not a new form, but one tested and proven inappropriate through a study of history. However, frustration with the continuing problem of crime has made the fast-gun a more popular response.

The frustration of crimes against property can be appreciated only by those who have experienced it. This makes the problem of crime against property all the more difficult to face objectively. Rationality tends to give way to emotion when a person is faced with the threat of robbery. The common, and most important, element in such circumstance is fear. The feeling of helplessness and vulnerability can push an individual to resort to the extreme measures. No one can deny the power of this emotion.

The desire to protect oneself is basic instinct, as is the instinct to protect material possessions. However, the value of the two is not the same. No rational person would be willing to argue the opposite — at least in terms of the society we know.

Protection from danger and freedom from threat are certainly fundamental rights. As citizens, however, we hand the responsibility of protection over to an authority. Society was begun on the basis of a collective security. We have witnessed instances where this responsibility has gone unfulfilled, but these examples do not justify moving the law into the hands of the citizen.

Our concept of effective justice has been modified by the media in

the past two decades. Protection of civil rights by the Supreme Court has angered those who feel that the law protects the criminal, not the victim. Many of these people have lost faith in the law and have begun to endorse "Dirty Harry" style justice. This justice is instant, eliminating any chance of judicial error or plea bargaining. This answer is at best, overly simplistic and unrealistic. At worst, it threatens what holds a community together. If we allow vigilantism, we will refute the notion of "civilization."

The right to property is at the very center of our economic and political system. Our rights to property are well-established, but the consideration has to be for life and a uniform system of justice. When we reach a social environment where life can be exchanged for property, we will have degenerated to a level of barbarism.

In our recent history, we hanged the horse thief. Fortunately, crimes against property do not carry a punishment of death in this day and age. If all the Goetz's however, are indicted for possession of illegal weapons, capital punishment may take on a new meaning.

## Box CE

(Continued from Page 2)

ures. I also have plenty of handbooks that outline the system in greater detail. Every member of our community pledged that he or she would abide by the Honor System, and so it is imperative that every member understand it.

Sincerely,  
Susan Eades  
President, Honor Council

The recent New York shooting of four young men by the subway "vigilante" cannot be dismissed with a casual verdict. Of course, it would be easy to simply say, "The law is in the hands of the governing body, and punishment should be meted out by the authorities only." Yet does this not deal with the underlying problem of today's judicial system?

The most important aspect of this entire incident is the public's reaction to the shooting. Surprisingly or not, the populace has shown overwhelming support for the man. A kind of "mad as hell and won't take it anymore" attitude has gripped many, and the result is a desire to strike back at the seemingly ubiquitous enemy — crime.

Whether or not the state should have a monopoly on the punishment of crime is not longer arguable when people feel that the state is incapable of protecting them. Society has come to believe (many times correctly) that criminals are set free on technicalities, and when they are indeed convicted, are lightly sentenced due

to plea bargaining, over-crowding in prisons, etc. The subway shooting has excited the public's passion for justice.

Yet this passion is healthy. Society must seek to preserve itself from all enemies, including the criminal. When life is no longer safe in public places, then this lack of security should bring forth the passion for justice. However, as with all passions, it can become

blind and overheated.

Sure, people have a right to protect themselves, but there is a difference between self-defense and looking for a fight. Reason must always accompany passion in order to control it.

So, do I approve of the shooting? It all lies in the intent of the man. Was he sufficiently provoked to defend himself, or was he an overly impassioned man who exceeded his rights? The evidence points to the latter.

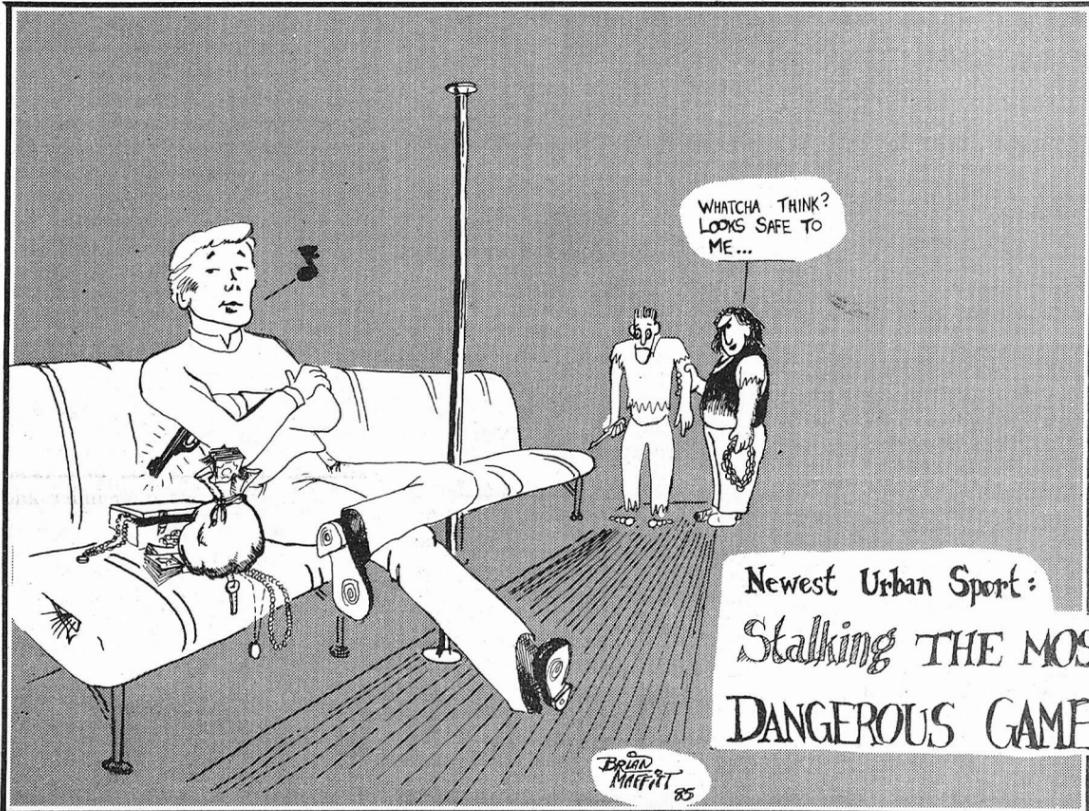
## Lisa McGee

No. Human life — any human life — is worth more than any material goods that I might possess. If somebody thinks they need the 10 bucks that have had enough to steal it from me, then they are welcome to it. This does not mean, however, that I will not pursue justice through legal means. If you steal my car, I'll still have you arrested to attempt to get my car back and to make you face the consequences of your action. I just won't shoot you in the head as you drive away.

I would, however, feel justified

in defending myself or someone else from physical assault. But the defense is justified only so long as the threat of assault is imminent. In any case, I would probably avoid killing the assailant.

Shooting someone in the back as they walk away after beating you up does not in my mind constitute self-defense. The dividing line between self-defense and taking the law into your own hands has often been fuzzy. But clearly, to me, the mere protection of property is no justification for murder.



## 'Beyond Therapy' Beyond Reproach

by Doug Trapp '85

Christopher Durang's *Beyond Therapy* is the first comedy of the McCoy Theatre's '84-'85 season, and it is certain to be remembered as one of their best of all times.

Durang's story provides audiences with a glimpse at the crazy, mixed-up world of psychiatrists and sexuality. Although this comedy was written at the time when "disco" was in, the McCoy's production is such a fresh adaptation that that decadence does not apply.

From the moment the lights come up, the entire theatrical experience is refreshing and crisp; all the necessary elements are there. Music and lighting interact to create various moods felt by the characters. The set design by Stephen Pair, who also designed the set for *The Gondoliers*, is a true work of art in itself; it provides a flawless, picture-perfect world for its extremely human and emotional inhabitants.

The director is Tony Lee Garner, and this is his first directorial experience with comedy at the McCoy, as he had previously served as musical director for other productions. Garner has obviously taken his expertise of musical rhythms and timing and applied it to comedy; the pace of "Beyond Therapy" is just right.

The cast of the show contains a modest number of six characters. To get a taste of how they inter-

act, see if you can follow this brief plot summary: Prudence, looking for a new relationship, meets Bruce, who is bisexual, and is trying to expand beyond his present relationship with Bob. Bruce gets counselling from his psychiatrist, Charlotte, while Prudence refuses to talk to her shrink, Stuart, her former lover. They eventually are all stuck together at a restaurant where Albert is their waiter . . . and so the story goes.

Sophomore Susan Adams plays Prudence; junior Fred Ramage plays Bob; sophomore Julie Owens is alternating in the role of Charlotte with Connie Solmson, sophomore Steve Getman plays Albert, the waiter. Actors from the community include Leonard Bracken, Bill Painter, and Connie Solmson, playing the parts of Bruce, Stuart and Charlotte.

*Beyond Therapy* is sure to offer

you two hours of pure entertainment. There is so much to experience that a second visit is in order. Don't miss this comedy; you'll be glad you had the opportunity to laugh.

*Beyond Therapy* runs Thursdays through Sundays, Jan. 31-Feb. 3 and Feb. 7-10, at 8:00 p.m. with a 2:00 p.m. Sunday matinee on February 10. Tickets are \$6.00 for adults and \$3.00 for students at the theatre box office, phone 3838.

Attention seniors: The news you've all been waiting for is here. Senior informal pictures will be taken Thursday, February 7 from 2:00-6:00 and Friday, February 8 from 2:00-5:00, in the Model United Nations office.

Marti Tippens  
Lynx Editor

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