

THE SOUTHWESTER The Weekly Student Newspaper of Rhodes College

Vol. LXXXIV, No. 7

Wednesday, November 13, 1996

Rhodes' Alternative To Tenure

By Erin Riches Editor-In-Chief

Twenty-three members of the Rhodes faculty will never have the opportunity to participate in the formal tenure review process.

The Board of Trustees established a cap limiting the number of tenured faculty in full-time faculty positions to 67 percent in 1979.

This percentage created a problem several years ago when Rhodes employed 39 probationary faculty in tenure-track positions, and only 16 of them were possible tenure candidates given the rigidity of the 67 percent cap.

A statement issued by the College October 31, 1996, observes that

"Rhodes needed to find a way to recruit and retain the faculty we want with a limited ability to offer tenure-track positions. We believe that we have found a way to achieve our objective of recruiting and retaining outstanding faculty while keeping the number tenured at or below the limit and that our approach is more honest than hiring people 'on the tenure track' who are not likely to receive tenure because of the institutional limit."

The statement continues, "Rhodes has developed a new type of appointment to offer to faculty we expect to want to keep but to whom we are not offering tenure-track positions. For lack of a better description, appointments made with this new type of contract are designated 'non-tenurable, long-term renewable' appointments, with annual renewability contingent on need and performance."

"The contracts are a commitment of the College based on need and performance when the person is in a position we expect to want to keep over a long period of time," Planchon said. "You're not acting ethically when you know there is no chance that probationary faculty will

get tenure because of the cap, and yet, a tenure-track position is offered."

Essentially, these new term contracts are similar to the probationary contracts given to junior faculty on tenure-track appointments, until the sixth year of employment. The College awards both types of contracts on an annual basis, and faculty with both types of contracts face thorough third and sixth-year reviews. After the sixth year, faculty on tenure-track contracts will either receive tenure or face termination.

Faculty on the new term contracts will receive full-year sabbatical leave with 100 percent pay after their sixth year regardless of whether or not they will be retained. In contrast, faculty on tenure-track contracts receive sabbatical leave with 60 percent compensation only if they are approved for tenure.

The statement notes that as an additional perk, "faculty hired on this type of employment are paid a salary that is somewhat higher than the salary that would normally be offered to someone hired on the tenure track."

"People on these contracts are See College, Page 5

Mission Statement Talks Begin

By Steele Means Staff Correspondent

The RSG has created a special committee in order to address the proposed change to Rhodes' mission statement. President Daughdrill, who has put forward this proposal, wants the clause "To serve God in everything we do" to be added to the mission statement.

This committee has the responsibility of creating dialogue among the members of the Rhodes community on this matter, as well as to gauge the overall reaction to the proposed change. To facilitate this, the committee is stressing the need for everyone to express his or her opinion fully regarding this situation. According to a statement released by

the committee, "It is our hope that not only those who are adamantly against the proposal will come forth, but also those who support it or who have other suggestions, perhaps in the form of a compromise."

The goal of the committee is to send a resolution to the Board of Trustees "articulating the sentiments of the Rhodes community on the proposed change to the mission statement."

Therefore, several outlets for students to voice their thoughts and concerns have been created. The first of these is a campus wide forum which will be held on the 13th of November from 6-8 p.m. in the Orgill Room.

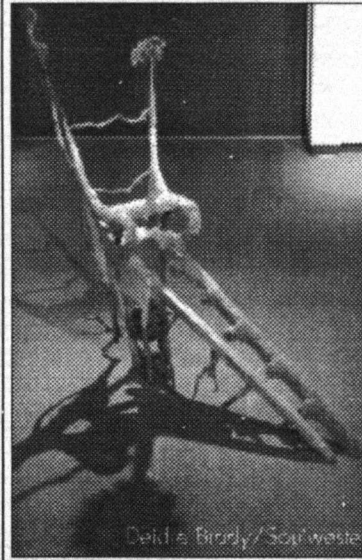
This, according to Kristen Rauschkolb, chair of the committee,

will be a time for everyone at Rhodes to explain "Why they feel the way they do and why or why not is this [proposed change] viewed as a positive step for the Rhodes community."

Meetings in residence halls and commuter meetings will also be held to continue the dialogue on this issue as well as to provide for small group discussion. RSG members will also be attending the meetings of campus organizations to "Further assess student sentiments and concerns."

"Students should feel free to contact me or any member of the committee if they would like to discuss the proposal", said Rauschkolb.

Students may also send their opinions to RSG via e-mail at RSG@Rhodes.edu.



Stewart Exhibit Opens

The sculpture of Carol Stewart, assistant professor of art, is now on display in Clough-Hanson Gallery. The Exhibit opened Nov. 8.

Gore Visits Memphis

By Elizabeth Nichols Arts & Entertainment Editor

The Orpheum was charged with pre-election anticipation on Monday night, as supporters of the 1996 Clinton/Gore presidential campaign convened to spread last-minute enthusiasm among Memphis voters.

The entertainers included Arrested Development, who performed an improvised version of their appropriately-titled song, Tennessee. Taking a cue from Hillary Rodham Clinton's recent book, the band completed the chorus with the line "It takes a village to raise a child" and brought the audience to their feet with chanting and refrains.

A number of area political officeholders and candidates were present, including Senate hopeful Houston Gordon and House candidate Harold Ford, Jr. Several celebrities were also spotted among the crowd,

the most notable of whom were Francis Ford Copolla, Matt Damon, and Claire Danes.

The speaking program began with an appeal from Tipper Gore, who stressed the importance of voter participation in Tuesday's elections. The role of women in the outcome of the election was particularly highlighted. Gore encouraged each woman present to take a friend to the polls, and to reverse the trend of voter lethargy in America.

The Vice President was introduced by actor Danny Devito and by Mrs. Gore. Standing tall and speaking confidently, Gore reiterated triumphantly the successes that he and President Bill Clinton have enjoyed while in office.

Gore shifted gears and touted the Clinton/Gore campaign theme, "Building Bridges to The Twenty-First Century" as a new vision for the next term.

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EDITORIALS OF THE SOU'WESTER

## Campus Communicating?

This Saturday, in Evergreen Presbyterian Church, an unprecedented gathering of female Rhodes students took place. The inaugural Women's Leadership Conference gathered students from all classes in order to create dialogue and strengthen community bonds among women.

This Conference is an example of how students and the administration can work together to achieve a desired goal; indeed, this shows how it is of ultimate advantage to have cooperative action on the part of the college's different elements.

Current relations between this college's students and its administration are, at best, ambivalent. A lack of communication, and even perhaps a lack of mutual awareness and understanding, seems to be the predominant mood on this campus.

The success of the Women's Conference is to be noted, and admired, in the middle of the current controversies between students and administration, ranging from doubts about the efficacy of Roundtable to concerns about credibility extended

to representatives of student life.

President Daughdrill's proposed change to the Mission Statement has brought this school to a critical juncture in understanding how its different parts relate to each other as a whole.

The intense reaction on an individual level has been extrapolated to the collective units of the student body. RSG's creation of a special committee is an important part of student expression. Through these official, concerted channels, the voice of the student body cannot be ignored. But it is of prime importance that once this crisis in the school's identity has passed, the legacy it can leave behind - that of committed interest, involvement, and discussion - not fade away and become only an emergency situation. Contact and even intimacy between students and administration can only help this school improve itself. The future of this campus depends not only on how the administration brings students here, but also on the example and model that we, who are here now, create.

## Admirable RSG Response

In our last issue, the Editorial Board of *The Sou'wester* expressed an opinion in opposition to president Jim Daughdrill's proposed addition to the College's purpose statement, "to serve God in everything we do," largely on the basis that such a change would compromise Rhodes' liberal arts environment and restrict diversity.

We further noted that the president seemed to have already made a decision without regard for student input, which we view as essential since, indeed, it is the students who pay the tuition, room, and board.

Since we published our editorial, however, student response has been encouraging. Students on both sides of the issue have involved themselves in discussion within the college community, a favorable alternative, we think, to the silence of apathy.

The Special Committee on the Purpose Statement formed by RSG continues to play a significant role in motivating this discussion. The committee distributed copies of Daughdrill's eight-point statement

in support of his proposed addition to every student's mailbox earlier this week. Widespread access to information is imperative for substantive discussion on campus.

RSG has also set up a web-site on Colossus to accommodate input from students, faculty, recent Rhodes graduates and alumni. We strongly encourage letters-to-the-editor as an additional means of expressing opinions to the Rhodes community. The committee has organized a forum to facilitate a high-visibility exchange of opinions in the Orgill Room tonight from 6 to 8 p.m. We urge everyone with any opinions whatsoever on the change to the purpose statement to attend the forum.

If we can mobilize students on both sides of this issue, then perhaps the president and the Board of Trustees will respond with a decision that the majority of Rhodes students can accept. And, we hope such a decision will honor rather than marginalize the diversity of perspectives and backgrounds inherent to a liberal arts college in its purest form.

## LETTERS-TO-THE-EDITOR

Dear President Daughdrill,  
I would like to take the opportunity to respond to the proposal you have written and submitted to *The Sou'wester*. Please read my letter and consider it with seriousness and respect. A copy of this letter has also been submitted to *The Sou'wester* to be printed and shared with the faculty, staff, and student body.

About two weeks ago, I heard that you had come up with the idea to add "to serve God in everything we do" to the Mission Statement of Rhodes College. Some time later, I had the opportunity to read the reasons for your proposal. I must say that it isn't so much the statement itself that bothers me as the faulty rationale behind it.

As a matter of fact, I might not have been inclined to write this letter had the entire proposal not been oozing with glaring contradictions and ignorance of the facts. This is not intended to be a chance for me to reproach or criticize you, either directly or publicly, but rather to offer you a sincere reality check. Your "mission," Mr. President, if you choose to accept it, is to recognize the potential damage the addition of your ill-advised statement would do to this campus and its members. Furthermore, your proposal graciously afforded me the opportunity to address several other campus issues, and I now jump at the chance to express my opinions.

In your proposal, you suggest that perhaps prospective students are misled when they arrive at Rhodes; I say you couldn't be more correct. When admissions materials mention the Gay-Straight Alliance in obvious attempts to lure students to a liberal, tolerant environment which does not at all turn out to be what they expected, I'd say

that's pretty misleading, if you ask me. I have cited the examples you use, which I find incredibly baffling.

"Christian student groups flourish..." Yes, I can see it now: in a few years, Christian student groups will not only flourish, they will conquer and convert all others. (I've already heard one student predict "the christening of Rhodes Bible College.")

"We do not have co-ed dorms..." Then it must be so difficult for boys and girls to sleep together. (It's called "shacking.") And, hypothetically, couldn't two people in a same-sex relationship live happily ever after in the same dorm room? But, then, I suppose gay people don't count.

"We do not provide condoms in the dorms or bookstore..." Perhaps we should then amend the Mission Statement to include "a sincere commitment to the spread of sexually transmitted diseases." But, of course, Rhodes students don't have sex. And besides, heterosexual Christians can't get HIV.

"We do not fund student organizations that condone pre-marital, extra-marital or homosexual activity, all because of our commitment to the Biblical and Judeo-Christian teachings about marriage and the family." First of all, and this may just be my own ignorance, but who ever heard of a student organization condoning extra-marital activity? As for pre-marital activity, it's time to stop pretending. And, furthermore, being a third-year, gay male student, I do not appreciate being placed in the same class with people who cheat on their spouses.

Overall, I have to say that it's really bothersome when certain Christians feel the need to proclaim their interpretations of "the Biblical and Judeo-Christian teach-

ings" as the only right ones, and then attempt to impose those interpretations on everyone else.

While we're on the subject of sexual orientation, I also find it interesting that the Presbyterian Church—the one with which Rhodes is affiliated—has practiced an open acceptance of homosexual members for years now and is currently involved in a dialogue concerning the ordination of homosexuals. Why then, are you, Mr. President, and the Board of Trustees so hesitant to support the Gay-Straight Alliance? If your own church can acknowledge and accept homosexuals, what could possibly keep you and the Trustees from doing the same? I would venture to say that more than so-called Christian commitment is involved here; it hasn't taken me very long to figure out that prejudice and bigotry are at the root of this problem. My Christian commitment—and yes, I do have one, which seems to be very different from yours—does not involve intolerance or lack of respect for any human being. The Christianity I try to adhere to, and the one I think Christ himself intended, is one of open acceptance, love and respect for all people, regardless of their race, gender, sexual orientation, or any other category by which people are stigmatized and oppressed.

I could go on for hours on this issue, but so many other things in your proposal strike me. I suppose what strikes me most is your completely incoherent claim that adding the phrase "to serve God in everything we do" would increase the Rhodes commitment to diversity. I simply cannot understand this line of reasoning at all. You write, "We are not committed to the kind of diversity that leads to separatism," yet

somehow it's acceptable to discriminate against entire groups of students. You clearly state in your proposal that "we are committed to the kind of diversity that values every person from every background and every racial/ethnic tradition." It is easy to say we value racial/ethnic traditions when, for example, I have met the entire African-American male class of 2000, and he's a pretty nice guy. You then go on to say that this statement will "differentiate Rhodes from fundamentalists...those who do not respect all religions."

How, President Daughdrill, is it even remotely possible to respect the religion of, say, the Hindu student, by declaring that Rhodes is committed to serving a Christian God? How is it possible to respect the religion of the Jewish student when we refer to our winter break as "Christmas break," paying no recognition whatsoever to Hanukkah? Essentially, what you appear to be saying is that all Christian religions will be respected at Rhodes, but of course that's not even true because you stipulate that they are only respected insofar as they believe the same things: that homosexuality is wrong, that pre-marital sex, condom distribution, etc. are all wrong, that Christianity is the only valid religion, and the list goes on and on. What kind of diversity is this? You might as well say "all people who believe the way we do are equal and acceptable in our sight, but those who do not must either convert or keep quiet." If it is your wish or the wish of the Board to convert Rhodes into a completely Christian college, why not just say so rather than sing the praises of an alleged commitment to religious diversity?

As co-director of the Gay-Straight Alliance Page 3

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As the official student newspaper of Rhodes College, *The Sou'wester* is produced entirely by the students on staff. It functions independently of faculty and administration with no outside funding from student activity fees or other College sources. It is published weekly throughout the fall and spring semesters, except during exam periods and breaks.

Staff meetings are open to the Rhodes community and convene in 103 Buckman every Sunday afternoon at 3 p.m. *The Sou'wester* is a member of the Student Publications Board, a six-publication consortium that includes the editors of all student publications, class representatives and at-large representatives from the student body.

All staff editorials published in *The Sou'wester* represent the majority opinion of the Editorial Board composed of section editors and executive editors. Opinions expressed in *The Rhodes' Star*, opinion columns, and letters-to-the-editor do not necessarily reflect the opinions of *The Sou'wester* Editorial Board. Letters-to-the-editor are encouraged; all letters must be signed and will be edited for clarity.

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## In The Gilded Age of Rhodes College



TOM LOGUE  
DOUBTING  
THOMAS

This is an incredibly beautiful campus. The trees, the architecture, the well-kept shrubbery, all of it. Man, is this ever a beautiful place.

A history teacher I had in high school once told me that when you cover an apple in gold, it's a lot harder to notice that the apple is rotting.

He was right. And from talking to people, I know I'm not the only one asking, "What's that funny smell?"

I think I've figured out where that smell is coming from. It's not the administration; it's not the faculty. It's the big empty space between them.

All colleges have two roles, providing an education and making money. That's perfectly natural and nothing to get all excited about.

The problem arises when the

two roles become polarized. That's what is happening here.

There is nothing wrong with a Rhodes education. Okay, perhaps it's a little conservative, maybe a tad closed off to some methods of thought, but it is *good*.

And if it's not, that's most likely your fault, not the fault of your fellow students or your professors.

There is also nothing wrong with Rhodes The Business, taken alone. Daughdrill and his colleagues have done a remarkable job making money for this college; they are marketing geniuses.

(I'm not sure what to make of the latest strategy — the "serving God" thing — but I figure, who cares, I won't be around to see the kind of students that attracts anyway.)

But have you ever stopped to wonder why we have to resort to inter-library loans to get decent books for research papers? And that while we're waiting, we can work out in a huge new gym?

Have you ever stopped to consider that the professors with the most job security and the most in-

fluence are those in departments which pull in gobs of money?

Have you ever stopped to smell this place?

If we're getting an education here, it's in spite of Rhodes The Business, not because of it. Rhodes The Business takes our money and does a few things with it: gives it to departments that bring in grants and publicity; invests in trees and slate; puts it in the bank.

In short, Rhodes The Business takes our money and uses it to look good to get more people to come to get more money to look even better.

Ad nauseum. We're financing the seduction of high-schoolers.

In return, we're getting mostly distractions. Novelties. Shiny things.

Nice new frozen yogurt machines in the Rat, Internet connections, one of the nation's most beautiful campuses.

We're so taken in by these piddly, ridiculous, trivial, glittery things that we completely fail to notice the rest of this place falling apart.

And we completely fail to notice that we're trapped in it. Love it or leave it doesn't work here: try to transfer at the end of your sophomore year, and see if you can start as a junior anywhere else.

But as I said, the problem is not with Rhodes The Business.

The problem is that Rhodes The Business and Rhodes The College have become so separated.

We're not really getting an education for our \$80,000. We're getting an education because the faculty happens to be comprised of damn fine people who know what they're doing and want their students to know, too.

But as long as Rhodes The College depends on Rhodes The Business, our education is at risk.

Why?

Because Rhodes The Business has no idea what an education is.

Rhodes The Business knows that issues can be avoided by offering shiny things, that morals are no match for numbers, that the intangible is far too messy to deal with.

So we have a campus where professors are expected to pro-

duce. You see the problem.

This is where tenure and teacher evaluation issues come from.

The quality of the professor cannot be measured easily, so enrollment figures and poorly designed forms are used.

This is where the GSA issue came from: think of the substantial support which might have been lost from Christian organizations.

This is where almost every real problem on this campus comes from: Rhodes The Business acts independently of both Rhodes The College and the student body.

So what needs to happen? Rhodes The Business needs a slap in the face. It needs to realize that it has strayed too far from home, and it had better turn back. And it needs to be made accountable to Rhodes The College.

All the good marketing and shiny things in the world can only work if there's something underneath.

Otherwise, once the apple is rotten, the gold will fall in on itself.

## The Power of The Student Community



NEETA VENNEPAL  
BLITHELY  
MUDDLED

Recently, I was speaking to a friend from Carleton, and in the course of our conversation, the numerous differences between our two schools suddenly coalesced into one question.

Where is the student discourse, so present in other campuses, on our campus?

Why is any dialogue on campus created by a few proactive individuals, seemingly irrelevant to the majority of students?

I have been told repeatedly, by many, that they feel powerless to voice their concerns and that they experience detachment from the collective Rhodes community. Their impotence is effected in part by their perceived utter lack of connection with the decision-making process, their marginalization from effective access to relevant information.

While we, as students, don't currently have the power to control the

flow of information from the administration, we do have the power and the responsibility to develop our own information infrastructure.

We need to start questioning our relationship with our elected representatives: SRC, Honor Council, RSG, the Board of Trustees.

Why is there such a pronounced lack of interaction between the student body and our representatives? Why isn't relevant information easily accessible, immediately available to students from their representatives?

The process of electing representatives doesn't automatically negate all responsibility on the parts of those that elect them.

We must begin actively engaging our representatives, forcing them to greater accountability, expecting more, demanding more from those who voice our interests.

We, the student community, must realize the potential of our collective force, empowering ourselves through increased individual effort for greater interaction with our elected representatives.

The right to knowledge is the most fundamental of all students, especially liberal arts students.

However, knowledge alone, without a concomitant acknowledgment of our investment in our community, is worthless. Rhodes College is not merely an institution we inhabit for a few years, and passively pass through. By choosing to come here, each of us has consciously committed years of our lives to interacting in a certain social and academic environment. For the years we are each here, it is our individual and collective presence at Rhodes that gives it definition; we, as a community, legitimize Rhodes College to the outside world. It is our college for as long as we claim the right of responsibility of action.

With this right comes the realization that investment in a community is not about blank, passive acceptance, but active recognition that change is needed, that individual courage and collective action is necessary to instigate such changes.

I raise this issue now, after three semesters here at Rhodes, because our current situation seems most conducive to such a realization. The proposed amendment to the Purpose Statement of Rhodes is the most volatile, most immediately af-

fective issue that most of us, as members of the Rhodes student community, have ever faced.

The effects of the proposed amendment are already tangible in the slowly emerging individual dialogue on campus. However, although this dialogue is being started by individuals, it can only be continued and strengthened by collective presence.

We are fortunate to be present at such a transitional time for our community, because our presence alone gives us the power to affect the direction of our campus, through conscious action or inaction.

Although the politics of power are such that the administration decides the course of the college, they have the responsibility to act on the values expressed by the community, by us.

But we have the responsibility to articulate those values, to actively take part in both creating and sustaining the dialogue. The collective power of the students is one that exceeds individual efforts—and our collective power has been unrealized for too long.

Now is the time and the place for all of us to acknowledge to each

other, and to the administration, that we do have presence and power as community. We do have the self-knowledge, the investment in our community, to demand a voice in the decision-making process.

### Letter-to-the-Editor Continued from Page 2

liance I am well aware of the bureaucratic way in which Rhodes operates. I have seen many times how decisions at Rhodes seem to be predominately made by what appears to be an oligarchy, consisting of you and the Board of Trustees, giving little if any weight to the opinions and concerns of the students.

Nevertheless, I challenge you, President Daughdrill, to determine if it is fair to allow Rhodes to continue in this vein—to claim to cultivate leadership in its students while allowing them no say in deciding which student organizations will receive their money, which organizations will be recognized, or for the issue at hand, what will or will not be the Mission Statement of the College. I will not attempt to speak for the entire student body, because I know I cannot.

I will say, however, that if you actually take the time to consider student opinions on the issues, you might be just a bit surprised to learn that we don't all think the way you do.

Sincerely,  
Jason Bishop, '98

### RSG Technology Survey To Be Conducted

By Andrew Fairless  
Staff Correspondent

Jennifer Baker '00 experienced several delays before receiving services to wire her computer into the school's network. Mike Johnson '99 sometimes receives late messages on his voice mail. Brian Willis '00 has been frustrated by a lack of answers when he has asked others about the features of the ALPHA, his IBM-compatible's sole connection to the school network. These are a few examples of the troubles students encounter with technology at Rhodes.

To tackle these issues, the Rhodes Student Government's (RSG) Academic Affairs Committee appointed members Jennifer Graves '97, Isabel Melo '97, Jordan Schniper

'98, Lydia Shih '00, and Josh Solomon '00 to examine technological aspects of the school. According to Solomon, this group has a two-fold purpose: to assess the current status of technology at Rhodes, and to learn how to enhance technology's usefulness to Rhodes students. "We need the input of the campus to do those," Solomon said, so the group is developing a survey of the student body with the help of the administration and the faculty, including professors Robert Llewellyn and Kenneth Morrell.

Jennifer Graves, the project's chairperson, said the survey will cover several questions concerning technology at Rhodes. For example, are students aware of what technology is available? What do students want from technology? Is tech-

nology utilized enough in classes? Will students pay for more technology? Is the technical support at the school adequate? How can the library's use of technology improve?

The survey, Graves hopes, will be issued by Thanksgiving so

that the results can be presented to the student body before Christmas.

The survey results and data from other schools will be used to formulate a proposal to the administration. This resolution will concern "what steps students feel

Rhodes should take in regards to technology for the 21st century," Graves said, "to define a path for the present and future of technology at Rhodes."

### Women Leaders Gather At Evergreen

By Mary McCoy  
Staff Correspondent

Though more recent elections may be nearer and dearer in the hearts of Rhodes students now, it was the election held last spring at Rhodes that helped to trigger plans for a women's leadership conference at Rhodes, held last Saturday, November 9.

Of the three major governing bodies at Rhodes, the Honor Council, the SRC, and RSG, no organization elected a female to the offices of either president or vice-president. Though this was not a major controversy at Rhodes, it did encourage Women's Forum president, Shaila Mehra, to organize a conference focusing on women's leadership skills with Dean of Student Affairs Mel Hokanson, Director of Student Activities Cindy Pennington, and

Community Service Coordinator, Heather Lea.

The conference, which took place at Evergreen Presbyterian Church, focused on improving women's leadership in various ways on campus. Rhodes assistant professor of psychology Anita Davis, spoke to the conference about her experience both as a teacher and a former Rhodes student about women's roles in the classroom and in social settings.

Participants in the conference also spent time determining their values and supporting them with oral arguments, and working on cooperative learning skills.

Mehra said, "The conference was successful because it brought together women from different areas of campus, allowed us to learn more about each other, and offered us a way of thinking about leadership that can transform how we, as women, use our voice on campus."

### Roundtable Preview

By Kathryn DeRossitt  
Staff Correspondent

The next Roundtable will be held on November 14th. The Roundtable is comprised of the Rhodes College Chancellor and selected faculty and students. This week's Roundtable's agenda will focus on The Honor Council and the Social Regulations Council. The presidents of each aforementioned organization will be there. The Roundtable presents a unique opportunity for an interactive dialogue between the administration, the faculty, and the students. All are invited and encouraged to attend; the meeting's forum is very "town-hall" in philosophy, and provides the perfect setting for those in attendance to discuss and pose any issues about the organizations in focus.

**PRINCIPLES of SOUND RETIREMENT INVESTING**

Monthly Expenses	Income
Rent 775	1915
Telephone 6032	845
Gas 60	
Electricity 4568	
Car Loan 240	
Student Loans 175	
Insurance 125	
Credit Cards 165	
Overdraft (Chk) 189	
Groceries 300	
Entertainment 100	
Clothes 50	
Medical 100	
<b>Total 275</b>	

### IRONICALLY, THE TIME TO START SAVING FOR RETIREMENT IS WHEN IT LOOKS LIKE YOU CAN LEAST AFFORD IT.

Can't afford to save for retirement? The truth is, you can't afford not to. Not when you realize that your retirement can last 20 to 30 years or more. You'll want to live at least as comfortably then as you do now. And that takes planning.

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## College Initiates Use Of Nontenure-Track Contracts For Select Faculty

Continued From Page 1

paid at a higher rate, because if tenure is a commodity, they should be compensated for not being on a tenure-track contract," Planchon said.

If the College decides to retain a faculty member on a term contract after the sixth, he/she will receive a seven-year appointment that, unlike a tenure appointment, must be renewed on an annual basis.

A faculty member with one of the new non-tenurable long-term renewable appointments, who agreed to speak only on the condition of anonymity, noted, "Before the sixth year, none of us have job security.

"After the sixth year review, the tenured person definitely has more freedom."

The use of less formalized non-tenurable term contracts has created a number of challenges in hiring and retaining faculty in recent years, according to Bob Entzminger, professor of English and department chair.

"When we have had trouble hiring or we have lost people, they have made it clear that they would rather have come here, or would have stayed here, but getting a tenure track

position was more important," Entzminger said.

The term contracts present similar difficulties for the faculty members bound by them as well.

"With a short-term contract and a short-term job, you really lose out on the opportunity for sustained intellectual inquiry," the anonymous faculty member said. "One of the advantages of tenure is that it frees you from the preoccupation of job seeking so that you can spend more time researching, writing and teaching creatively.

"The fact that Rhodes can attract good faculty to term contract positions is a reflection of how very intense the competition for jobs has become," the anonymous faculty member added. "It is not a reflection of how desirable term contracts are. Most faculty on term contracts would prefer a tenure-track position."

Administrators, though, are willing to accept the greater risk of faculty turnover associated with the term contracts in order to preserve a semblance of interdepartmental flexibility under the tenure cap, according to Planchon.

"In order to have more professors where student and curricular

need is great, it is quite probable that there would need to be fewer professors somewhere else where there is low demand," he said. "If everyone is tenured, then these shifts cannot occur.

"There are people on these contracts who have turned down tenure-track offers elsewhere," Planchon added. "There is always a risk that someone, probationary, tenured, or nontenure-track, is going to go to another situation.

"In the case that a professor who is a very good teacher, is in a crucial position, is quite popular among students, and is on a long-term renewable contract considers a tenure-track (or nontenure-track) situation elsewhere, I am confident that the College would do everything it could to keep the faculty member here."

Faculty members are also concerned that the new term contracts may hamper the establishment of continuity with students.

"We run the risk of increasing turnover among faculty so that students cannot form ongoing relationships with advisers," the anonymous faculty member said. "It is disruptive if an academic mentor leaves. A person who holds a secure job is more willing to invest time and en-

ergy into building good working relationships with students."

Some faculty members believe the new term contracts threaten academic freedom.

"If, within your field, you address a charged issue, you may provoke strong responses from people of diverse political persuasions," the anonymous faculty member said. "Tenure makes it safe to address a charged issue, because people can react strongly but their reaction will not compromise your job security. Invariably, there have been times I have wanted to speak out but could not. I would like to be able to express opinions about controversial issues without fearing loss of my job."

Planchon disagrees with this view.

"I'm not convinced that academic freedom is something that is infringed upon or that we run a risk of violating with these long-term renewable contracts," Planchon said.

"The long-term renewable contract stipulates that there is an appeal process available if for some reason a faculty member on the contract feels that his or her academic freedom has been violated by dismissal."

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## Purpose Statement Inspires Student Response

By Mary McCoy  
Staff Correspondent

To some individuals, the mission statement of Rhodes College is just a series of words without direct bearing on their college experience and education. However recent stirrings in the student body, concerning the possible implications of the addition of seven little words to the mission statement bring that assumption into a new light.

Recently, President Daughdrill proposed the addition of a new phrase to the Purpose Statement of the College: "to serve God in everything we do."

Though Rhodes is connected to the Presbyterian Church, and Search or Life classes are mandatory for all students, Rhodes' commitment to the Church is less stringent and more religiously lenient than many church-affiliated colleges and universities, where chapel attendance is manda-

tory and students may be expelled for sexual activity or alcohol consumption.

In his letter, President Daughdrill asserts that some other institutions have regarded religious affiliation as being "inharmonious with the purposes of an academic community," but that "Rhodes has chosen to go in the other direction." This proposal will attempt to clarify the College's official religious stance to outsiders and to solidify this stance for the Rhodes community. Further supports for the proposal found in the President's letter include the suggestion that such a proposal will "emphasize our commitment to diversity."

In the letter's conclusion, President Daughdrill asks the question, "Is it Rhodes' purpose to serve God, or is it not?" This he answers with a "resounding yes." This may be the answer of the President, but some members of the Rhodes student body have communicated other view-

points, concerned about the implications that this addition may have on the mission statement.

In light of this, the RSG has organized several vehicles for students to discuss their arguments in the form of panels, residence hall meetings, and on-line communication. This decision directly involves the Rhodes community; the RSG plans to offer a recommendation to the Board of Trustees based upon the student opinions articulated through these forums.

The issue involves many elements of controversy. Many students were eager to give their opinions about the statement, but hesitant to allow their names to be attached to those opinions in a Rhodes publication.

"This proposal will have tangible effects on the Rhodes community," said Kristen Rauschkolb, Chair of the RSG Special Committee on the Purpose Statement. "Eighty percent of all Rhodes students are involved in the Kinney program. If truth, loyalty, and

service weren't part of the mission statement, Rhodes would be a very different place." She also voiced a concern that it seemed that "the most vocal people were those opposed to the statement."

"I hope that those who support [the addition] would also stand up," said Rauschkolb.

Several students who described themselves as "pro-religion" also had significant hesitations about the nature of the statement.

"The only kind of Christianity this proposal represents... is the kind that is driving people off by the thousands each day," said Rhodes junior Jason Bishop. "It's exclusive, discriminatory, and just plain oppressive. The only kind of diversity this will bring about is whatever can be found among, for example, Presbyterians, Baptists, Methodists, Catholics, etc. - denominational diversity - rather than true religious diversity among Christians, Jews, Hindus, Muslims,

atheists, agnostics, or any other religious belief."

Amanda Johnson, a Rhodes sophomore, also voiced concern about the addition to the mission statement.

"My experience with Christian schools has been negative," said Johnson. "They begin with good intentions, but when morality is legislated, your heart is not in it. If you are free to choose, it becomes more effective."

There is still a great deal of discussion to take place before the proposal goes to the Board of Trustees. Some individuals believe that this proposal will be passed by the board regardless of student opinion.

"It's worth our effort to get our voice out," said Rauschkolb.

With such great concern among the Rhodes community about the nature of the proposal, any decisions must be made with a great deal of deliberation.

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## Michael Collins Proves To Be Controversial, Sweeping

By Steven Perry  
Staff Correspondent

Michael Collins's life story forms a plot worthy of a major motion picture release. History credits him with finally breaking 600 years of control of Ireland by Great Britain.

Following the failed Easter Rebellion of 1916, Collins formed the Irish Republican army to combat the occupying British forces. Collins' genius, however, lay not only in his organizing ability, but also in his development of a new military strategy. This sudden, shadowy form of guerilla warfare frustrated the British, eventually forcing them to give Ireland its autonomy.

Collins would further enter Irish history when he negotiated the treaty of 1921 that divided Ireland into northern and southern sections, a division that still exists today and is the source of much conflict. The treaty brought him great criticism,

and soon after it was signed it cost him his life. Collins, like most great revolutionaries, died at his peak, cut down by an assassin's bullet.

Sounds like the stuff of powerful moviemaking. But director Neil Jordan (*The Crying Game*) wants his new movie *Michael Collins* to be much more than that. And that's where the controversy begins. Jordan, who is Irish himself, wanted a movie that penetrated to the heart of his people. He wanted a movie that dealt with Ireland's troubling heritage of violence and the divisions in the country over the issue of Northern Ireland.

Michael Collins made a perfect subject for him. Collins was at the very heart of Ireland's fight against the British and was behind the division of the country. He also has a mythic status amongst the Irish people, making him symbolic, in the eyes of Jordan, of all of Ireland.

In doing this, however, Jordan

plays with certain historical facts. The movie suggests that the future president of Ireland, Eamon de Valera, could be behind Collins' murder. Jordan also plays around a bit with Collins' own actions to fit the big screen a bit better. Collins was as much a politician as a revolutionary in real life. In the movie, however, he is shown to be more of a political neophyte sent to do the dirty work of de Valera. Despite the controversy, or perhaps because of it, *Michael Collins* has stimulated the interests of the Irish people. It is expected to be the highest-grossing movie in the history of Ireland.

Actor Liam Neeson plays Michael Collins, delivering a powerful performance. His Collins is charming and inspiring; he is a great leader, but also has a human side that is troubled by his actions and wants to bring peace to Ireland. Alan Rickman, too, is outstanding, playing the rival de Valera with the sophistication ex-

pected of a political leader of such magnitude. Aidan Quinn (Collin's right hand man) and Stephen Rea (a high-placed informer) also perform well. Julia Roberts, however, delivers a rather tepid performance as Kitty, the central love interest of the story.

Roberts is not helped by the fact that Jordan has not created a substantial character for her to work with. *Michael Collins*, like *Braveheart* (another historical epic about a people's struggle against England) has a romance written in a hopeless attempt to attract a substantial amount of female viewers. The romance is much more believable than in *Braveheart* (in fact, it does have some historical truth in it), but it is poorly developed within the story itself. The foundations of the relationship are not well-laid. As a result, we have a drawn-out and rather uninteresting romance bookending the more intriguing

parts of the story-- Collins' revolutionary activities. Instead of creating greater interest, the romance becomes a distraction.

*Michael Collins* has its share of problems. But at its heart, beneath director Jordan's pretensions, it is a historical epic that sweeps the viewer off his feet. Neeson's commanding performance, the powerful score, the highly dramatic atmosphere of the movie, and, yes, the romanticizing of revolutionary violence, all come together to form a setting that draws the viewer into the world of Collins.

The impressive amount of historical detail used in recreating early twentieth century Dublin allows the viewer to forgive the liberties Jordan took in recreating Collins' own life. Perhaps *Michael Collins* can be accused of simply pushing all the right buttons in this viewer's romantic sensibilities. I only know that I wish I were Irish, so I could appreciate it more.

## Shadow Box Performs Despite Script

By Jeanne Hamilton  
Staff Correspondent

Michael Cristofer's *Shadow Box* was an emotionally and psychologically charged work that depicted the torments and miseries that human beings experience when loved ones are mentally and terminally ill. Under the direction of Rhodes alum Brian Mott, this production exhibited the incredible talent, unnerving energy, and relentless dedication present in the Rhodes theatre department.

The setting consists of three cabins on hospital grounds, containing three distinct dramas. In the first cabin live a dying husband Joe (Chris Luter), his estranged wife in denial, Maggie (Ty Hallmark), and their son Steve (Colonial Middle School eighth-grader Kinon Keplinger). Joe is still holding onto life and is frustrated when his wife insists on avoiding the subject of his eventual death. Their young son is not oblivious to the fact that there is something wrong, and this situation forms a conflict that is never resolved. The parents must tell their child of the illness soon, but neither wishes to do it.

In the second cabin live the terminally-ill Brian (WRVR morning host Steve Butler), who is divorced and in a gay relationship, and his lover Mark (Milton Johnson, who also designed the costumes). Into this sce-

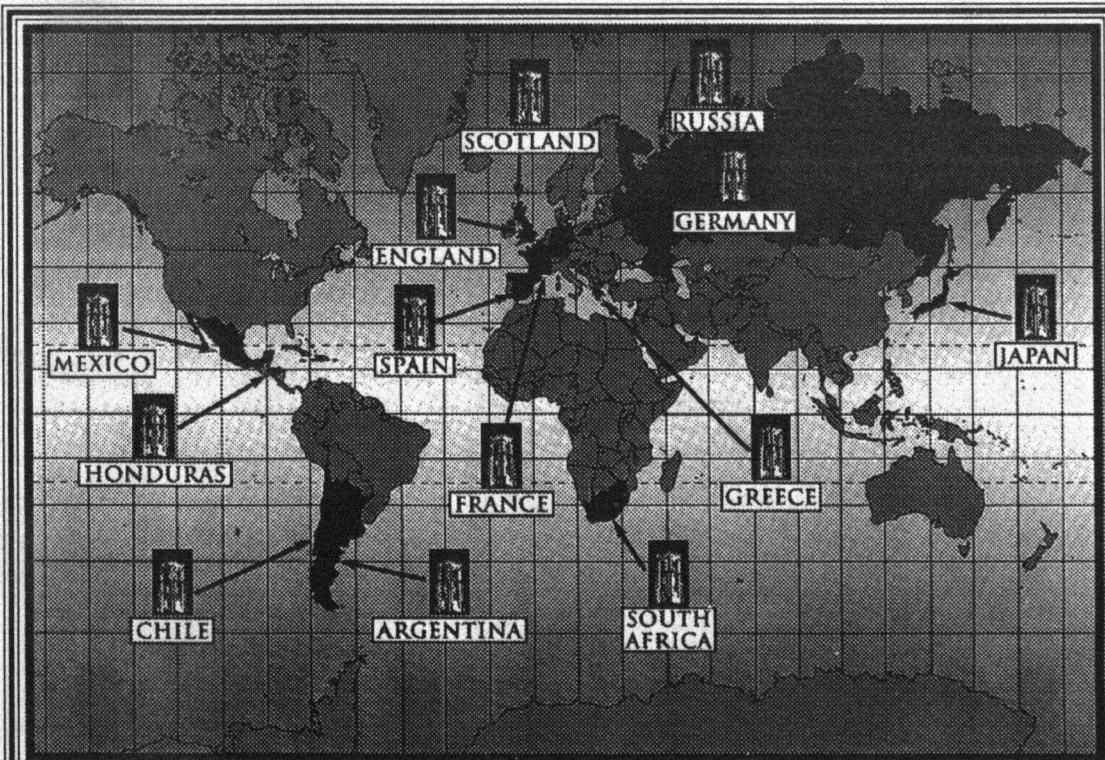
nario comes Brian's disturbed and drunken ex-wife Beverly (Belinda Belk), who, much to the disdain of Mark, livens up Brian's morose attitude towards life.

In the third cabin live a mentally ill mother, Felicity (Carolyn Spratley), and her subservient daughter, Agnes (Heather Tyler). Agnes must care for her mother, who continually cries out for Agnes' dead but favored sister.

These complex relationships are drawn together by two interviewers (Wesley Meador and Allison Gilbert). They help to set the mood and direction of the play; their interrogations resemble sessions with two apathetic psychotherapists.

Despite the winning qualities of the production, the script was not a credit to the performance. It was long, drawn-out, and succeeded in bringing many to tears. The playwright's intention may have been to provoke feelings of miserable day-to-day weariness experienced between the time of diagnosis and death, but I was overcome with a feeling of repetition and deep melancholy throughout this performance.

My opinion of the script did not outweigh the mesmerizing show the actors put forth. This play reveals, in a rather blunt fashion, humanity in its worst predicaments, and those who have experienced *Shadow Box* will be reminded of their own personal struggles.



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## Senior Soccer Standouts Will Be Missed: NCAA Bid Denied

By Tanner Neidhardt  
Staff Correspondent

Last year the Lynx lost at Wheaton 2-1 to their two penalty kicks. This past Saturday seniors Andy Wildman, Jimmy Renehan and Charlie Brightwell played against Wheaton with vengeance in mind and the realization that their collegiate soccer career could end depending on whether or not they beat number one ranked Wheaton.

Despite an exceptional effort, their hopes and careers were brought to an abrupt end with two seconds left on the clock. With Rhodes up 1-0 with two seconds left in second overtime, Wheaton scored to tie the game and ruin Rhodes' chance for a bid to the NCAA National Championship Tournament.

"We can't look back at the game as disappointing," said Wilman. "We played our hearts out, so we have to look at the results positively."

Rhodes ended the 1996 season ranked fifth in the region. Wildman was disappointed with not getting the NCAA bid, but expects the team to be very competitive next year.

"It's heartbreaking," he said, "but it will teach the young guys. They will do well because they have a lot of heart."

The men had another strong year of competition, gaining recognition as one of Rhodes' most successful varsity athletic programs, and the three seniors on the team carry responsibility for their success.

Renehan, his senior teammates and the other defenders have not been strangers to stopping opponents this year. The team has a total of 10 shutouts in 17 games.

Brightwell, known for his leadership is often heard shouting instructions throughout Lynx games, a reflection of the passion of his senior teammates.

"I think one of the best things that's happened to this year's defense is that we've gotten back to the attitude of not giving up goals,"

Brightwell said.

At the center of the team's defensive success is confidence, rooted in respect for all the defenders, according to Wildman.

"We've developed a needed trust with everyone back there," he said. "It allows you to be able to pass someone on and not worry about it."

This confidence allowed Wildman new opportunities this season. While Renehan polished up any problems in the back and Brightwell kept everyone organized, Wildman was able to go forward considerably, scoring four goals from his defensive position.

Coach Andy Marcinko has liked what he has seen from the senior defenders whom he calls "without a doubt, two of our best." He also offers praise to his keeper whom he describes as "one of the top in the region."

Marcinko says all three players have one thing in common—their hard working attitude.

"They're not the most technically skilled players, but each one of them has a drive and determination and work ethic that I would take any day over a skillful player," Marcinko said.

In particular, Marcinko points out Renehan's quiet but solid performance from the sweeper position.

"Jimmy has been a little underrated, but he has probably been the most steady player we have this year," Marcinko said.

"In terms of keeping the defense together, sweeping up other's mistakes and winning balls, he's the best we have."

Renehan had played midfield almost his entire career. It was not until the NCAA tournament last year versus Washington University that

Renehan made his debut as sweeper.

Brightwell, who was also an unexpected success, initially almost didn't make the team according to Marcinko.

He originally tried out for the Lynx as a defender. However, on the last day of try-outs, Marcinko gave him a shot in goal where he emerged as the starter in only his first year.

"Charlie had some raw talent and, more importantly, he had a lot of determination in developing that," Marcinko said.

Brightwell was named on the All-Regional Team last year.

"From where he started, he really has done a good job," said Marcinko.

Wildman also has been a four-year starter for the Lynx and has his own colorful story in coming to the team.

Having decided not to play in

college, Wildman tried out for the Rhodes team after transferring from SMU. Since then, he has played in 67 games, scored 15 goals and captained the team two years.

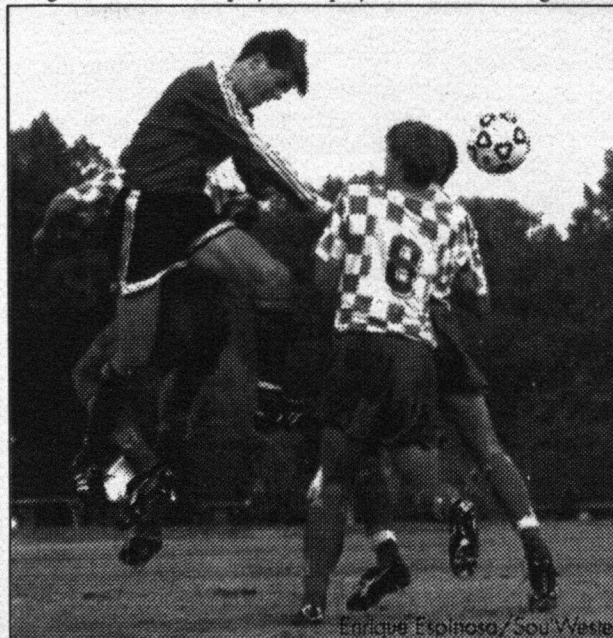
One of Wildman's specialties has been his offensive contributions in big games. In his junior year, he scored with less than a minute to play in regulation against Centre to tie the game and send the Lynx to post-season play.

This year he has been instrumental in the attack again, scoring twice in a 4-1 win over Wittenberg and assisting on the first goal against Wash U.

It is this attitude and leadership that Marcinko will miss after graduation.

"All three of these guys are going to be hard to replace," he said.

"But if [we] can do that with players of the same high talent, we'll



Andy Wildman Heads Ball Over Wheaton. Rhodes Tied 1-1 to end their 1996 season.

## Cross Country Season Ends Prematurely

By Grant Gandy  
Staff Correspondent

The men's and women's cross country teams travelled to the NCAA Division III Southeast Regional meet in Fredericksburg, Virginia hoping to improve on their respective third and second place finishes of last year.

Both teams earned fourth place finishes and placed two runners each on the all-region team.

The women were led by senior captain Nicole Horvath who ran an outstanding race (19:21) to finish third overall and earn a repeat trip to the national championship race.

Emily Ferguson finished eighth with a time of 19:54 to earn all-region honors, two places away from qualifying for the national meet.

Diana Blythe (18; 20:26), Joy Johnson (39; 21:16), Megan Emery (44; 21:28), Anne Hardwick (46; 21:30), and Amy Terry (64; 22:09) rounded out the women's performances.

Brendan Minihan (26:56) and Mike Wottle (27:05) set the pace for the men's squad with thirteenth and fifteenth place all-region finishes.

Peter Quigg (19th, 27:18), Dave Thomasson (42nd, 28:23), Dan Spinnenweber (49th, 28:38), Dave Speas (62nd, 29:04) and Grant Gandy (76th, 29:46) all ran slower than in previous races, perhaps preventing a second or third place finish.

Co-captain Speas assessed the men's finish by saying, "this is a disappointing finish to a strong year."

Coach Robert Shankman was disappointed with the teams' regional performances, but is resilient in his hopes for a regional win next year.

Horvath will travel to Rock Island, Illinois this weekend for Division III National Championships.

## Rhodes Athletic Scoreboard

Compiled by Dave Speas

NOV. 4-11

### SOCCER

Men	
Rhodes	1
Wheaton (#1)	1

### FOOTBALL

Millsaps	14
Rhodes	7

### CROSS COUNTRY

South/Southeast Region

Men	
Partial Team Results	
1. Frostburg State	49
2. Emory University	95
3. Lynchburg	124
4. Rhodes	136
5. Washington & Lee	144
6. Mary Washington	160
7. Sewanee	175

### Rhodes All Regional Finishers

13. Brendan Minhan	26:56
15. Mike Wottle	27:05

### Women

Partial Team Results	
1. Emory University	52
2. Salisbury State	88
3. Mary Washington	99
4. Rhodes	107
5. Frostburg State	110

6. Washington & Lee	164
7. Sewanee	184

Rhodes All Regional Finishers	
3. Nicole Horvath	19:21
(National Qualifier)	
8. Emily Ferguson	19:54

### RUGBY

Rhodes loss to Dry Gulch Club. Osler scores two tries, Milnor-Beard scores first career try.

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