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RHODES COLLEGE, MEMPHIS, TENNESSEE

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Ten Year Campaign Tops \$100 Million



Frank M. Mitchener (left) began the campaign in 1977 and headed it for five years.

Robert H. Buckman (right) led the campaign to its completion in 1988 and saw campaign totals triple during his period of service.

Calling it "a downpayment on a dream," Rhodes College President James Daughdrill announced Thursday that alumni and friends of the college had committed more than \$100 million in current and future gifts during a ten-year fundraising campaign that ended December 31.

"Rhodes has always had the raw material, the potential, to excel on a national level: bright students, exceptional faculty, a challenging curriculum," said Dr. Daughdrill. "But it has lacked the financial resources. This \$100 million is the startup fund for building our future. It allows Rhodes to move forward."

The campaign, one of the largest in the nation for a college of Rhodes' size, was bolstered significantly by three major challenges in the last few years. One was a \$5 million challenge issued anonymously by five Rhodes trustees in 1984 and contingent on the college raising an additional \$15 million by the end of 1987. That challenge was met 17 months ahead of schedule.

Another challenge came from several alumni and friends who pledged anonymously to give \$4 million if Rhodes alumni alone would commit another \$8 million. The campaign cleared that hurdle with room to spare: alumni gave or pledged \$9.5 million. The Kresge Foundation of Troy, Michigan and an anonymous trustee threw a third gauntlet. They pledged to provide the final \$600,000 of the \$2.5 million renovation of Burrow Library on campus, if other donors came up with the \$1.9 million. That challenge was met the final day of the campaign.

Robert H. Buckman, chairman of Buckman Laboratories, has headed the campaign since 1983, when he assumed that responsibility from Memphis attorney Charles P. Cobb. Cobb was the second leader of the campaign, serving 1982-83. The first was Sumner, Mississippi planter Frank M. Mitchener, Jr., who launched the campaign in 1977 and headed it for five years.

Buckman, who saw campaign totals triple during his period of service, acknowledged that Memphians have substantially given

and gained from this campaign. Buckman cited the many ways the campaign has benefitted students and faculty, as well as Memphians. The campaign has brought the Lillian and Morrie Moss Art Lectures at Rhodes and the Gilliland Symposium with guests such as Eudora Welty and David Halliburton. He also noted that the campaign has brought an outstanding theatre to campus and a music building where people from on and off-campus can study or listen to others perform.

While Rhodes has received \$100 million in commitments since 1977, only \$67 million of that has actually been available for college use. The remaining \$33 million has come in the form of estate plans, insurance policies and pledges: it represents funds that Rhodes will receive down the road, even in the next century.

Of the \$67 million "in hand," \$14 million has gone or will go toward renovation or construction of new buildings (Hassell Hall, the Alburty Pool complex, Frances Falls Austin Building, McCoy Theatre and the upcoming Burrow Library renovation). Moreover, \$37 million has gone toward strengthening the endowment which supports faculty chairs and the massive financial aid program. Of that endowment, \$10 million has also gone toward computer and lab equipment, toward faculty research and teaching, and toward boosting the level of faculty salaries to that of comparable colleges.

"Rhodes has come a long way in the last ten years. But we cannot stand still," said Dr. Daughdrill. He listed urgent needs and new challenges still facing the college. One is for endowed professorships to recruit the nation's best faculty. Rhodes has only one fully endowed professorship, the Stanley J. Buckman Distinguished Professorship in International Studies, while the best liberal arts colleges have at least six per 1,000 students. Another major expenditure facing Rhodes is repayment of two bond issues totaling \$9.5 million that have financed the construction of three recent dormitories and the refectory renovation.

Rhodes Abroad Program Plans Finalized

Dean Harmon Dunathan announced this week that plans have been finalized for the new Rhodes Semester Abroad Program to begin this July, continuing

in England and on the European continent through November.

As previously announced, the program will

start here at Rhodes with two classes being taught. "Culture and Society in Early Modern Europe," dealing with selected topics in European social history will be led by Ann Moyer, assistant professor of History. Valerie Z. Morris, assistant professor of Religion, will teach "Religion and Reform: Medieval and Renaissance Christianity in Transition."

Additionally, twelve Oxford faculty have been named to teach the classes in England on Art History, Literature, and Social History. Visiting museums and European landmarks will allow students to study some of the world's greatest works of art and architecture. Literature classes will read the works of some of Europe's greatest writers including Dante, Chaucer, Shakespeare, Milton, Cervantes, Boccaccio, Machiavelli and Malory. History classes will do in-depth study, incorporating field investigation, of the Middle Ages and Renaissance in England, as well as other nations.

Yerger Clifton, Dean of

the British Studies at Oxford Program, has been named to serve as Director of this semester abroad. Graduating senior Mike Mangrum will be his assistant. Though the program is being administered by Rhodes, students from other schools will probably participate.

The month of October will be spent traveling on the continent guided by Oxford alum and director of the Anglo-Italian Institute in Rome, Nigel McGilchrist. The tour will include stops in The Netherlands, West Germany, Austria, Italy, and France.

Participants in this term abroad will be eligible for the same number of credit hours that regular students receive, toward meeting both limited electives and toward majors in English, History and Art History.

Dunathan also advised that on Wednesday, February 3 a meeting of interested students will be held at 7:00 pm in East Lounge. Cost details, a tentative itinerary and other information will be provided. Financial Aid is available for the program.

Davila Exhibit In Clough-Hanson Gallery

"The Myth Lives in the Landscape" is an exhibition of works on paper and works of paper by Maritza Davila at the Clough-Hanson Gallery at Rhodes College from Jan. 24-Feb. 26, 1988.

Ms. Davila is an assistant professor at Memphis College of Art teaching printmaking. She is a member of the board of the Memphis Brooks Museum of Art Print Club and a member of the National Association of Women Artists. She is listed in Who's Who in American Art and the International Who's Who of Professional and Business Women. She was born in Puerto Rico and has lived in Memphis for six years. She has been teaching at the College since 1982.

Since the early 1970s she

has exhibited in numerous solo shows and collective exhibitions throughout the United States, Puerto Rico and Spain. She has also shown in Canada and Japan. Her work is included in several public and private collections in the United States and Europe.

Her semi-abstract works explore symbols that reveal an inner vision of memories, ancestry and time as elements that bind the life processes. The artworks are stories of dualistic experiences that are framed within frames. Exteriors blend with interiors and geometric shapes contrast with the organic to reveal shadings of womanhood, home, relationships, environment and roots. Her use of color and texture create an atmosphere of emotional evolution.



THE SOU'WESTER

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Luke Lampton

Crossing The River

This is my swan song, my last time to write under the staff box as Editor-in-Chief. As I fade into my vague duties as Editor Emeritus, I am full of optimism about the future of Rhodes. This is a wonderful, unique place and it is becoming even better. After my "Chef Paul" editorial last April, I was painted as somewhat of a malcontent. That is not the case at all. I simply see this institution's grand potential of growing into an exemplary national institution while holding on tight to the tradition that made this college distinctive: a caring faculty and administration that take time to see students as individuals. That tradition is as valuable as the beauty of Oak Alley.

Since taking office last March, we at the *Sou'wester* have realized many of our goals. Through the efforts of my superb staff, we published an 8 page paper every full school week (except during exams), something that the *Sou'wester* files tell us has never been done. In addition to this consistency in length and appearance, I like to think we also provided something worth reading.

We created the Memphis/Entertainment Section, an Arts Section, a Literary Section, and a Viewpoints Section. From observations by F. Grant and the faculty to poetry and prose by Rod White and Derek Van Lynn, we attempted to infuse diversity into the paper's content.

We tried to establish a definite sense of direction with our editorial policy, and while you may not have agreed with the positions the paper took, we can honestly say the the *Sou'wester* stood up and took positions on issues. One *Sou'wester* article has been selected to be included in a book to be published in 1989 by the University Press of Mississippi. We reinstated the yearly lampoon, a time for the campus to turn from our serious routine and laugh with ourselves. I have been blessed with a large, interested, and talented staff, and we hope we have laid the groundwork for the quality of this paper to continue to grow. And I hope it changes, both graphically and in content. New ideas are a sign of life and the key to progress.

I hope this paper refuses ever to stop growing and innovating. Encourage and support Doug and Beverly as they use their fine talents to make the *Sou'wester* better. It will take steps and time. And often all you seem to hear are complaints. My advice to them is advice I received indirectly from Erskine Caldwell. This gritty, hardnosed author of *God's Little Acre* (1933) used stationary with the following words across the top in script, "Illegitimi Non Carborundum" which, loosely translated, means "Don't let the bastards get you down."

As editor I made some mistakes and take responsibility for them all. But we've always done the best we could with the situation at hand and have gone on with our duties. I hope I did not hurt anyone and I hope I contributed somewhat to uplifting human dignity on this campus.

Editing the *Sou'wester* was a very rewarding experience. I learned more in the class Roy and Shirley Hornsby 301 at Hicks Composition Service than I have learned elsewhere. I want to thank them for their kindness and assistance. I will also miss my staff and others who helped put the paper together. You made it all worthwhile.

It's hard to leave behind something you've invested so much of your spirit and time in. Although I am glad to be passing on my pen to Doug's more than capable hands, you will probably still see me lurking around the *Sou'wester* office, a phantom writing an article every now and then as Editor Emeritus. Instead of fading away like MacArthur's old soldier, I want to leave the scene of "battle" the way Stonewall Jackson did after receiving fatal wounds at Chancellorsville. He whispered lowly, "Let us cross the river and rest under the shade of the trees." Like many other seniors here, I am crossing the river, hoping to find some shade on the other side.



For the past year, this has been a typical late Monday night layout scene in the *Sou'wester* office. Pictured are retiring Editor Luke Lampton, Layout Editor Anne Junkin and Editor-Elect Doug Halijan.

Letters to the Editor

To The Editor:

This letter is in response to the numerous articles which have appeared recently in the *Sou'wester* concerning the problem of race at Rhodes college. In particular I would like to address this issue as it relates to the hotly-contested policy known as affirmative action, and point out some of the dangerous implications that have arisen and will continue to arise from such a policy.

Undoubtedly, the first implication that comes to mind when discussing affirmative action is a moral one. No matter how nicely such a policy is glossed over, one can not avoid the fact that it involves preferential treatment of one race over another. When one hears such euphemisms as "equal opportunity" and "equal rights", one can not help but be struck by the blatant contradictions inherent in such language. In my mind it conjures up what George Orwell termed "doublethink" in his novel *1984*, for today such lofty and inspiring language is used to denote exactly the opposite of the original meaning. Whereas "equal rights" formerly meant equal rights under the law,

it now means superior rights for particular categories of people.

If you're skeptical, just read your nearest affirmative action statement with its discrimination disclaimer, and you will find one of the best examples of "doublethink" around.

Another and perhaps more serious implication of affirmative action is a pragmatic one, for its effects are detrimental to both blacks and whites. In the white it creates a sense of frustration and resentment by being denied the opportunity to reach his potential. The unfortunate result of this is that oftentimes the white in ignorance comes to the stereotyped conclusion that all blacks are succeeding due to this misfortune, and that there aren't any blacks out there who would have found success without it. While I feel this belief is patently false, nonetheless there are those who sadly argue otherwise.

In the black man the affirmative action policy creates a rather similar attitude of resentment. Whether he believes he deserves the preferential treatment or not, the nature of this program makes the black man feel as if he is receiving "handouts" from

a benevolent majority which actually is less benevolent than it is ashamed of that ugly mark on American history which is slavery. As a result, the black man, instead of trying to integrate himself into society, insists on isolating himself even further into the black subculture. He fights for all-black causes, all-black issues, and even all-black fraternities, and the white man sits idly by, shamefully obliging him.

And the absurdity of all of this is that affirmative action simply isn't improving the black man's condition. Indeed it is odd that in the January 21 *Sou'wester* where Prof. Carter extols the virtues of affirmative action the new trustee Mr. Winter on the same page notes that the number of blacks attending college since the seventies has actually declined. But when we look at the mutual feelings of resentment created by affirmative action it should hardly seem surprising.

It is my deep and sincere hope that this letter provokes more thought than enmity. Both races have certainly had enough of the latter.

David Williams

To The Editor:

As I sat down at my desk in my bedroom over Christmas break, I saw a stack of junk mail had accumulated over the past few months. As I sorted through it, up popped an envelope with that familiar Rhodes College logo, addressed to my parents. "What could it be?" I thought to myself as I pulled the letter out of the envelope. I then began to read, and the more I read, the sicker I felt. It was a letter explaining why Rhodes had not been chosen as one of the top 25 liberal-arts schools in the country by *U.S. News and World Report*. Across the top of the letter, someone (my father? mother? brother? or myself in dazed nausea?) has written in bold print: "WHO CARES?"

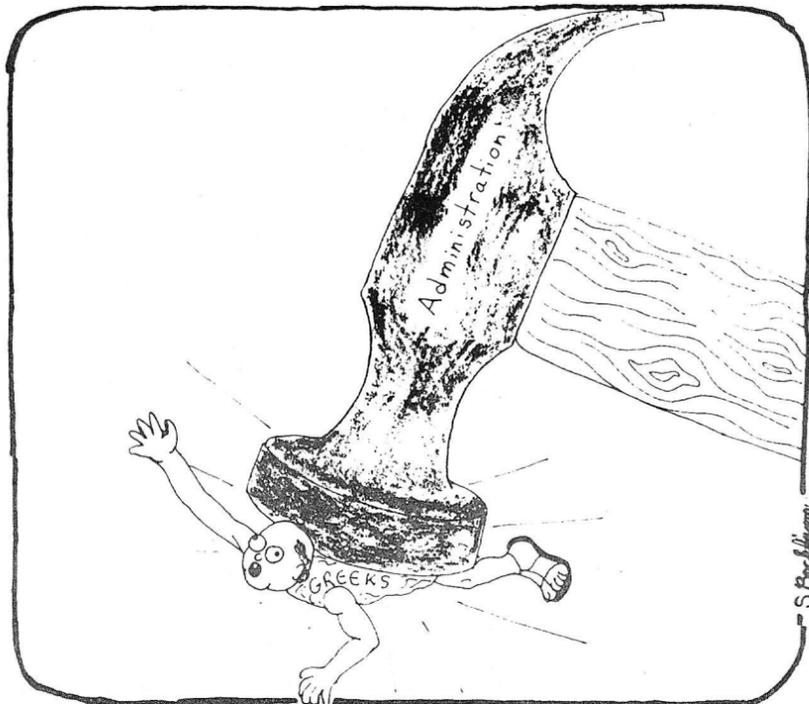
It was at this moment that I truly began to realize just how image-conscious Rhodes College really is. I

began to think about how many times I had seen that we were involved in something that "Vanderbilt, Smith, Brown, and Harvard" were also involved in. WHO CARES? Maybe we should try being the innovative leader rather than the blind follower. I am not attending Vanderbilt, Smith, Brown, or Harvard and don't wish to. But I really don't care whether or not Rhodes College is chosen as one of the top thousand schools in the country by *U.S. News and World Report*. I did not choose to come to Rhodes because the *Peterson's Guide to Competitive Colleges*, or whatever it is called, ranked Rhodes high on its list. I chose Rhodes because of the originality, creativity, and friendliness that seemed to flow out of both the people and the school. Sadly, it seems we are losing that. And all so we can become a number

on a list in some magazine. I simply think that an institution of higher learning should have loftier goals than achieving an attractive outer image while allowing the depth of the institution to drift away.

... An afterthought. If my calculations are even close to correct, Rhodes spent more the \$250 just to mail these explanatory letters to the parents of students. Add to that the money that went to Xerox that many copies of the letter, and we're talking about a good deal of money (at least in a poor student's eyes). Couldn't that money have been used more constructively — like towards renovation of the bathrooms in Stewart or something "unnecessary" like that? Oh, I guess maybe Rhodes is planning to use the interest off of their stock in South Africa for that.

Brad Shelton



F. Grant's Miscellany

On the Superbowl

F. Grant Whittle

Before we start the actual article let me offer my apologies to my poor, mistreated Kaypro II that I left sitting on the floor unattended. The little bugger must be pretty disillusioned. But anyway, I was too lazy to set her up, and my curiosity in the Macintosh Laboratory that has found its hairy way into the Math Building got the best of me. Anyway, I have sunk to the level of using a Mac to write this article. It isn't the same.

But on with the important issue at hand. That is, the impending media fiasco that we call the Superbowl. You probably will accuse me of being un-American for saying such a thing. You will probably think I am a commie-fascist-pinko slug for even implying such a



thing. But this is America after all, and I have the right to say it. So there.

I never did like the Superbowl. Never in a million years. Ridiculous little festivity — I always knew it. I have watched very little of the eighteen I have lived through so far — I've never seen one straight through. And of all the scenes that have played across the screen and into my eyes, not one of them was

memorable. How can the entire country get so worked up over a bunch of grown men running into each other? And listening to those idiot announcers babbling over the so-called action. As someone said in a poor Rodney Dangerfield movie "Football is a crypto-fascist metaphor for nuclear war." (It was something like that, anyway.)

When I was young, I admit I sort of looked forward to the Superbowl. But it was not for the game itself — even then I thought of football as pretty much a useless conceit. It was simply that I always enjoyed party I would be invariably taken to in honor of it. I would spend the afternoon munching on Chex party mix and finger sandwiches,

playing Monopoly with the other kids that had been dragged to their parents' Superbowl party.

But slowly I realized that I really didn't care at all for the Superbowl. Not only did I not care for it, I hated it. Whenever the fateful day came, I found myself bored because everyone is rendered immovable by the spectacle, and I have to go about my work, left alone in an unpopulated world with no one to talk to.

Aside from aesthetic considerations, and there are a number of them which I haven't even bothered to list, the Superbowl offends me in a number of other ways. Take the fact that you can't get away from it. I cannot go through my life and simply ignore this rather embarrassing blot on

our cultural heritage. It's on the television; it's in the conversations of the people I know; it's in the movies we watch, in the books we read, plastered on road-signs. Hell, its even on the bag of Doritos sitting on my bed. No matter what I do, it won't go away. Ridiculous.

Every imaginable tie-in — videos, commercials, interviews with the team members, needless boasting, and everyone making a guess as to who shall win — and it occurs to me I don't even know who's playing this year. (Thanks to Jon Reesman for telling me who's playing just now — Washington and Denver. At least I hope that's who it is.)

And then there's advertising. The Superbowl, by virtue of its undeserved

popularity, means massive bucks for the lucky network that gets to broadcast it. And the blood-sucking thugs of corporate America line *en masse* to shell out the hundreds of thousands of dollars it costs to have their message spread across the country for thirty seconds. More money than most people make in a year — in a lifetime — shot down the toilet for a thirty second spot on the Superbowl.

And what could be done with this money? I refuse to even list the possibilities — you all know what they are. I pray future civilizations do not judge ours for such excesses.

So don't try to sell me on the Superbowl — and I don't care for capitalism, either.

Peace.

Letters to the Editor

To The Editor:

In her recent letter to the editor (Sou'wester, January 21, 1988), Professor Deborah Carter concluded by saying that "...most problems between groups occur because of limited interaction and the absence of meaningful dialogue." I concur wholeheartedly. In fact, I believe the lack of communication is at the root of much of the misinformation that exists on campus concerning the recruitment and admission of black students to the College.

It is a fact that the number of black students going on to college has been decreasing in recent years (34% in 1976 to 26% in 1985) and it is also true that only a small minority of high school graduates in the United States, black or white, are qualified for admission to Rhodes. That is the whole basis of being a highly selective college. With respect to black students the situation is all the more difficult because of the small pool of college-bound students in the first place. Because of this, there is little doubt in my mind that the academically gifted black student is the most highly recruited student in the nation.

In our efforts to recruit black students, we cannot erase our "discriminating history." What we can do now is show prospective black students that we want and need them on our campus. Such a statement is easy to say but takes time to implement. However, the College has begun in the past two years a special effort to recruit more black students. Let me touch briefly on a few of the things we have done this year.

We are presently involved in a research project, the only one of its kind in the nation, in conjunction with Carleton, Grinnell, Bowdoin, Franklin and Marshall, and the University of Vermont to better understand how and why black students go through the college selection process. This research will give

us very specific strategies to use in our recruitment efforts.

This past fall we sought to increase black student awareness of Rhodes by conducting two direct-mail campaigns targeted specifically at black students. We also participate in a very successful major college fair for black students in Atlanta and have plans to participate in at least one other this spring.

As a pilot program, we will be flying three academically talented black students to campus for the Symposium program. And twelve members of the BSA phoned prospective black students this past week to encourage their interest in Rhodes.

In short, we have begun a concerted effort to encourage interest in Rhodes among black students. And the initial results are encouraging. As of January 25, 1988, inquiries are up 71%, 343 this year compared to 200 last year, and applications are up 52%, 47 this year versus 31 last year.

One final reaction to Professor Carter's letter has to do with her observation that there is "an almost exclusive reliance on SAT scores and GPA as the defining criteria for admission." This is not true. If it were, we would simply computerize the entire selection process and my staff and I would not have to spend the next two months reading application files.

It is true that the secondary school record and standardized test scores are of primary importance in the decision making process. Why? For several reasons. First, accumulated evidence of literally hundreds of studies by both independent researchers and the Educational Testing Service have proven that a combination of secondary school class rank and SAT scores are valid predictors of freshman college grades. Secondly, with respect to the secondary school record, the best

predictor of future success is past success. And finally, in a Rhodes study conducted by Dr. Mark McMahan and associates two years ago, it was found that, for students not meeting the College's minimum guidelines, class rank (taking into account the quality of the school) and the verbal score on the SAT/ACT tests were the two best predictors of failure at Rhodes during the first semester.

Because of these findings, we rely heavily on secondary school record and SAT or ACT scores, but not to the exclusion of other criteria. Once we have identified those students who have the necessary academic background to be successful at Rhodes, and approximately 80 to 85 percent of our applicant pool have that background, we look at the subjective criteria (recommendations, essay, extracurricular activities, interview, alumni relations) to determine those whom we will accept, i.e. fifty-five percent of all applicants last year.

The subjective criteria breathes life into a student's file and provides us with a portrait of the person behind the numbers. And while the subjective criteria will not offset poor academic preparation, they are valuable tools in the selection of a diverse, well-rounded and interesting entering class.

I have commented on some of the attention the College is giving to the recruitment and admission of black students. However, it is obviously a much more involved process than can be stated in a letter. I have always felt that one of the greatest assets of a small college is accessibility. So, when you find yourself wondering what we are doing in admissions, stop by my office in room 102 Palmer or call me at #3700. After all, communications is the key to proper understanding.

David J. Wottle
Dean of Admissions
and Financial Aid

JANUARY

by Derek Van Lynn

I woke an hour early
To type my last English paper
The sky was still pouring
When I showered, shampoo stinging
I typed 300 words
And then slouched with a cigarette
Listening to Miles kinda blue
And the warning sirens
The darkness was advancing
As I leaned on the window sill
Shaking another bottle of white-out
I paused completely
Finished the paper
And waited for the tornado

NEW EDITORS

Doug Halijan ('89) and Beverly Burks ('90) were recently elected to the positions of editor and assistant editor of *The Sou'wester* for 1988-89. Their terms of office will begin with next week's issue.

The Sou'wester is a college-sponsored, student-run newspaper that is published weekly. Deadline for ALL copy and art work is 6:00 p.m. Monday. Staff meetings are held on Tuesday at 6:00 p.m. All interested are invited to attend. The Sou'wester encourages readers to submit letters to the Editor for publication. All letters must be signed. Letters will be edited for space and clarity and the Editor reserves the right to reject letters due to length, available space or libelous content.

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Viewpoints: Values of Assessment Enumerated

James H. Daughdrill

(This article appeared in the Jan. 27, 1988 issue of The Chronicle of Higher Education.)

The academic assessment movement has grown out of widespread dissatisfaction with higher education. Americans want to know how much young people are actually learning in college—in short, if we are getting our money's worth. As a consequence of increasing skepticism about their effectiveness, public colleges throughout the country are under pressure from the public and state legislators to demonstrate that they are worth the hefty investment of tax dollars.

Tennessee, for example, will spend more than \$636-million on higher education during this academic year. With outlays of that magnitude, it's no wonder that some years ago the legislature decreed that a portion of the funds allotted to public institutions would be contingent on performance. Today, state institutions are able to "earn" up to 5 per cent more than their regular share of state funds by showing improvement in areas ranging from student performance (as measured by standardized tests) to alumni satisfaction (as shown by surveys).

Private institutions, though not directly tied to government purse strings, have not been exempt from accountability. Tuition increases and a series of education-bashing reports (both extensively covered by the news media) have helped make students and their families more value-conscious when it comes to choosing a college.

There are two very good reasons for institutions, especially private liberal-arts colleges, to begin developing assessment plans. First, assessment will enable them to find out whether what they're doing in the classroom is really working. Second, by having their own plans, they may escape the disastrous consequences of a national assessment program, which would subject all institutions—no matter how different—to the same standardized testing procedure.

My personal leap onto the assessment bandwagon was prompted not only by those reasons but also by the belief that assessment—even now, in its infancy—is already doing more for education, for institutions, and for faculty members than any other development in recent history.

In the first place, it is bringing the focus of higher education back where it should be—not on management or marketing or development, but on education. Professors and administrators and trustees are once again talking about teaching and learning, about how and what students learn and retain. For the first time in decades, the bottom line is education.

Since we cannot measure results until we have established what those results should be, assessment will force colleges to wrestle individually with the questions of what it is they seek to impart to their students and how they expect the students to synthesize and apply the knowledge they acquire.

My own institution began such a self-examination in 1986, when the board ap-

pointed a committee of faculty members, trustees, administrators, and students to develop a statement of educational goals. After meeting for more than a year, the committee concluded that, during their four years at Rhodes College, students should gain "an informed understanding of the world, cultivate an appropriate set of dispositions and sensibilities, and develop a comprehensive personal philosophy." By the time they graduate, the committee said, students should be able to think critically and creatively, communicate effectively, do research and evaluate the results, and synthesize what they learn. In addition, they should have developed a capacity for empathy and aesthetic expression. Once those goals were defined, a second committee began the task of examining each individual course to see whether the curriculum in fact imparts the agreed-upon knowledge, skills, and attributes, and if not, what to do about it. That step, as crucial as the first, will be completed by the end of this academic year.

Another argument in favor of assessment is that it will re-emphasize the critical role of the faculty in the process of education. In the mid-1960's, faculties became politicized and factionalized. Community spirit crumbled. The motto for everyone on campus—students, faculty members, and administrators alike—was "Do your own thing." Accountability was out of fashion. Professors were neither blamed nor given credit for the learning that took place. Ignored was the eternal verity that the essential ingredient in education is good teaching.

Teachers are the most important factor in learning; yet over the last couple of decades their role has been overlooked in the ratings system. Quantifiable

"input" measures—the number of volumes in the library, S.A.T. scores, admission figures—are easy to get and handy to use. College guidebooks count them, institutions tout them. But the truth is, what matters is what comes out of the college experience, not what goes in. And the faculty has the primary responsibility for that outcome.

Every 10 years or so, academe shifts gears. The 1950's were the decade of the faculty, a time when there were fewer Ph.D.'s than available teaching jobs. The 1960's were the decade of the student, a time of campus unrest and open classrooms. The 1970's were the decade of the administration, a time when budgeting, planning, and management were dominant. So far, the 1980's have been the decade of the trustee, a time when competition for support has been the primary concern. I predict that the 1990's will be a time when faculty members and teaching will

return to their rightful places at the heart of higher education.

Finally, I am enthusiastic about assessment because I believe it will serve to define and differentiate institutions. Grab a box of cornflakes off the supermarket shelf and you can find out immediately what you're getting. In academe, however, there are no labeling laws, no lists of ingredients that distinguish one institution from another. Scan the descriptions in several different college catalogues, and you will see what I mean.

Academic assessment will not be easy or inexpensive, particularly for the liberal-arts colleges. It is one thing to test a student's ability to type or to solve mathematical equations. It is quite another to measure his or her ability to communicate, create, or synthesize. Standardized tests administered at intervals during the four college years will be insufficient.

The real proof of a college's effectiveness is to be found in its graduates. How are they using the knowledge they acquired? What are their values? How do they live their lives? Do they spend their leisure snacking on television sitcoms or feasting on good books? Are they responsible citizens, returning to the community as much as they take out of it?

My hope is that faculty members will view assessment not as a threat but as an opportunity. They will be indispensable to the whole process—from deciding what to measure and how to measure it to designing the measurement tools and evaluating the results.

If accountability is the impetus for reform, assessment will be the means for accomplishing it. By assessing the outcome of our education programs, we will discover what is needed to improve the quality of learning for students and the quality of life for faculty members.

III Effects of 15+ Hour Term Questioned

By Crickette Rumley

First term was filled with moans and groans about "The Fifth Class," and "this year is so much harder than last year," and new and improved "classes from Hell," all the result of the change from three terms to two semesters. Many people were convinced that grade point averages would plummet and the attrition rate would surely rise after what many have considered their hardest term at Rhodes. Surprisingly, the term change has had very little effect on either grade point average or the attrition rate.

Statistics from the Registrar's office show that total GPA's for all four class ranks have decreased, but in each case it was by less than one-tenth of a point. This year's freshmen

averaged 2.704, compared to last year's freshmen at 2.739; the sophomores averaged 2.983 (3.032 last year); juniors averaged 3.103 (3.141); and the seniors averaged 3.262 (3.240).

Interestingly, each class actually improved its first term average. The class of 1990 went from a 2.739 to 2.983; the class of 1989 increased from a 3.032 to a 3.103; and the class of 1988 improved from a 3.141 to a 3.262.

And the complaints of too much pressure and desires to find an easier school did not lead to a walloping attrition rate either. According to Dean Kovach, only 28 students left this term—an increase of only one student above last year's number of 27.

Nevertheless, many stu-

dents feel that there has been a noticeable change in the atmosphere of the school. There is a lot more studying going on—the stacks are filled on Saturdays, the computer center is packed early on Sunday mornings—almost unheard of last year. One hears of people who are not even English majors having fifteen papers to write during a term and of people actually feeling guilty if they are not studying all the time. As one student said, "Everybody's so scared of flunking out, they have to study."

And it seems to be paying off, because so far, students are managing to keep up their grades and remain at this particular (and often demanding) institute of higher learning.

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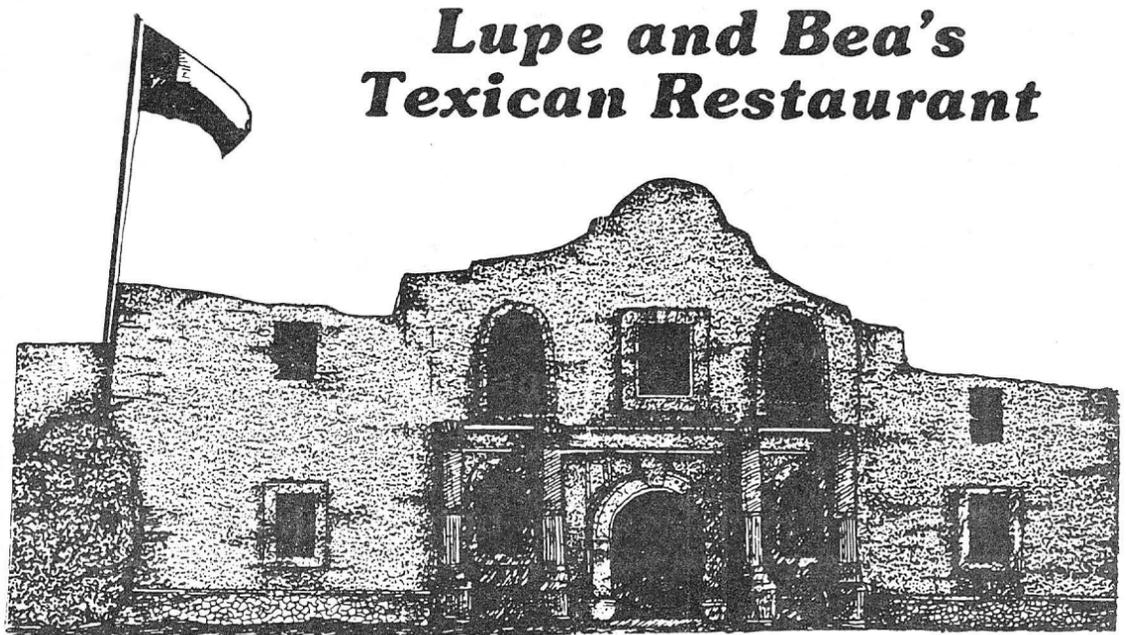
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Arts & Entertainment

Soviet Art and the Individual

By Chris Mangum

The Russian exhibit currently in Memphis is quite a fascinating sample of Soviet life. Broad in scope, the exhibit seems to present an unbiased view of Soviet society. It is nearly impossible to say, having never visited the Soviet Union, whether the exhibit is a realistic sample of life in the communist country, or simply propaganda. It is safe to say that the overall feeling of the exhibit is one of genuine desire for peace and communication between our countries, and it appears to be open and honest.

One publication distributed during the exhibit entitled "The USSR: The Individual, Family, Society" is an interesting collection of facts and statistics which portray Soviet society as vastly similar to our own. Just as our country is a "melting pot" of nationalities which have immigrated to the United States over the course of a few centuries, the Soviet

union is a multinational country, "inhabited by more than a hundred nationalities who speak a hundred-odd languages and use five alphabets." Both situations result in an enormous diversity in culture and traditions, which is represented at the exhibit by presentations of regional music and dance, various displays of religious paraphernalia, and work by people in the visual arts.

The works on display present a varied view of trends in Soviet art, ranging from Daliesque compositions which teeter on the border of the surreal to the paintings of ten-year-old Tigran Dzitchian, whose nightmarish figures appear to be influenced by cubist and primitivist painters of this century. Although the paintings are rather limited in quantity, one notices a recognizable quality in them, which leads to believe that the exhibit is providing a good representation of the ideas which Soviet artists are currently

pursuing. Or does it?

An obvious shortcoming of the exhibit is that there is very little emphasis on the individuality of the artists. With the exception of a small photograph of the young Tigran, there is no reference to the artists as real people. There are no prints of their works in the giftshop, no photos, no background — only a name and a year of birth. There is currently no artist on the tour, nor is there anyone in the exhibit who can discuss the paintings.

Perhaps the approach taken by the Soviets in this exhibit is appropriate; perhaps importance should be placed on conveying the ideas of the country and their similarities with ideas of our own, not on the individual. But, America is a nation founded on the idea of individuality, and this is especially true in the arts. The image of the USSR may rest in a holistic view of soviet society, but the essence rests in its people.

This Week In Memphis

Thursday, January 28:

Laddie Hutcherson at Circle Theatre

Friday, January 29:

Love Tractor at Antenna Club

w/Royal Crescent Mob

Elmo & The Shades at Circle Cafe

Rhythm Hounds at The South End

Saturday, January 30:

Soul Capitalists at Antenna Club

w/Original Resistors

Elmo & The Shades at Circle Cafe

Kaya & The Welders at The South End

Monday, February 1:

Gonzales & Gertrudes - Margarita Monday

Tuesday, February 2:

Free World at The South End

Wednesday, February 3:

Laddie Hutcherson at Circle Cafe

Herman Green & The Green Machine at The South End

Beer Busts/Video Night at Antenna Club

Coming Up

February 7: Def Leppard at Mid-South

February 10: The Exploited at Antenna Club

February 16: Great White/White Snake at Mid-South

February 21: Rush at Mid-South

BAD NEWS

If you don't know already, Lafayette's Corner shut down before Christmas.

Book Review

Reviewed By
Scott Naugler

Matinee Idol is certainly among the most engaging books I have read lately. However, engaging does not necessarily equate with quality, as seen in the Harlequin book series. The novel can be roughly summed up as a suspense/murder story, though there are some redeeming qualities that separate it from the mentioned stereotype.

As in all good novels with extremely complicated plots, *Matinee Idol* works with the elements in such a way as to leave no loose threads, and no unanswered questions, to the satisfaction of the reader. However, by the same token, the novel is so wrapped up for the reader that it inspires no thought, no contemplation on the part of the reader.

Problems arise with Base's writing style, which is extremely conventional, and tends to fall flat when the action is lax. The flip side to this argument is that his style makes for rapid

reading, not taxing the reader's interpretative powers (although some would argue that this leads to stagnation of the reader).

The payoff in Base's novel is the excellent characterization of the main character, Tom Coward, who is finally revealed to be anything but cowardly. Not only does Base round out Tom to be a complex person, capable of both heroic and pusillanimous acts, but Tom evolves a great deal throughout the course of the novel, including a sort of receding to his original tendencies at the end, effecting a circle of kinds. Watching the evolution of Tom was one of the most interesting aspects of the novel.

The climax of the novel rests on one of those unexpected twists at the end that at first appears to be the work of a genius, but upon further examination proves to be the easy way out for the author, thereby

cheapening the novel as a whole. The saving grace of the surprise ending is that it creates a truly tragic character. However, this occurs so far into the book that it cannot make up for its lack of other qualities important to the modern novel, specifically, thematic.

Certainly the absence of thematic content is the *Matinee Idol's* most serious downfall. There has, of course, always been controversy on the issue of whether or not novels need thematic content to be enjoyable, and therefore 'good.' If Base was attempting to write a novel of obsession and action, there can be no doubt that he succeeded. As a novel, however, it fails to do little more than engage the reader for the reading period. There is nothing to be learned about human nature here, indeed, nothing to keep the reader from immediately forgetting it.

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Campus News

SGA NEWS

BY ANN DIXON
SGA Junior Representative

This week inaugurates the installation of the "Gripe Box" stationed for your convenience below the SGA board in the Student Center. As of last Wednesday's meeting, we received three thoughtful comments:

The first was a concern voiced by Erica Yoder concerning the \$3 drop/add fee with no grace period. Many students have found this to be a disenchanting feature of this term's validation procedure; a letter is in the works this week to hit this one. Stay tuned, and thanks, Erica!

The second offered a potential solution to alleviate the current parking problem. This student suggested that freshmen be denied the privilege of having a car on campus. This idea has been tossed around for many years and put aside on the basis that a freshman's being allowed to have a car in a metropolitan environment is too valuable a recruiting tool for Admissions. What do the rest of you think?

On a less serious note, the third comment exposed a concern over the placement of the all new "Gripe Box". If you think it's too low, get over it. (Besides... it's too hard to get under it!) Thanks, Dan & Jim!

Thanks, folks. for the comments. We want to hear more. (Contact Gretchen Greiner, 3301 OR Ann Dixon, 3104 for further info or news.)
More later!!!!!!

Dismas House Brings Hope To Inmates, Provides Opportunity for Interaction

By Laurie K. Usery

Seldom do we think about the difficulties of rehabilitating former inmates. The transition from the penitentiary environment to one of freedom is difficult. The Memphis Dismas House, and others like it around the country, give special attention to the problems that these individuals face when they try to assimilate back into society. Through a careful screening and interviewing process, ex-offenders are offered a unique opportunity—to have a life and home again.

Jim Richmond and Nathan Hill are house directors of Dismas in Memphis. With the help of volunteers, many of whom work through the Kinney Program, they offer many services to the residents. Among them are tutoring, reading lessons, cooking, recreation, and friendship.

The first Dismas House was founded in Nashville by Father Jack Hickey in 1974. Residents there were a mixture of former inmates and students from Vanderbilt University. This synthesis of two radically different worlds provided a bridge for the transition back into society. It also fostered a sense of understanding and means of communication for all involved.

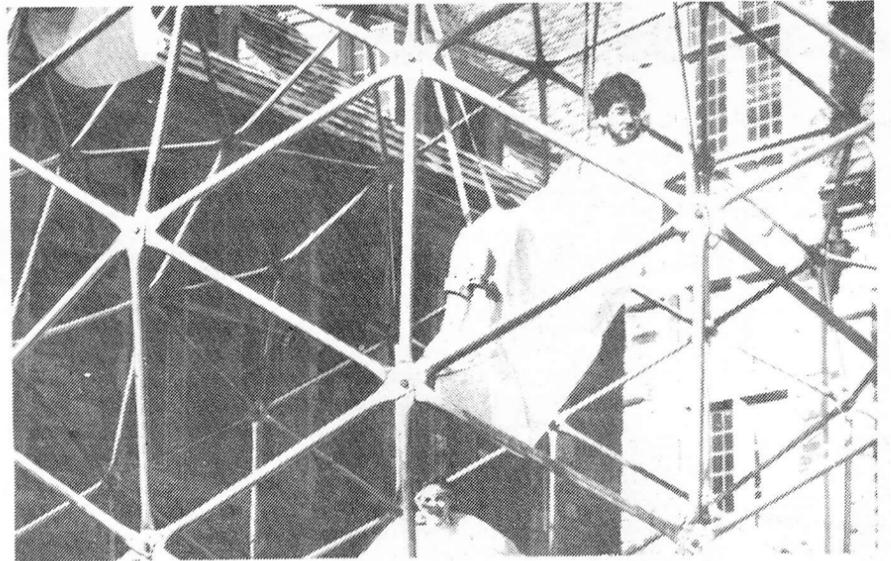
Last Saturday, January 23, the Memphis Dismas House held a workshop and re-organizational meeting to set goals for 1988. A gathering of approximately thirty residents, student volunteers, and the members of the board of directors resulted in many plans for improvements for Dismas. Among the goals are plans to add counseling services, fund-raising, and job placement. There will also be efforts to increase the involvement of college students. Rhodes freshman and Dismas volunteer

Heather Vaughn commented, "I've always felt a sense of home when I've been there. It's a caring place."

The problem of "repeat offenders", those who are arrested multiple times after being released from prison, is rampant in the United States. Programs like the ones offered at the Dismas House have proven to be most effective in combatting and preventing this menace. Dismas puts the concept of "helping people help themselves" into reality.



Memphis Dismas House



At the end of last term Gabriel Shirley, suspended from the geodesic dome, created with other Rhodes students a living nativity scene as campus art.

Rhodes Intern Discusses Experience

by Julianne Johnson

It has often been said that experience is the best teacher and during the course of my internship first semester the truth of this statement became evident to me many times. The decision of whether to accept the internship with the U.S. Department of State's Office of Security Assistance and Sales and leave Rhodes for a term had been a difficult one, and even after reaching a decision there was still the long process of security checks and clearances necessary to work in an office which deals with hundreds of classified documents a day. However, once I had launched into this work, I learned many valuable lessons that could not have been gained elsewhere.

My office dealt primarily with government-to-government military sales which form a vital part of the administration's foreign policy, as well as helping to approve and monitor sales by U.S. companies to foreign governments. The distasteful idea of spending eight hours a day increasing the number of tanks and missiles in the world may be occurring to many of you, as it did to me. Yet I came to discover that this was not the intent or purpose of my

office and that in glaring contrast to may other nations, both large and small, the U.S. really does carefully examine what items are appropriate for which nations, before they sell them in order to secure that arms sales in the world do not become an indiscriminate free for all. Many decisions are reached only after long discussions and turf battles between our office, the country desks at the State Dept., the Arms Control and Disarmament Agency, the Dept. of Defense, The White House, Congress and others. Of these the State Dept. tends to be one of the most bipartisan and liberal in its views.

It was an interesting time to be at State and in Washington. With Pres. Reagan's very pro-military, rather than diplomatic, bias, the budget of State as compared to that of Defense has been greatly cut. This has produced both fear and low morale at State, but still many foreign service officers told me that they would choose the same career again if they could. This fall will always be remembered in Washington as a new beginning in U.S. - Soviet relations and it was fascinating to be a part of talk preparations.

As an intern my experiences and duties varied widely, but at all times I was treated as an important member of the office staff and received tasks that would ensure that I learned more than how to answer a phone or type. I read and monitored cable traffic from embassies and intelligence bureaus around the world, prepared cables, attended arms trade shows, met with foreign military officials, and helped in the press office which gives daily briefings to international press representatives. There were exciting moments, too, like attending receptions for El Salvadoran President Duarte and the Crown Prince and Princess of Japan, and working closely with several senior foreign service officers. The highlight of the internship, however, had to be when I was allowed to sit in for the officer for Middle Eastern sales while he was on vacation.

The months in Washington were very valuable in many ways, but one of the things I treasure most is the knowledge that in the crazy world there are intelligent and responsible people who are sincere in trying to make it better.

1988 Room Selection and Lottery

Mon., Feb. 1	Applications for Townhouse/Specialty Housing available in Dean of Students office
Fri., Feb. 26	5:00 p.m. Deadline for Specialty Housing Applications due in Dean of Students office
Tue., March 1	Deadline for Housing Deposits due in Cashier's Office - \$200 - Deposits accepted any time beforehand. *Please note, deadline is during winter recess. Deposits may be mailed in and receipts picked up in Cashier's Office on Monday, March 7th.
Mon., March 7	Notification for Specialty Housing Acceptances
Tue., March 8	Lottery numbers chosen for any person, any class 9:00 a.m. - 5:00 p.m. in Dean of Students office *Deposit receipt necessary to draw lottery number
Wed., March 9	Lottery numbers chosen for any person, any class 9:00 a.m. - 5:00 p.m. in Dean of Students office *Deposit receipt necessary to draw lottery number
Mon., March 14	Room selection for single rooms Rising Seniors — 6:30 - 7:30 p.m. Rising Juniors — 7:30 - 8:30 p.m. Rising Sophomores — 8:30 - 9:30 p.m. *Above times are subject to availability; limited number of single rooms are available and selection times do not guarantee single rooms are available.
Wed., March 16	Room selection for multiple occupancy room Doubles, Triples, Quads Rising Seniors — 6:30 - 7:30 p.m. Rising Juniors — 7:30 - 8:30 p.m.
Thu., March 17	Room selection for multiple occupancy rooms Doubles, Triples, Quads Rising Sophomores — 6:30 - 8:00 p.m.

If you are not able to make the time of your category, a proxy (with your receipt of deposit) may draw your number or your room for you.

In multiple occupancy rooms, the person(s) with the highest number may pull-in any individual(s), who has deposited, with any number, from any class.

Capacity of rooms **will not** be changed from what is posted during room selection.

Floor plans for each residence hall be posted one week BEFORE the winter recess, Friday, February 19 in the Refectory.

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Sports



Members of the swim team (front row, left to right): Barbara Zeeb, Alan Ostner, Brent Carter, Bob Burnett, Suzanne Huhta. Second row: Charles Carrico, Melissa Hathaway, Lori Guth, Luke Lampton, Kay Sessoms, Jordan Abbott, Diane Morrison.

Lynx Swimmers Battle Sewanee, Alabama A & M

On January 23, 1987, the Rhodes swim team competed in its first meet. The Rhodes swimmers swam Alabama A & M and Sewanee, both long established teams, at the Huntsville Natatorium, a 24 lane Olympic-size pool.

The team swam exceptionally well and came close to defeating Sewanee. The four Rhodes girls, Barbara Zeeb, Kay Sessoms, Melissa Hathaway and Suzanne Huhta, began the Rhodes assault by clutching first place in the 400 Medley Relay over two Sewanee teams. Zeeb continued the attack by placing first in the 200 free and third in the 100 free. Sessoms placed a strong second in the 50 free and third in the 100 breast. Hathaway and Huhta made fine efforts in the grueling 200 I.M., placing second and third respectively. Hathaway took second in the 100 back, while Huhta finished out the girls' effort with a strong second finish in the 100 breast.

Charles Carrico, Luke Lampton, Jay Marecki, and Kurt Low led the male ef-

fort against Sewanee by placing second in the 400 Medley Relay over two Sewanee teams.

Carrico outplaced all Sewanee swimmers in the 200 fly and took first in that event. Lampton continued the attack with a strong second place finish in the 200 breast over three Sewanee competitors and a third place finish in the 200 back. Kurt Low placed second in the 50 free and Geoffrey Westmoreland placed fourth. Jay Marecki placed fourth in the 100 free before the team of Marecki, Westmoreland, Low and Carrico finished third in the 400 Free Relay.

When the team went head to head with A & M, the girls displayed even stronger zeal. Hathaway placed first in the 100 back, second in the 200 I.M. and with her relay partners Zeeb, Sessoms, and Huhta second in the 200 medley relay. Zeeb placed second in both the 200 free and the 100 free. Huhta placed second in the 100 breast and third in the 200 I.M. Sessoms placed third in the 50

free and third in the 100 breast.

The boys team had a tougher time against the A & M team. Lampton led them with a second place finish in the 100 breast, a third place finish in the 100 back, and a third place finish with teammates Carrico, Marecki and Low in the 400 Medley Relay. Carrico placed third in the 100 fly and Marecki fourth in the 100 free. In the 50 free Low and Westmoreland placed fourth and fifth respectively.

Senior captain Luke Lampton noted that the team was very pleased with the meet's results. "We proved to ourselves and to Sewanee and Alabama A & M that we can give these long-established clubs a good run for their money. The performances of Barbara, Melissa, Suzanne, Kay, and Charles were outstanding, and the rest of the team gave a very good effort. We are building a foundation to a very strong future team."

The team is continuing to train for an invitational meet in mid-February.

Rhodes Men, Women Post Wins Over Weekend

by David Monroe

Rhodes basketball teams had a busy week with the women's team playing four games — including the two-game Rhodes Classic — and the men playing three. The stress showed, too, as the two teams combined for a 2-5 record against some tough competition.

Both teams began the week on Tuesday here against Fisk, who came into the game with a record of 1-10. The men's team had no problem with them, winning 95-79. The Lynx jumped out to a 22-4 lead in the first six minutes, with Kevin McMillan hitting all three of his three-point shots and David Lewis adding two during that stretch. Periodically resting the starters, the Lynx built their lead to 54-32 at halftime and led by as many as 31 points in the second half before turning the game over to the reserves. McMillan and Lewis dominated the game from the outside, hitting over 80% of their shots and combining for 50 points. McMillan finished with 27 points and 10 rebounds, while Lewis added 23 points and Donnie Spence 17.

The Lynx didn't find it so easy on the road Friday against Rose-Hulman, who entered the game with a record of 11-3 and defeated the Lynx 82-70. In that contest, McMillan again led with 20 points, Lewis had 17, and Spence had 11 points and 10 rebounds. Rhodes then lost a close one Sunday at Earlham 70-68, as Earlham's David Smith scored with 3 seconds left and the Lynx's final shot fell short. McMillan had 22 in this one, Lewis 17, and Spence 15. The loss left the men's record at 7-7.

The women had more trouble with a bigger, more physical Fisk team on Tuesday, losing 73-68. Fisk dominated the boards at both ends, getting a lot of second shots and free-throw opportunities. The Lady Lynx trailed 39-30 at the half and could not get closer than ten points until near the end; several Fisk fouls and some bad ball-handling by Fisk helped the Lady Lynx score the game's last nine points, but it wasn't enough. Anne Tipton led the Lady Lynx with 20 points, and Amy Culpepper added 14. Fisk's Debora White led all scorers with 31 points, and Jennifer Bell was especially successful inside, pulling down 13 rebounds and scoring 12 points.

In the first game of the Rhodes Classic here on Friday, the Lady Lynx lost to Maryville 57-55. Maryville entered the game with a record of 10-3, but there were many mistakes and turnovers on both ends; Maryville's slapping defense gave Rhodes problems getting the ball up the court. The Lady Lynx also were hurt when they lost center Suellen Bennett to an injury 7 minutes into the game. Rhodes trailed at the half 29-26, with Maryville forward Penny Carden's jump shots doing most of the damage. Maryville maintained a lead through much of the second half, but the shooting of Culpepper and Tipton kept the Lady Lynx close.

Maryville eventually got its lead up to five, but two clutch free throws and a steal and basket by Tipton brought the margin back to one again. A Carden field goal then put Maryville up by four, and the Lady Lynx could only close it to two thereafter. Rhodes had a final chance with six sec-

onds left but missed their last two shots. Culpepper and Becky Womeldorf led with 14 points apiece, while Tipton had 13.

Rhodes came back Saturday against Trinity in the Classic consolation game, prevailing 56-39. They were in control throughout this time, leading by 12 points at the half. Culpepper led with 20 points and Womeldorf and Nancy Brown added 8. Womeldorf and Tipton also each had 9 rebounds.

The Lady Lynx's frustration resumed, though, in Sunday's game against Fontbonne as they lost 57-55. Rhodes began the game slowly as Fontbonne's defense forced a lot of bad passes and turnovers. Rhodes also had trouble shooting, hitting only 28% of their field goals for the game. This led to a 31-20 halftime lead for Fontbonne. However, the Lady Lynx came back in the second half with a more tenacious pressing defense and better play execution and cut the lead to two. Unfortunately, they could never close the gap from there. Culpepper led with 16 points and 14 rebounds; Tipton had 14, 10 of them in the first half while the rest of the team was struggling.

Women's coach Sarah Hatgas recognized that this busy week was difficult for her team, as it left their record at 4-9: "Three games in a row is going to be hard in itself, and we had some problems shooting in a couple of games this week. When our press and plays were running right, though, as in the second half against Fontbonne, we did well. It is still close in the conference, too, and we have two important conference games coming up, against Berea and Maryville."



Lady Lynx in action last week.

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