

The Sou'wester

Southwestern At Memphis

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Term III Problems Arise

Third Term continues to be an issue meriting student concern and discussion. As most will remember, last year there was a movement by some of the faculty and administration to abandon Term Three in favor of returning to the two-semester calendar. There was much discussion over whether or not Third Term was still fulfilling the objectives for which it was designed; that is, a time allotted for specialized study of fewer courses on a more individual basis.

The extra term would also allow off-campus excursions and study abroad. There was a sense among those favoring change that students were apathetic about the special nature of Third Term and were using the time to "party" and were overfilling the easiest morning classes or were using the time to fulfill degree requirements.

Eliminating Term Three would supposedly eliminate the attitude problems and, perhaps more convincing, put students in a better position to acquire summer jobs, since a two-semester calendar would allow an earlier summer recess than the current, relatively late one. In fact, Washington and Lee is one of the few other schools with a calendar like Southwestern's.

Student response to the proposed changes was overwhelmingly against any deviation from the current calendar. It might be noted that no alternatives to the two-semester calendar were seriously offered for student consideration — as, for example, an optional January term for specialized programs such as many schools have

Student opinion was mostly that Third Term was a vital and attractive element in the "Southwestern experience," though evaluation and improvement might be necessary. The tremendous student support for keeping and revitalizing Term Three may have been a significant factor in the faculty's decision to continue it.

The decision made a year ago was to be the first step in a commitment to study and improve Third Term. An ad hoc committee was formed, chaired by Dr. Grunes, for that purpose. The faculty approved a special \$20,000 budget to

help create special courses, to partially cover expenses for off-campus programs, etc.

The committee submitted twelve specific suggestions for improvement and developed a \$10,000 projected budget for use of the extra funds. The money, however, never materialized. Because of operating budget constraints, which Dean Duff attributes at least in part to the decline in enrollment over the past few years, a special budget for Third Term was not possible.

Dr. Grunes believes the lack of money was a significant factor in the somewhat unsatisfactory outcome of this year's Third Term: 25% fewer classes offered, larger class size, lack of enthusiasm, etc. He believes that the monetary commitment to Term Three would in turn stimulate a greater commitment by the faculty to create new courses (since they might actually be funded), and would also allow monetary support for students to participate in off-campus study.

Other problems encountered this year included the loss of some of the professors who had been active in creating interdisciplinary courses — Dr. Waller, for example; and there was the recurring problem of most professors' taking their sabbaticals during Term Three. The problem of fewer professors for the

term could, of course, also be avoided if money were available to hire visiting professors.

Dean Duff feels that the money problems, at least, would be lessened under the plan to increase enrollment to around 1,200. Though this year's Third Term may have been unsatisfactory in some areas, Dean Duff knows of no plans to propose again that it be eliminated.

The Project One Committee considering the plan for national recognition will, however, be looking at the school calendar to suggest any possible improvements. Though the problems encountered this year were unfortunate, they seem to have been basically unavoidable and somewhat coincidental.

Now is the time, however, for students to reaffirm their support and enthusiasm for keeping and improving Third Term, if that is still the consensus. It is one thing to be vocal in a time of crisis, but to continue constructive input once the crisis has passed will achieve even greater results.

The SGA is planning a forum next week to discuss our continuing commitment to Third Term, and the ad hoc committee will be distributing a questionnaire at the end of the term. Lest we lose our achievements of last year, we must reaffirm our continuing concern.

Box CE: Unsatisfied

Letter Policy: *The Sou'wester* welcomes letters from its readers. An effort will be made to publish all letters which are received by the weekly deadline, 8 p.m. Wednesday of the week of publication. The editorial staff reserves the right to reject any letter which they find libelous, insipid, or excessively lengthy. All letters must be signed. Published letters do not necessarily reflect the views of Southwestern At Memphis, the Publications Board of Southwestern, or *The Sou'wester*.

Last week, I attended an open forum to discuss the issue of "National Recognition" for Southwestern. At this meeting, many facets of this community other than the stated purpose were raised for discussion. Among these was the issue of maintaining the current level of education that students receive at our school. Personally, I feel that in many respects, these "high" levels are little more than fiction. In almost all respects, the education I received at Shelby State Community College the year before I transferred to SAM was of higher quality than that I have received this year.

This is not to say that overall a Southwestern education rates below that of Shelby State; that is certainly an untruth. But, there are some indications that the lauded education here at SAM does not approach levels that it should.

The main problem is with teachers — that is, exactly what Southwestern seeks in its hiring process. Not professors, nor mentors, but teachers. I am not going to single out any one department or teacher, because there is more than one lousy teacher at this school. I feel that many of our faculty members are exemplary, but, if 10% of our faculty is lacking (for whatever reasons) in educational skills,

then it speaks very poorly of the education that a person receives here.

Yes, I've heard all the excuses — "He/she is here for only one year"; "This is a transition period"; "We were unable to find anyone else." Well, that's simply a bunch of crap. This is my senior year, and upon leaving here, I will never really respect education like I could or maybe should have.

I'm very sorry if certain appointments are only for one year, and if this is a transition period. But, damnit, my education this year has been characterized by teachers who don't care about me or instruct me or ever worse, don't know how to care or instruct.

Before this school is ever able to promote itself nationally and be respected nationally, it had better tend to the business at hand — educating students. I fully understand why there is a hiring freeze on new faculty members until registration is up to 1,200 students. What I don't understand is how any educational institution can actually believe that they can produce quality students without spending money on decent faculty members.

I apologize to all those qualified faculty members who take offense at my opinions. But, the "good" professors here are dragged down by the underqualified, poor teachers that are hired, and students are hurt by not receiving the instruction that they should be receiving at a college with Southwestern's academic credentials.

I hope the administration understands my letter. I am not writing this out of spite, but because I care. If Southwestern wants to be nationally recognized as an educational institution, then it must either fish or cut bait. Consistently hire qualified professors, or get off the kick about the "high" qual-

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photo by David Porter

CBS national correspondent Ike Pappas addresses his audience in Hardie Wednesday night. Control of our economy is "in our hands," according to Mr. Pappas.

Pappas On Jobs: Up To Us

by Alan Harris

The American job market is in the middle of a transition from industry to technology, and "we can control whether we make the change gracefully or break our necks in the fall," according to Ike Pappas. Pappas, a CBS News correspondent, spoke here Wednesday on the evolving job market in the final installment of the M. L. Seidman Memorial Lecture Series.

Pappas noted that 15 million college graduates will enter the labor force in the 1980s, while only 12 to 13 million potential jobs will be available to them. Because of a surplus of graduates, those with college educations can no longer be assured of obtaining jobs of their choice. As a result, job-hopping and periods of unemployment may be necessary before one finds a job suitable to him. Pappas advised having a second and third career choice in light of these prospects.

According to Pappas, the professional and technical, management and administration, clerical, sales, and service fields will encounter the largest increase in the number of jobs offered. Several social and economic changes occurring by the 1990s will influence the changes in these markets.

First, the American population is growing older. As the baby boom generation of the 50s and 60s comes of age, demands for goods and services are changing from those for school supplies and textbooks to

ones for housing and medical care. The population is also moving westward, creating a need for more police and fire protection and sanitation and utility services in expanding towns.

The American people will be better educated and more affluent by the 1990s, Pappas noted. As they gain more money to spend per household, they will produce growth in the fields of sales and services. And the workplace may move increasingly into the home as computers begin to allow links with major offices. As a result, mothers and handicapped people may make up a larger share of the work force.

The most drastic influence on the job market, however, will be technology's upper hand. The art of computer graphics is beginning to leave its mark on the design of products ranging from magazines to buildings. Computers themselves will require more maintenance and repair. And hundreds of thousands of jobs will open up in the development and utilization of new energy sources and the management of chemical wastes.

But Pappas cited robots as the "ultimate growth field." He pointed out that the manufacture, sales, and service of robots could produce as many jobs as those lost to the automation of labor. Pappas emphasized the importance of both basic and continuing education to workers in these rapidly expanding fields.

The
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Staff meetings are held Thursdays at 6:30 p.m. in The Sou'wester office. Anyone interested is welcome to attend.

The editorial reflects the policy of The Sou'wester as determined by its editor(s).

On Excellence

I'll dispense with the usual editorial of the student editor in his first edition of the newspaper and get down to business.

Almost everyone who desires has access to some sort of education in this country. By law and socialization, nearly everyone does just that. But because of the sheer numbers, this results in inherent problems if measures are not taken to counter negative effects. I quote the educator Robert C. Brooks in Reading For Honors At Swarthmore. (p.v.).

The administrative, financial and other difficulties in dealing with the quantitative problem (of educating great numbers of students) have been met by peculiar devices in the way of organization and management, as a net result of which, American education plays down to the average, or less than average . . .

As the world around us changes, seemingly faster than ever before, we realize that average talents and academics cannot keep pace with the demands of the world. In its rapid growth, America has become increasingly aristocratic. And the taking of a liberal arts education is assuredly aristocratic in many aspects. Our students all too quickly slander the education received by those at "state schools" or "lesser" private schools. And I feel that in most cases these accusations are unjust.

From our first day in Kindergarten we are placed in a system which stifles independent thinking and creativity. As a "liberal arts" college, what should Southwestern's role be, given this sorry state of affairs? Southwestern already strives to produce a liberal arts education. Yet I maintain that Southwestern is not that much better than most schools, and is worse than a healthy number of other colleges. In a fair number of my classes I can still see the vestiges of spoonfeeding, and I know full well that some of my professors don't give a damn. This group of professors is fortunately in the minority. To this minority I would only impress the importance many students associate with those pleasurable intellectual joys with which students are rewarded when they really "get" a course.

To attain the excellence we claim, we must strive to rise above our peers, not simply to meet them. Southwestern's road to excellence lies, not in big-name athletics and Nobel laureates, but in that which it shares with only the truly great. With its small faculty-to-student ratio, its stated drive for excellence, its caring faculty, good teaching and good academics (in certain areas), unique curriculum, and Oxfordized academic emphasis, Southwestern stands a fair chance of becoming excellent. Southwestern should attain this excellence, and share it with the world.

Have a nice weekend.

Box CE: Unsatisfied

(Continued from Page 1)

ity education that is offered here. This year, for me, has been educationally poor. I hope that in the future, educational levels are as high as they are supposed to be.

Bill Townsend '84

Southwestern is a college, and colleges are established for the purpose of educating students — not only in academics, but also in life. Recently, there has been talk about raising the prestige of Southwestern — that is, making it a national institution. I'm not exactly sure how they plan to bring about that change, but it interests me and I'm sure it interests many other students.

Many questions arise when such a change is planned. In what ways will it affect the students? Will more students be enrolled, thus increasing the student faculty ratio? Will more prestigious professors be brought in, those who are more interested in working on their own projects and less interested in helping undergraduate students?

Perhaps the most pressing question to be asked is how much will the students be consulted in the decision making process? This is not because our parents, or ourselves, for that matter, pay our tuition, but because we are the people who spend four years under the tutelage of Southwestern's professors and administrators. We deserve quality, not just in a name, but in the

Cheerleading

Students interested in cheerleading during 1984-85 academic year are invited to attend a general meeting Tuesday, May 1, in 301 Placement Office, Briggs Student Center, at 4:30 p.m. All Welcome.

Jobs Jobs Jobs

If you're looking for those hard-to-find summer jobs, you can get a good start from Susan Brush Harr, Placement Office, 301 Briggs. She has a long list of potential employers (which I was supposed to publish this week, but didn't have room). Typically, positions are available with such employers as Holiday Inns, General Motors, the Greylock Summer Camp for Boys in New York, Boys Club of Memphis, and Graceland.

The following examples should give you a taste for the wide range of jobs available: car wash employee, marketing positions, reservation agents, camp counselors, and waiters/waitresses.

The Piano Man

The great event is finally here; "The Farewell Michael Fredman Not Exactly a Piano Revue Piano Revue." In a recent candid interview, Michael said he thinks "it would be fun to do at least one last show, sort of a last fling before I fade away into the sands of time." Ever the athlete, Michael also mentioned that he plans to move to Los Angeles after the Olympic Games.

Among songs in his repertoire are the ever-popular and loved "Dead as a Doornail" and "Speak, Dead Puppy, Speak." The Revue is scheduled to begin at 9 o'clock in the Pub, this Saturday, April 28. Come because it's FREE.



institution itself.

I'm not making any accusations, I just want to know what is going on behind the scenes, and I'm sure all those others who have graduated and will graduate from Southwestern care about the school and its well-being.

Michael Chance '85

Dear Sou'wester,

I feel inclined to write you after receiving a newsletter from the Executive Committee of the Board of Trustees concerning a name change for Southwestern. What's the big beef?

True, Southwestern at Memphis is not a prestigious recognized name such as Princeton, William and Mary or Slippery Rock. Nor does "Southwestern at Memphis" denote our actual geographic location. Also true is the fact that there are many other "Southwesterns" around the country. Is that such a big Diehl?

I see where we can use our present name to our advantage. When someone asks me where I went to school and I say "Southwestern at Memphis" I may need to explain myself. By explaining, I inadvertently advertise our school. I mention that it is a private college, tell them about the beauty of the campus and expound on the academic excellence. To me that's as good as or better than saying I went to Yale or Tulane, because I give the person asking more than just a name.

Don't get me wrong. I see the point for a name change, and true, in print "Southwestern at Memphis" does not denote too much national recognition. But how many church related colleges with a student body of less than 1,200 do receive such acclaim?

Let's drop the "Nobody knows us, everybody hates us, let's go into the Back Forty and eat some worms" attitude and concentrate on the name we have. Ambiguous or not, I like the name and am proud of it.

Sincerely,
 Lewis Kalmbach '83

P.S. But if they do have a "Name that School" contest, here is my entry. Keep the school's present initials, drop in the dean of students' first name and call it SAM-Bo U.

Having spent five uneventful years at your glorious institution, it is with the greatest pleasure I send word now regarding the use I have made of my liberally artistic, renaissancecized, Southwestized, institutionalized mind. NONE. I play the blues for socialites who've never felt mud between their toes and jazz for people who can't dance.

I sing with all my soul for people who have none and teach Eng-

lish for people who can't even speak Japanese properly. I study Japanese constantly to speak with teachers who have nothing to say. I model in strange clothes for a culture that only sees me as another big nose, and make more money than I know how to spend so that I can invest in a better paying job. Southwestern was so simple. I wouldn't wish that on anyone!

Actually, if you're interested, what I'm doing is, to be more precise, living in Tokyo and playing acoustic and electric guitars in bars and restaurants. I am in a jazz/rock fusion band and also play alone three nights a week. I am teaching French and English language and am studying Japanese at Sophia University. I have been in Japan three months and will stay 18 more and then travel for perhaps one/two years. I have, thus far, found my Southwestern diploma more than useless, but the education I received there a constant advantage.

My best to you and especially Richard Barnes for his most sagacious article of March 2.

Chow,
 Paul Watson

2-15-1
 Nakadi
 Itabashiku
 Toyko, 174, Japan

Law Week

United States Senator James Sasser and United States Congressman Don Sundquist will deliver talks at Southwestern in conjunction with Law Week 1984.

Sasser, a Democrat who is presently serving his second term as a U.S. Senator from Tennessee, will speak on Friday, April 27, at 2:15 p.m. in Room 200 of Clough Hall. His talk is entitled "Building Equitable Budget Policies for the 1980s."

Sundquist, Tennessee's new U.S. Representative for the 7th Congressional District and a longtime Republican leader in the state, will lecture on Monday, April 30, at 7 p.m. in Clough Hall, Room 200 His topic is "Crime: Capital Punishment and Other Solutions."

The lectures, both free and open to the public, will be followed by receptions. They are being sponsored by the college's department of political science.



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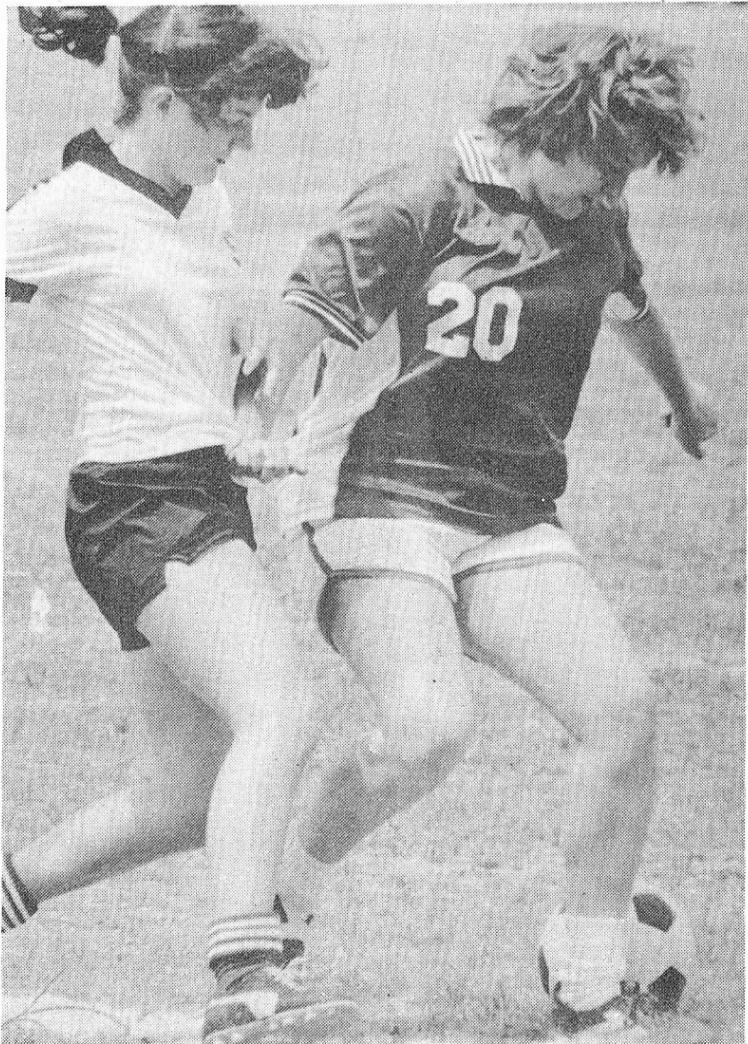


photo by Jeff Wright

Southwestern Invitational Track

by Michael Blair

Easter weekend, while most of us were on the beach or at home hunting for eggs, the Southwestern track team was host to the annual Southwestern Invitational Track and Field Meet. They finished third behind two Division II schools, Harding and Mississippi College. Coach Clary noted that both of these colleges are allowed to give

track and field scholarships.

Mark Westfall set a personal record in the 800-meter run with a time of 1:58.5. The 400-meter relay team composed of Jef Foropoulos, Ricky Preston, Dalton Heggie, and Robert Anderson turned in their best performance of the year while finishing second in the race.

The most outstanding individual performance was that of SAM

freshman Rick Neal. Rick finished second in the 400-meter intermediate hurdles with a time of 54.9, a half-second short of the time required to qualify for the Nationals.

The previous weekend, SAM was at Emory University for another invitational tournament. At the Emory Invitational, senior Travis Johnson performed exceptionally well in the triple jump, tying the school record of 45 feet 11 inches set by Ralph Allen in 1971.

Coach Clary said that he feels the squad has had a good year over all. The team is much stronger than last year, and all the returning members are performing as well, if not better than, last year. The CAC tournament is being held late next week, and Coach Clary believes that with a good team performance, and maybe a little luck, the track Lynxcats can challenge perennial winner Rose-Hulman; but he admits it will be a long, tough haul.

Lady Lynx—Soccer Update

by Michael Blair

Last weekend the lady soccer 'Cats held a round robin tournament here at SAM. Participating teams were Millsaps, Sewanee, the Memphis team Andy's Angels, and Southwestern. On a humid and warm Saturday afternoon, the Lady Lynx outsweated Millsaps for a 3-1 victory. Goals were scored by Christie Earl, Sandra Buenahora, and Fran Groves. Sally Johnson, playing center-halfback, gave an outstanding individual performance, providing a good backbone for the rest of her teammates.

Sunday SAM faced a very aggressive and tough Sewanee team, as evidenced by the broken collarbone of Lynxcat player Mary Margaret Kendall. Coach Buckmeier said she was very pleased with the Lynx' performance, despite their 1-0 loss in a tough battle. Players praised senior Dawn Warmington's defensive play as goalie; she kept the game close with numerous

saves on her way to playing one of her best games this season.

The team raised their overall record to 3-1 with the conclusion of the weekend's matches. With two tournaments left to play, they have a good chance to finish the season strongly. For the weekend of April 28-29, the team is scheduled to compete in a six-team tournament in Mobile, Alabama.

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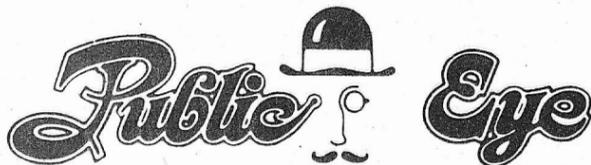
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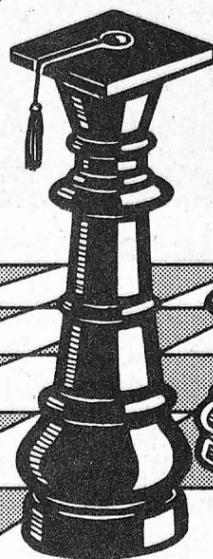
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