

The Sou'wester

southwestern at memphis

vol. 61, no. 11

memphis. tennessee 38112

april 28, 1977

Schelling speaks tomorrow

Harvard University economist Dr. Thomas C. Schelling has been named to receive the fourth annual Frank E. Seidman Distinguished Award in Political Economy.

Southwestern was named host institution for the award last August. The award will be presented tonight at a banquet in Memphis. Dr. Schelling will be on campus to speak with students tomorrow (Friday). His first seminar will be in FT-B at 10:10 where he will talk on "Addictive Behavior and Its Implications for Economic Theory." After lunch on campus Dr. Schelling will meet with students again in the East Lounge from 2-4 p.m. and his topic will be "National Security Implications of Nuclear Power."

The annual award of \$10,000 and the supporting foundation were established by Mr. and Mrs. P. K. Seidman of Memphis in 1974

in memory of Seidman's late brother, Frank E. Seidman, a distinguished accountant, economist and businessman, and founding partner of Seidman & Seidman. The award is given to a political economist who meets rigid award criteria and "is distinguished . . . by contribution to the interdisciplinary advancement of economic thought and policy."

Gunnar Myrdal received the first award, given in 1974; John Kenneth Galbraith and Kenneth Boulding were recipients in 1975 and 1976, respectively.

Dr. Schelling has been a professor of economics at Harvard since 1958 and is a member of the faculty of the John Fitzgerald Kennedy School of Government. He was an economics professor at Yale University for five years

before joining the Harvard faculty. He received his B.A. degree from the University of California at Berkeley and his Ph.D. in economics from Harvard.

Much of Dr. Schelling's work has centered on resolution of conflict by the application economic disciplines to social and political issues, including nuclear power, arms control, environmental concerns, the social responsibility of business, and segregation.

Prof. Schelling's many past activities include having served as consultant to the Arms Control and Disarmament Agency in the 1960s, as an associate with the Institute for Strategic Studies in London in 1965 and as a member of numerous committees and symposia dealing with issues of widespread concern.

He is a member of the Committee on Substance Abuse and Habitual Behavior of the National Academy of Sciences, the Research Advisory Board of Resources for the Future Inc. and the Research Advisory Board of the Committee for Economic Development.

Dr. Schelling's professional activities include membership in National War College, the Foreign Service Institute and the Board of Research and Development of the American Society of International Law.

Other Posts

He also has served as a consultant to the Departments of State and Defense and as a participant on the Task Force of the President's Crime Commission. He was a member of the Nuclear Energy Policy Study Group in 1976.

He is author of four books: "Arms and Influence," "The Strategy of Conflict," "International Economics" and "National Income Behavior."

Change The Pass-Fail Option Policy!

By Edward McDonnell

This is an open letter to the students, faculty, and administration. It concerns the school's policy towards the students' pass/fail options and the changes that should be made regarding this policy.

This is what the 1976-77 Bulletin, has to say about pass/fail:

Students may enroll in a course on a pass/fail basis for one course per term, or two courses per year. No more than six courses are permitted under this program. Passing work will count neither for nor against a student in the computation of quality points. Permission of the instructor is required and must be obtained during the first two weeks of the class in Term I and II, by the end of the first week in Term III.

The following two sentences could and should be added to this statement:

However, the student may substitute three or fewer leftover pass/fail options [from the original allotment of six] in place of the grade received in a course not taken pass/fail during the college career [with the exception of required courses in the chosen major]. This may be done by contacting the Registrar's Office sometime near the end of the senior year.

Fairness dictates that this change be made. The pass/fail is unfair the way it stands now, especially in light of the administration's move to raise the minimum GPA required for "graduation with distinction" from 3.0 to 3.5.

STUDENTS

We have been brainwashed by the administration and faculty into believing that the liberal arts education we receive is more valuable than it really is. Of course, we concur that our education is valuable or else we would not

willingly pay over \$4000 a year to receive it. And most of us concur with the administration and the faculty when they say Southwestern exposes its students to some of the finer facets of education not found on other campuses. But simply being exposed to unique educational experiences does not guarantee that we will be employed when we graduate, no matter how much we paid for our education. Let's face it: we attend a small liberal arts college. And as we well know, employers are viewing graduates of liberal arts colleges with a jaundiced eye these days — they think our education does not emphasize enough practical application. This may be the case, but we have to believe that we can hold our own educationally against those who did not receive a liberal arts education, but rather attended a large state university. The problem is convincing potential employers of this belief. They want to see something in black-and-white, but a transcript from a liberal arts college is usually not what they have in mind. One thing that can help us overcome this disadvantage is being able to present to our potential employers our best possible credentials from Southwestern. There is no reason why we should not be allowed to present our work at Southwestern, which we know to be a good, "tough" school, in the best possible way, i.e. with the highest possible GPA.

Now for those of you who took a class for a grade and hurt your GPA with the grade you received, this proposal will surely help you. How many of you entered Southwestern with a particular major in mind (and therefore could not use your pass/fail options since you are proscribed from doing so in your major courses), but later changed your mind after taking the introductory courses in that area? Many of us have done this, some of us several times. This proposal would enable you to "plug in" up to three of your leftover pass/fails in those courses that you no longer

Continued on page 4



Gordon Leff presents first lecture of series

By Anne Herbers

Mr. Gordon Leff, Professor at York University, opened the three-part lecture of Late Medieval and Early Renaissance History with two lectures on April 21 and 22.

Mr. Leff is a noted British scholar of Medieval History. In 1966 he was a visiting professor at Columbia University and in 1967 he was British Professor at Raleigh Academy. Since Mr. Leff has worked with the Southwestern Studies at Oxford, his visit to the Southwestern campus constituted a full circle of interaction between the two institutions of study.

Mr. Leff addressed a group of students, faculty, and members of the Memphis community on "The Dissolution of the Medieval Outlook", which is the title of his recently published book. It was not only Mr. Leff's truly eloquent British style and accent that enabled

him to transmit a feel for the Medieval Age, but it was also his amazing talent to articulate such a broad subject so clearly in only one short hour. Mr. Leff used no notes, yet his lecture was concise, descriptive and structured. He described history as "faint buds to show where the new may be leading.

The "dissolution" which Mr. Leff referred to so vividly was that of a transition from the ancient Christian outlook to new attitudes towards man's knowledge of the natural world. Philosophical studies became the center of man's world, and although man modeled his life around these beliefs, he acquired an "awareness that reason can only go so far before faith must take over."

Mr. Leff described man's fervor to separate life between what belongs to reason and what belongs to faith. This "new Pluribus" would not, however, actually take hold over

night. Mr. Leff stressed the importance of this gradual evolution of ideas. "This was no revolution. It would be 200 years before it was accepted by Renaissance man," he explained. He tied the entire lecture together by explaining how each of these changes would ultimately "lead into the developments of the 16th and 17th centuries."

Mr. Leff gave his second lecture, entitled "The Emergence of Humanism", the following evening. During this lecture he traced the Humanist Movement from its Italian origins and explained the difficulties of spreading these ideas to the areas north of the Alps.

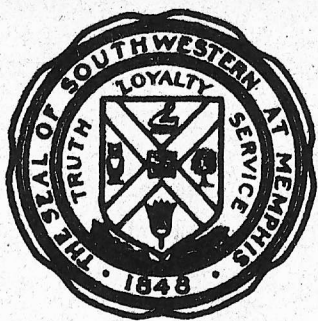
The rise of these Humanistic attitudes were contributed to the secular and lay education of the citizens and the transition of agrarian life to urban oriented styles. "Studio humanitatus," a study of the Greek classics, was the result of such

changes. The study of poetry extended the writings of letters, epistles, and dialogues. Such innovations and reinstatements aroused questions about man's role in the course of world view. Mr. Leff said that men considered themselves "not just paragons to learning but paragons to virtue."

This new course on "England's cultural and intellectual transition during the late Middle Ages and in the early Renaissance" will feature two additional speakers. G. W. G.

Wickham will discuss the literature of this historical period. Both "The Genesis of English Comedy: Medwall and Skelton" on April 28 and "The Rationalization of English Comedy: Shakespeare and Jonson" on April 29 will be held in 200 Clough at 7:30. Lectures on May 5 and 6 will be attributed the Philosophical approach as Professor Quinton speaks on "Scholasticism and the Universities" and "The Oxford Reformers." Both lectures will be at 7:30.

Sou'wester
Box 724
2000 N. Parkway
Memphis TN 38112



THE SOU'WESTER

EDITOR Steve Minor
 BUSINESS MANAGERS Bill Hulsey, Dan Searight
 LAYOUT MANAGER Edward Wheatley
 PHOTOS Ray Gilmer, Jim Watson, Kelley Hinman
 CIRCULATION Cynthia Low
 CARTOONIST David Dwiggin
 STAFF Martha Mitchell, Gayden Newton, Alice J. Smith, Jerry Heston, Anne Herbers, Jim Pagan, Peter Christian, Ernie Williams, H. Scott Prosterman, Patricia LaRue, Woody Falls, Paul Ainger, Angelo White, Neil Mara, Warren Kearney, Katherine Maddox.

Election Turnout Low

By Bart Spencer

This article is not meant to be a criticism, but the Elections Commission would like to point out the number of people voting in the elections of people who are to represent you, the students. In the last election for Honor Council President, Vice-President, and SRC President only 209 votes were cast. Out of a school of about 1000 that is 20% of the student population. For offices as important as these one would think more would have voted. The Elections Commission is

trying to get the students interested in the elections again. We now have assemblies where the students can see who is running for office. These assemblies are held at 12:30 the day before the election in the amphitheatre or in FJ-A in case of rain.

The Elections Commission has also adopted as an amendment to their constitution that all candidates for elected office must file a petition, due at noon two days prior to the election. Petitions are available from Bart Spencer in 211 Townsend.

- Key dates to remember;
- May 3--nominations for Mr. and Ms. Southwestern
- May 5--election of Board of Trustees Representatives; petitions required
- May 10--election of Mr. and Ms. Southwestern

Editor's Note: And you wonder why the student government is so screwed! The national average is better than 20%.

Vincent Scully, one of the country's leading architectural critics and art historians, will speak Thursday, April 28, in the symposium on "Personal Identity in a Time of Change."

In a colloquium at 3 p.m. in Room 200 of Clough Hall, Scully will discuss "Living Space and the Family." At 8 that evening he will deliver a public lecture in Hardie Auditorium on "The Ideal and the Real: Form and Symbol in the Urban Crisis."

Acapulco Anyone?

When was the last time you went to Acapulco during 3rd term? This spring the ATO's are giving any couple a chance to fly to sunny Acapulco for a stunning weekend. It will be another pack your bags party. The plane will leave from Memphis at 11:58 p.m. on Friday night, May 6 and some lucky couple will arrive in Acapulco later that Saturday morning for a weekend of

sun, surf, and serades. The couple will return on May 9, leaving Mexico around noon and coming down in Memphis at 8:30. You will miss one day of school, but for good ole Acapulco I bet you can stand it. Tickets are \$5 a couple. See Jim Singleton, Frank Barton or Ritter Arnold for the tickets. Acapulco or bust!

A letter and a term paper to Oz.....

At last our campus is safe for immorality. The association for Obligatory Protectiveness - AOP - has, with the dread hand of censorship, insured our collective purity. Not only has the AOP caused an edited script to be twice rewritten, it has also held back the flood of obscenity by disqualifying the offenders. Why? The crime is rumored to be acting *ad liberatum*.

Of course, the Association for Obligatory Protectiveness is interested only in presenting good, clean, wholesome entertainment. But goodness and wholesomeness are such nebulous concepts, bound up with difficult questions. For example, is it wholesome to single out someone by public satire? To what extent can one exploit human sexuality in good taste?

Indeed, the process of censorship is both delicate and deceptive. In hiding from public view the vices in which we indulge privately, we create a mask of false innocence.

I have heard that some members of the AOP enjoy occasional naughtiness. Could it be that the AOP is less serious about protecting persons from ridicule or the exploitation of obscenity than about imposing its will upon other groups?

Yours in confusion,
Ron Sims

Dear Editor,
I would like to address the following to the citizens of Memphis:

This year Southwestern at Memphis is graduating into your community and into Tennessee at large the first of teachers it has trained under a new set of certification requirements, designed by the Education department here and approved by whatever state authority approves such things. While I do not intend to speak to the personal qualifications of those I know, I do feel that you, the citizen, should be aware that some students and other members of the Southwestern academic community feel

that the process and philosophy of these new certification requirements present a danger to your children and to this nation.

It is more or less known by most people that relatively few completed academic honors are required to reach a particular subject in secondary schools. Often the number of hours needed to reach a subject is as few as twelve. This year, under the requirements developed at Southwestern, an individual studying in the "social sciences", should he take six hours each in a range of social sciences - (economics, psychology, sociology; in all five or six areas) he will be certified to teach all of these subjects in a Tennessee high school. At Southwestern "six hours of social science" almost always means the freshman level introductory course.

The intent is obvious and has been stated several times. This form of certification will make the Southwestern graduate a more valuable commodity on the job market, for his or her flexibility can save a school time and money in filling needed course positions. The rationalizations that have circulated in conversations here are several, and I confess they are weakly persuasive. Given the general low quality of teachers cranked out by the certification mills in Tennessee (here we often catch an implicit reference to our big institutional neighbor a few miles over) it is a better thing for the community that a Southwestern student occupy the teaching position than a graduate of "some other mill". The presumption (and it is presumptuous) is that the Southwestern student is generally a better educated mind, with a more liberal liberal arts background, and therefore emotionally and intellectually a better raw material for experience to shape into a good teacher. This graduate will not only rise to the task of adequately conveying his subject to the degree suitable to high school students, but as a better trained humanitarian is also more

suited to deal with the trials and tribulations of the present problems in discipline and other educational problems.

There is some justification for noting that the level of sophistication in a high school classroom is not that of the college classroom, and therefore the level of preparation required is not the same. And it is true - unfortunately - that the social sciences are often not taught with the same rigor as are the technological subjects. They do not have the same technical constraints. So in this matter of lowering the hours in social sciences, it is all right, not much is lost.

These rationalizations do carry a certain force as they apply to the immediate circumstances and state of the high school classroom. Evidently on these (orsimilar arguments) and on Southwestern's considerable reputation the state approved the new requirements. But in educational fact and in educational principle they are tragically circular arguments, and I think they are devastating in their impact on intellectual standards and on the immediate character of your children.

The above claims made for the Southwestern graduate I know are at best vague and dubious, and at any rate have, as far as I can tell, not especially prepared any one of us to deal with the day to day petty, annoying and childish level of discipline and emotional problems of the teenager - nor suited us to deal with knife carrying students. There are many objectives to the lowering of ours. It is dubious that a teacher with six hours of Southwestern economics is competent to judge the relevancy of his subject matter options or the degree of understanding that can reasonably be expected from a student, mainly because he doesn't know enough himself. This is true in general, I think, and I know it to be true of your average Southwestern introductory economics student. The result of this is to encourage another

travesty in education, the teacher who stays but a skip and a jump ahead of the students in the subject. It is a rare bird who can do this well, and while Southwestern may turn out nice people, we are not lumps of gold to be shaped inevitably into objects of pedagogical beauty by experience, any more than we would shape automatically into good lawyers.

But the primary thrust of this new policy is that it springs from and contributes to a professional attitude virtually barren of any real understanding of its principles or its purposes. The purpose of school is to teach children certain facts and skills, and in addition to teach them to think, in order that they may become, hopefully, more thoughtful and enlightened human beings than they were. It is only somewhat idealistic - it doesn't call for miracles - and it is simple, and it is a full time job. Any time schools are turned, or turn, from this, an element of failure exists.

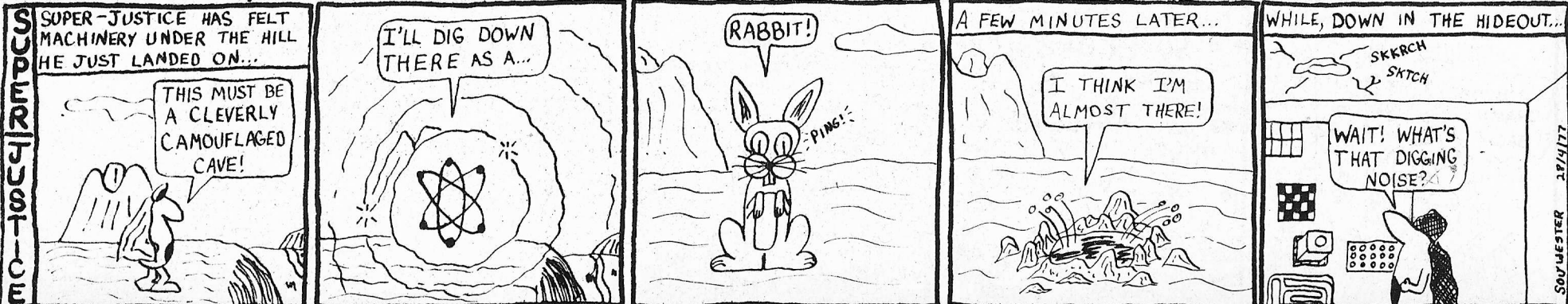
We are witness today locally and rationally to a decline in the standards we apply to education. Implicit in the Southwestern certification policy is the turning of attention in secondary teacher training from academic and intellectual competence to the preparation of guidance teachers must take a great many courses in education about education that, in my experience and through reports, deal largely though not totally in banalities such as how to best "communicate" with a student. It is almost cliché to describe what is nevertheless true: Many families abdicate the discipline of the child to the school, and the school is a dumping ground for keeping kids off the street. National measures of student achievement at best are stagnating after a long slide. Teachers spend an inordinate amount of time in disciplining activities, and most are not very good at it. B.F. Skinner and behaviorism are big things nowadays here in

Memphis schools and elsewhere - it is interesting that we treat the students' behavior in such a mechanical way as if it were separate somehow from his intellectual attitude, which we still purport to be making free and independent. Some of the enlightened Southwestern graduates find spanking to be a proper role and conduct of a high school teacher - as does the Supreme Court. And I don't see classrooms of thirty or more rats trained to fear authority other than its being a source of future free citizens.

To some extent the sociology of especially the lower income schools dictates this role to the teacher. We spank'em because mom and dad can't or won't. But you cannot afford to have the school become the spanker. The best form of discipline is to turn the student's attention to learning. I have never known a good teacher to have discipline problems, and it is not unfair after hearing other students, teachers and principles to make this general rule: a good teacher, competent to interestingly convey his subject will not have discipline problems. (We often forget that many experts on students and education are the students themselves-I am completing some seventeen years of education soon. But don't take my word on this-ask your children.) Yet Southwestern and many others certification mills turn away from the more difficult course, and thus from any real solution to the failings of secondary education.

Nor does the teaching profession appear to be capable of policing its own house any time soon. In the November 7, 1976 Sunday issue of the Commercial Appeal we are treated to a confusion of principaes even more fundamental than that of Southwestern's education department. Sara Lewis, a principal in the Memphis City School system, was quoted:

Continued on page 5



Volunteers needed

At 2117 Monroe, across from the Spaghetti Store parking lot, is found the Runaway House, a crisis shelter for runaway youths. The four professional counselors orient themselves to family therapy, making themselves available for individual and family conferences. Last year they helped about 750 youths, most of them from the Memphis area, and over their three year history their success record is

98.6%. Southwestern's own Don Straus is the director. Most of the funding for Runaway House comes from the United Way, although the city and county, HEW, the Civitans, and other groups aid the shelter. However the money these agencies provide is not great, creating a need for volunteers. Anyone interested in helping the Runaway House by donating some time is asked to call 276-1748.

Magical mystery trip

By John Worden

On Saturday night, April 22, a night of wind and rain, dark mysteries permeate the air. The Magic of the Mystery Tour out of the who-knows-where has come to take us away; our spirits have reached new heights. But just as we whisper, "We all know now what our mothers never knew," we are suddenly left with the lights on and the movie over and the shuffling of our feet and "has anything really happened here?" Where will we find the lost key to the passageway of our dreams? But they close the gates at ten, and the movie is over at eleven, if only we could walk along the lonely road at midnight to hear the solemn gongs of Haiburton, the modern Icarus who flew too close to the sun, to find the locks gone and the pearly gates open!

A miracle, nothing less. Could our security have been so lazy, could our defence have been so prone?

Someone could have been raped, our TV sets stolen! But at midnight what magic spell is this? Is it the wind? Is it the rain? Is it my eyes that deceive me so? Why is this door to the world left unguarded? Has the Security drunk the magic potion of sleep? No, perhaps he had a heart attack, and just in time, for the ambulance arrives not a second too soon, through the unlocked entrance off North Parkway. If it had been locked the ambulance would have had to take the long way, around to the back door off University (and don't forget to wave at the window of the security shack). But then it would have been too late to save our heroic victim of the demands of civilization. But things are back to normal now; the gates are closed once again regularly and promptly at ten, and it's a good thing. Just think, someone could have been raped, our TV sets stolen.



Renaissance Fair Promises Pleasure

During the final weeks of preparation for the festival many Southwestern students find themselves caught between conflicting rehearsal schedules or inundated with unfinished costumes and banners. But with fifteen dramatized productions in the works and more than forty student actors participating, the Renaissance Fair is bound for success. Among the scenes and plays

to be performed will be a liberal smattering of Shakespeare (As You Like It, Hamlet, Romeo and Juliet, Much Ado About Nothing, Cymbeline), several earlier works (Everyman, The Duchess of Malfi, an episode from the Wakefield Glovers Pageant), as well as Tartuffe and A Man for All Seasons. Ms. Lee Queener's *Cristus Felix*, Dan Phillips' *Gawain*, and music by Hayes Biggs and David Shouse will

be among the original works presented.

Professor Richard Wood will preside as Lord Mayor with Suzy Creamcheese portraying Queen Elizabeth I. country dancers, gypsies, and jesters will add to the atmosphere of fun during the weekend of May 6, 7, and 8. Along with craft booths (both professional and amateur) will be food and refreshment tables manned by various Greek organizations. Professor Jeter will return with a magic show and other special entertainment for school children on Friday beginning at 10:00 a.m.

Anyone attending the festival will find the unusual events and spectacular costumes memorable and enlightening. A renaissance promises rebirth and new perspectives on life, art, and ourselves, the instruments of change. Anyone who does not come will simply be left sitting in his dorm room wondering what in the world all those crazy people outside are doing

Point-Counterpoint; Prosterman Levels Blows At Paper Editor

By H. Scott Prosterman

For the first time in the recent history of this school, there has not been a real attempt at a lampoon-type publication. The attempt that I made last week had its effects greatly diminished by the editor's decision to downplay the serious points of the satire presented. Rather than make this presentation as a complete lampoon with a common theme running throughout, he chose to present it as if to say: "So much for the news this week, and now Prosterman has a statement that he would like to make."

Thank you Steve, but I can do without your introduction.

When I first read his editor's statement which preceeded my presentation last week, I found it very amusing. But upon reading it again, I realized that he fails to see the seriousness of the point that I am making. If I am merely "a frustrated senior who missed the 60's and can't get along with the 70's", then he is just one of the vast majority of passive students here, who fails to see the seriousness of the situation. (I regret that this last statement comes off as name-calling, but allow me to further explain.)

As a freshman, I heard a lot from the upper classmen about how sad they were to see the students of the 70's become so apathetic. Though the students of the early 70's may have been apathetic, if the need arose they could organize their ideas

and efforts to put up some resistance to the antagonizing forces. Today's students though have transcended apathy, and have reached the tragic state of passivity. Even if innovative ideas do exist, there is no will (or desire) on this campus to organize them into an active force.

No, I did not miss the 60's. But perhaps the reason that I can't get along with the 70's is that I am frustrated by the continuing demonstration of passiveness among the students here. What I see happening gives me genuine fears about the ability of our generation to have a responsible voice in decisions which effect our daily lives.

I have heard an endless number of people complain about things such as: drastic and sudden increases in administrative fees, abrupt changes in policy, arbitrarily given parking tickets, assinine security practices, using bureaucratic loopholes to "cover-up" the sources of unpopular decisions, and many other little things as well. Yet the only vocal complaints are directed toward other people in the same situation (i.e. other students). If you feel that you are being screwed, let the person doing the screwing know how you feel about it—not just the other people who are also being used.

As long as no one puts up any resistance to the manipulation of students for the sake of bureaucratic conveniences, then the school's policy makers will assume that everything is just fine. They have

no way to gauge student reactions except for what they read in the papers, which they consistently ignore. But if you are going to complain about how this school is run, then speak to your President, Deans, Registrar, and administrative director about how you feel—not just your fellow pawns.

By Steve Minor

What is the difference between a rock and a hard place? Not much if one happens to be caught between them. Such was the case a few fateful weeks ago when the editor of this lowly fishwrapper attempted to present a lampoon issue. The plea for lambasting prose flew to the masses; the masses contributed yet less than a trickle. What is an editor to do, with the deadline approaching? Rather than try to come up with another two pages of material he chose the easier, quicker, and surer route: to fill the empty pages with real news and somehow separate it from the rest of the garbage that was to be printed. And so it was.

The next week, said editor is confronted by an angry young man who says, "That April Fool's issue really ate." (Where was the copy for such a thing?) Eventually H. Scott and the editor come to a tentative agreement: he does the copy for a full issue and the editor will do yet another fool's edition. The writer came through, but was short in length. What is an editor to do? Again he chose the easier, quicker, and surer route; both times, it seems, he was wrong.

So he was wrong. (He freely admits that both times the action could have been different.) It seems odd, however, that said angry young man contributed nothing to the issue as it was originally planned. (His comps provide a valid excuse, but the intentions of the editor were announced some three weeks in advance, giving opportunity for schedule change requests, if so desired, or the masses can eat it!

In short, both can claim fault, and both are at fault. So why print all this? As a demonstration:

Executive (the editor) makes a decision and the effect is not favored by some interest group, who complains and comes up with a proposed solution, who takes steps toward that solution, is disappointed again, and cries "foul" again. That is as it should be, until some resolution is reached. But does that happen on this campus? Sometimes, but infrequently—you see the apathy the angry young man points to, the apathy demonstrated by the fact that only 209 people voted in the last election, the apathy that is sucking the students under. No wonder things happen that we do not like! Nobody cares enough to get off his stoned tush and do something about it.

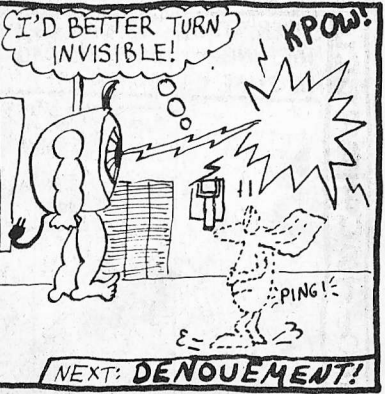
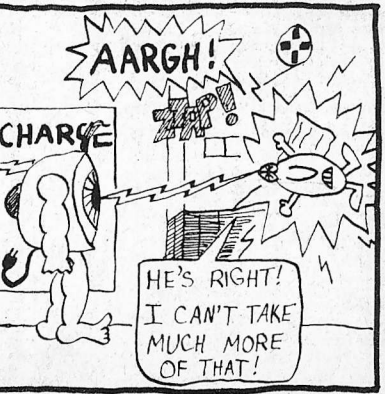
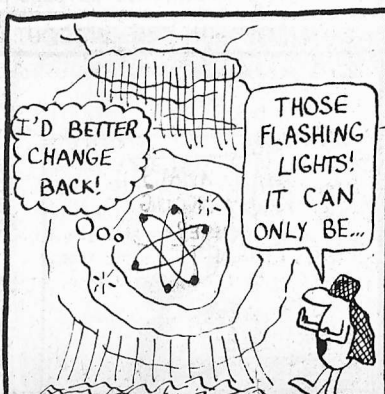
In the original text of Scott's Point, the editor was accused of demeaning the intelligence of the students here. TRUE. A passive mind in a passive body rots to idiocy. That is what the editor sees; that is what the young angry young man fears is true . . .

Half Story

by Worn

Sorry folks but things will be short this week. Spent my time on bigger and better things this week, if you haven't noticed. A few details this week. According to Tom Kepple, soured authority for questions and answers concerning the hole, the due date is not May 16 but some time in the first week of May, weather permitting, and if Scott promises to clean the peacock dookie out of the drain. Flunk Eastham is now in search of the lost spring with his Scuba gear at the bottom of the rain sewage in the deep end. I hereby claim, in conclusion of this week's missive, that due to the high quality and steady flow of my jism-oops-journalism on the hole, I have earned the privilege of being the first official swimmer in the pool at the opening ceremony. Here that Jimmy?

In two weeks: a profile on the male lech and the super cool. Later.



Constitutional Revision Committee Makes Progress

By Jerry Heston

The first meeting of the Constitutional Committee was held on April 20. Annie Stein, chairman of the Committee, announced that the goal of this first meeting should be concerned with the basic structure of the SGA. Warren Kearney, a Committee member, proposed that the functions of the future group should be examined to decide the importance or need of any group.

Kearney suggested a basic outline of the functions of various student organizations. On one side are those groups whose functions are separate from the suggested functions of the SGA. These groups include the SRC, Honor Council, Elections Commission, Pub Board, Social Commission, Student Center Assembly, Commissions such as WUB and Religion and other groups which may develop such as the Campus Arts Council and Campus Discussion Group. These groups have functions that are to meet demands and needs of day-to-day student activity; their functions are largely autonomous from the SGA.

The functions of the SGA, as outlined by Kearney, fall under five basic categories, Watchdog, Advocacy, Communications, Initial Budgeting and Contingency Budgeting. The Watchdog function is concerned with aspects of student rights such as reports from faculty committees and any associated policies. While Advocacy involves the SGA's roles as a student Forum for the presentation of ideas, suggestions and complaints. The function of communication would serve to unite various organizations, would serving in an effort to eliminate the possibility of two groups acting on similar issues in different manners. This function also involves letting the student body know what is happening in student organizations. The two Budgeting functions are basically the same as the budgeting process of the present SGA. There is an initial budgeting of various groups (Elections, WUB, Athletics, etc) and a contingency budgeting for unexpected needs throughout the year.

The meeting was closed with the

general agreement that the revised SGA should meet the basic functional outlines proposed by Kearney.

The second meeting was held on April 24. It was opened with a discussion concerning the SGA's relationship with various student organizations, particularly the SRC. It was uncertain also how the Watchdog and Advocacy functions of the SGA would fit in with the legislative functions of the SRC. Dan Cogswell, the new SRC

president, was present to answer the Committee's questions concerning the SRC. After an initial statement by Cogswell, Alice Smith suggested that the legislative process of the SRC should be more open to insure the workings of the Watchdog, Advocacy and Publicity functions of the SGA. Annie Stein asked Cogswell if the SRC would be willing to present any legislative issue to the SGA before making a decision on policy. The Cogswell unofficially agreed to this with the understanding that the SGA would only recommend action and that the

judicial process of the SRC would remain unchanged.

The next item of discussion was the structure of the SGA group. Hobe Brunson proposed that the group be composed of the four basic officers and a forum of two representatives from each class. The class distinction was made to insure a constituency for each representative and a role for Freshmen in the SGA. A discussion of the need for a representative contingency, as opposed to totally at large representation, followed. In the end, it was generally agreed that some constituency, as well as at large positions, is needed.

The makeup of the constituency was then discussed. Brunson maintained that class representation was needed. Steve Minor was a major spokesman for the main alternative, representation based on Commons membership. (His plan called for two representatives from each Common, eight at large members, town students and the four Officers, totaling 22). The advantage of a Commons

representative system is that the representative would be more accessible, and thereby more responsive, to his constituency, based on the fact that he would live among his constituency.

The discussion of the origin of the representatives was tabled when Bobbo Tetmundsen stated that the Forum group would have no function unless people in charge of certain areas ("Commissioners" as they are presently known) made up the Forum. Kearney and Smith stated that the Commissions acted autonomously, and that the SGA should be a representative body not a group of special interests. Steve Wade reinforced this by adding that the Forum members would have functions and that they could serve on faculty committees.

The meeting was adjourned on the premise that the next meeting would answer the question of the Commissions purpose and place. A basic structure will also be discussed. Anyone with ideas on these subjects should see a Committee member.

Pass-Fail Option Policy Seen As Unfair

Continued from page 1

need (except for hours) because you have since changed your major. Since you could not exercise your option at the time, why should you be penalized for changing your mind? Having the opportunity to replace those grades with a pass/fail (assuming that you are not satisfied with them) will enable you to increase your GPA and somewhat overcome the disadvantage you already have by simply attending a liberal arts college.

For those of you planning to continue your education in graduate school, this policy revision can potentially help you, too. You surely are aware that Southwestern requires more from its students than most schools and that spiraling "grade inflation" does not exist on our campus: we work for everything we get. Yet you, potential graduate school entrants, directly compete for positions in the graduate schools with those who graduated from institutions that are not as demanding educationally as Southwestern. Why should you not support a policy change that will increase your chances of being admitted to a graduate school?

Now for those of you with GPA's of 3.5 or above, you stand to benefit from this proposal as well. Provided that you have the pass/fail left, you would have the same op-

portunity to increase your GPA. This proposal is not meant to cheapen your achievements by elevating students with lower GPA's to your rank: *it is meant to increase everyone's GPA relatively.*

For the few of you who already have a 4.0 record to date, you would not be hurt either. This proposal will not take away the enviable record you already have. You may be joined in your rank by several of your classmates, but in no way harmed. What's better than perfect?

If any student feels that s/he will be hurt by the proposal, please speak up. The policy needs to be as equitable as possible.

FACULTY

You might object that this change would seriously weaken the quality of education you provide. How is this possible? If you mean in the sense that students will now be able to enter a class on a non-pass/fail basis, give his/her best effort, and then substitute their grade with a pass/fail later if they think it damages their GPA, what is the harm? The only way a student can adopt this strategy is if: (1) s/he is not a major in your department, and (2) s/he has any leftover pass/fail options. By limiting the number of substitutions available to three, students are effectively prevented from waiting till their senior year to

"plug in" all six of their pass/fails. Assuming that most students try to use all of the pass/fail options, then the first three would have to be judiciously applied, as they must be now. Once spent they are lost forever. Not only would this be the case, but the old rule restricting the pass/fail option to one per term would still apply under the proposal. This change (1) is designed to help those students who will have to forfeit one or more of their pass/fail options because the existing rule prevented them from applying an option on a course that was required by the initial choice of major, (2) is designed to enable the students you teach to apply to graduate school or enter the labor market with the highest possible credentials, (3) is not designed to undermine the quality of education you provide. Unless you make the courses you teach easier, students will have to perform their work with the same standards of quality you now require.

ADMINISTRATION

This proposal does not benefit some students at the expense of others; it affects all students, past, present, and future, who had, have, or will have the pass/fail option available to them. It is a simple revision of policy that would not be expensive to enact (see Registrar's Office below), but would benefit the largest segment of the college

community: the students. Moreover, this proposal is offered in the spirit of the following statement found in the *Bulletin* (page 11): "To a high degree, students participate in the development of their own educational program, and student participation in the organization and control of their common affairs is a long recognized principle."

ALUMNI

Provisions can be made for alumni who graduated under the pass/fail option.

REGISTRAR'S OFFICE

The changes inherent in this proposal most directly affect the current Office procedure, and they are not expected to make any new friends in 108 Palmer Hall. However, this is a MINOR procedural change, not a radical change. It is foreseeable that some new forms, a calculator, and more manpower will be needed to put the proposal into effect.

More work-study and campus employment students should be made available to the Registrar's Office to supply the extra manpower. (There should be no reason to hire another full-time office staffer.) Increased fees for transcripts could be charged, either across-the-board or only against those students requesting a revision, to offset costs.

STUDENTS

If you support this proposal, let your faculty advisor and the administration know; if you do not support the proposal, let the powers-that-be have this view as well. At any rate, form an opinion one way or another — at least get involved: you have only your D's, C's, and B's to lose. People will be on duty in the Refectory Monday at lunch with petitions (yes, more petitions).

Editor's Note: The editorial board of THE SOU'WESTER [that's me] fully supports this proposed policy change, and to demonstrate how modest it is, a comparison with the grade policy at Brown University, one of those fabled Ivy League schools.

Brown offers a pass/fail option that works much as ours does now. The trick is that no grade below a C is registered on the permanent transcript of a student. A D is conditional, providing credit for the course but no hour credit. An F is really a No Credit [NC], and it never affects the student in any way except in keeping the hour accumulation down. In other words, a student who transfers from Brown with two passes [not affecting the GPA], one A, four B's, and an F does not come to a new school with a 2.67, but with something around a 3.0. I know; I am that student . . .



See the award-winning stylists—
THE MANN BOYS
Bill Mann & His
Professionals

Specializing in
men's and ladies'
fashion cuts

2552 Poplar Ave.
For Appointment
Call 327-7340



THIS AD WORTH
\$2.00 OFF ANY
REGULAR CUT

Ray Gammon's Restaurant

Lunch and Dinners You Can Afford

BAR-B-Q AND PIZZAS
CATERING SERVICE
WELCOME STUDENTS

Summer at Parkway

UNIVERSITY PARK CLEANERS

613 N. McClean
274-5851

Quality Cleaning

Expert Alteration

Mon.-Fri. 7:00 a.m.-6:00 p.m.

Sat.: 8:00 a.m.-1:00 p.m.

GREAT STAR Super Market

651 North McClean
COSMETICS
FRESH FRUIT—COLD BEER

ED'S EXXON

Mechanic on Duty
Road Service

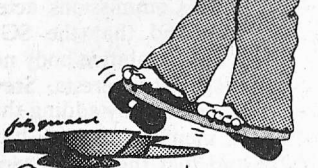
585 N. McClean 274-1881

WANTED: People who are interested in writing about Memphis, Memphis music, Memphis musicians, concerts, club reviews, album reviews and stereo, for new Memphis music magazine. Contact Mr. Pat Miller, at 327-0155 or 365-1257.

SAFETY SAMPLER

In 1976 there were about **171,000** injuries associated with skateboards—up **44,000** from 1975...

Always learn the basic moves before trying complicated tricks.....



Check the skating surface carefully before and while skateboarding.....

for further information about skating safety, write: U.S. Consumer Product Safety Commission Washington, D.C. 20207 or call toll-free 800-638-2666 Maryland residents only call 800-492-2937

Runners trail MRTC

The SAM track team dropped a close one to the Memphis Runners Track Club last Sunday, while easily outdistancing a team of Marines from Millington for second place. The difference in the meet would well have been the non-appearance of three of SAM's usual high point scorers. Tim Godfrey, James Onobun, and Bill Harkins all failed to report for their events in the close 74-68-27 meet.

Another interesting note was that Southwestern Coach Ron Fuqua scored 11 points in the meet for MRTC, competing in the long jump, triple jump, high jump, and 440 relay. For the first time in the known history of college athletics, a coach has deliberately whipped his own boys in competition. Way to go Fuke!

As for the Lynx, they turned in performances ranging from astounding to sub-mediocre. Observe:

TRIPLE JUMP

1. Bill Israel 40' 10 1/2"
2. Fuke the Fabulous

POLE VAULT

1. Phil Mulkey 12'6"
2. John Harris

440 RELAY

2. SAM (Conrad Bradburn, Willie Hulon, Jerry Hampton, Ralph Jones)

MILE RUN

2. Eddie Batey (barely adequate)
3. H. Scott Prosterman (sub-mediocre)

120 HIGH HURDLES

1. Harris 14.8
4. Mulkey

440 DASH

3. Terry Hampton 53.0
4. Larry Glasscock 53.2

100 DASH

2. J. Hampton 10.1

880 DASH

4. Gary Graham (mediocre)

JAVELIN

1. Mulkey 166'4"
4. Woody Upchurch

DISCUS

3. Tim Gray
6. Prosterman (bare-ass yet!)

220 DASH

2. J. Hampton 23.0

SHOT PUT

2. Mulkey

LONG JUMP

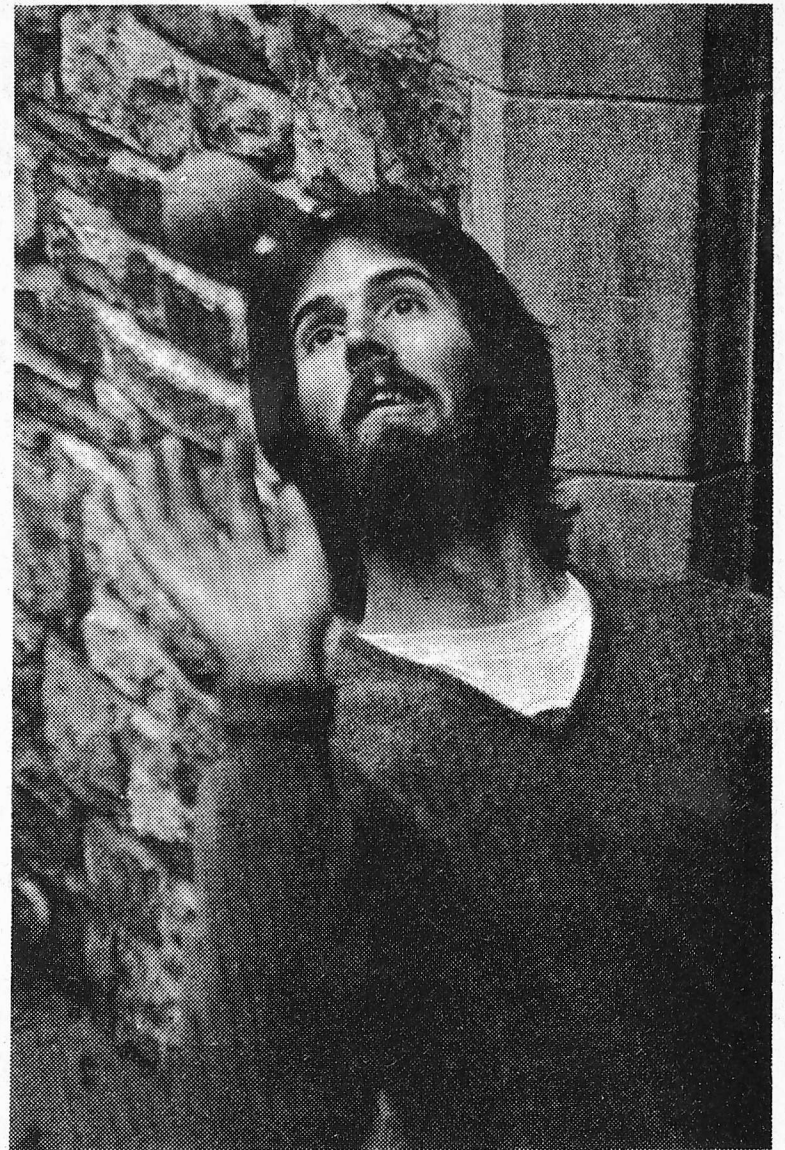
1. Ronnie "Let's Go Peay" Fuqua 21'5 1/2"
2. Mulkey

HIGH JUMP

1. Hulon and Bill Israwl 5'8"

MILE RELAY

1. SAM (Hulon, Hampton, Graham, Harris) They'd rather not.



Whiteball tourney soon

Teacher certification questioned

Continued from page 2

"If a child looks on another's paper to get an answer, if he learns the answer then isn't education really to get the child to learn?"

It does not take Ph.D. in anything to know the difference between learning and thinking, and mechanically copying an answer. You need only be a student. The confusion of semantics here is indicative of a deeper though probably not malicious moral confusion. Ms. Lewis' students most certainly will not learn the subject, nor how to think - but if they can think at all, this particular set of student-experimental rats will learn the irrelevancy of moral values. This is one union shop that cannot be counted on to clean itself.

It is important that you the citizen of Memphis understand what it is that Southwestern contributes to you. In this case it contributes nothing, and helps detract a considerable amount. The same confusion above is in the rationalization provided for Southwestern's new certification. We are doing nothing but continuing in the same vein that has generated low quality teachers to American

education, and offer nothing but some vague, golden idealization of the Southwestern humanitarian to replace professional training. This is hardly surprising, since the nation has not gone very far toward a solution either. The new certification was done with the knowledge of faculty and administration, and I think this reflects the breadth of the confusion. With the exception of the parent, the teacher is the most important single influence on the teenager, and ideally - should be as highly respected and paid as a doctor. That he is not a reflection of neglect on the part of the society but I think an accurate reflection of professional accomplishment. Southwestern, with the chance to make a real contribution, has chosen not to do so.

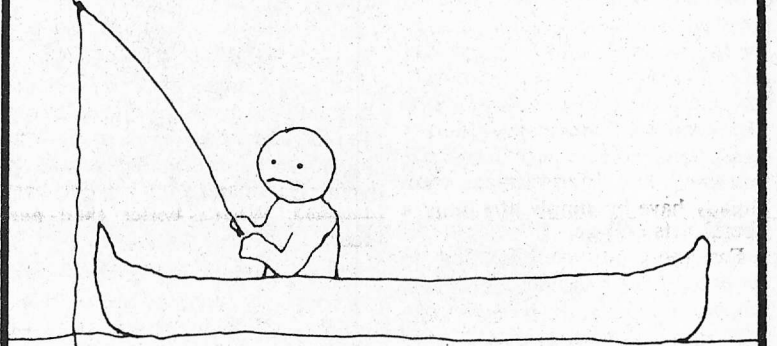
It would be easy to conclude on a great and sweeping vote concerning our national destiny. I would count, but what counts more is the relevance to you here in Memphis. To be fair, this is but one more small chink in a very confused time. But to be equally fair, that we are doing it bothers some of us, and you should respond. Southwestern's present administration is sensitive to public opinion now, if for no other reason than its financial problems.

And you should respond. Whether you are poor black, poor white, middle class or even rich - though the last don't hurt as much, they can buy the best. If you have pinned many of your hopes for forcing your children from dirt or hunger or drudgery on their learning, then notice that Southwestern has aimed a small torpedo at your dream. You know this if your child comes home from the frustrating pit many high schools can be. I know, I came from a gold-plated one. Southwestern will listen.

Sincerely,
Warren Kearney

Peter Cobb has sent another letter to THE SOU'WESTER in which he relates an attitude at the AU that strangely resembles the attitude at Southwestern right now. "These students never seem to study because they are always partying. Right now it is sunny and 85 degrees outside and over 3/4 of the school is out enjoying the weather." However he laments, "Most of us Washington Semester (students) would be doing the same if it wasn't for a 50---page paper which is due in two weeks." Analogous to Term III Comps?

FISHING FOR OUR NEW ADDRESS AND PHONE NUMBER???



LOOK NO MORE!
PLANNED PARENTHOOD CENTER OF MEMPHIS
1407 UNION AVE. MID-MEMPHIS TOWER
THIRD FLOOR
MEMPHIS, TENNESSEE 38104
(901) 725-1717

Students: Get in on the ground floor. RARE PROFIT OPPORTUNITY.

You can easily make \$50 to \$100 in a few hours each weekend selling houseplants.

The Student Green, a Memphis wholesale distributor and a division of a major Memphis corporation has expanded into the wholesale houseplant business. The firm will offer a selection of very popular, fresh houseplants at a key pickup location for college students each Saturday morning. Come and pick out your plants. You pay an average of \$3 per plant. You will sell the plants for an average of \$5.

You pay 60¢ on the dollar; so you earn 66-2/3% on your investment. Select a neighborhood with good prospects and sell your plants door to door. This is a rare new opportunity never before offered in Memphis.

- ★ College students only
- ★ Earn 66-2/3% return on your investment
- ★ Students earning \$ hundreds in other cities
- ★ Registered with the Better Business Bureau
- ★ Healthy, popular plants
- ★ \$25 minimum investment. Cash only. Sorry no checks or credit cards.

9 a.m. 'til Noon this Saturday
RAIN OR SHINE
Christian Brothers College
Central Avenue Parking Lot

The Student Green

DINO'S

Southwestern Grill

SPECIALTIES

Ravioli and Spaghetti

278-9127

645 N. McLean
Memphis, Tenn.

Phone 452-9114

Meet and greet your friends at

Pats Pizza Restaurant

Best Steaks & Spaghetti In Town
Jumbo Sandwiches

Open 6:00 p.m. 'til ?????

Pat Patterson, Owner & Manager
2890 SUMMER STREET

BUSINESS OPPORTUNITY

Stuff Envelopes

\$25.00 PER HUNDRED

Immediate Earnings

Send \$1.00 To:

Envelopes
Dept. 339A

310 Franklin Street
Boston, Mass. 02110

J-WAGS

1268 MADISON

SAVE

YOUR CHOICE
AFTER 7 PM

THIS COUPON GOOD FOR
50c OFF 1/2 GAL. DRAUGHT BEER

OR

15c OFF ANY SANDWICH

VOID AFTER
MAY 1, 1977

Footers find field foothold

A lot has happened since last report on soccer. First, the team completed the season, beating Ole Miss 3-2. That resulted in a final record of 5-4-1, the best of any men's varsity team.

In putting final words on the entire season, one notes the tempo/style that Southwestern came to around mid-season. Defense was its key. Most victories came in relatively low-scoring games. At some point in every game it all hinged on the defense - either to hold on to an early lead or to turn the tempo to the attack.

For the defense Bill Phelps was captain and the "sleeper" fullback, Larry Williams, played upfront and took former kicks and free kicks. On the wings Andy Falls played an

aggressive, consistent fullback and David Bartholemew was one of the team's most improved players at the difficult left fullback position.

Midfield players were Taylor Phillips the team's ball-handler, Nick Lyras, David Vogas, and Ted Palles, another much improved.

As with any sport the offense had much responsibility. Rick Brown was the team's captain and leading scorer. Jimmy Onobuam was center forward and a dangerous, if not inconsistent, threat to score. Rodney Nash played the other forward with Frank Barton and Palles filling in.

In the goal was Doug Cobb. Off to a slow start, Cobb eventually played a strong, often spectacular goal. Certainly credit in a number of

wins, especially Sewanee, should go to him.

Since the end of the fall varsity season the team has kept fit by playing in the tough Memphis amateur league. Most recently they beat archrival Athletic Union 3-2 on a last second goal by Brown and in the rain tied the league-leading Internationals on a mud-slinging, underwater goal by Palles. Last Sunday everybody got in the act as they clobbered UT 6-1.

This spring a collegiate schedule will be played again. Friday the team leaves for Huntsville, Alabama for a big-shot tournament there. Games with Auburn, Ole Miss, and possibly Vanderbilt are also in the offing.

Mortar Board initiates 14

By Annie Stein

Mortar Board, Inc., is a national honor society whose chapters in colleges and universities across the U.S. recognize students for their outstanding abilities and achievements in leadership scholarship and service. In the fall of 1975, the National Conference of Mortar Board was called to a special meeting which voted to accept men as members to the formerly all-women organization. Mortar Board at Southwestern gained three men last year, and this year five more are to be initiated.

As an honor society Mortar Board distinguishes itself from others by asking members for a voluntary commitment to active participation. An important purpose of the organization is to promote the members' self-confidence as well as to promote the status of women. This year Southwestern's group has printed a calendar, worked with the Dean's Convocation, helped with Parents' Weekend and has spon-

sored coffees for local women candidates and for other campus events.

The students selected for membership this year are known for their work in the student government, dorm board, THE SOU'WESTER, Dilemma, Kinney Inter-Varsity or their fraternity or sorority, not to forget that while they were involved in these extra-curricular activities they were able to maintain good grades. Their work in all these areas has significantly contributed to the life at Southwestern, and the honor that they have received has been justly earned.

The new members of Mortar Board are Bonnie Allen, Sarah Bailey, Mike Berton, Carol Lee Collins, Mary Crawford, Holton Guyton, Carol Massenburg, Annette Neblett, Steve Minor, Lynn Reecer, Dale Schultze, Bess Shirley, Ron Sims, and Jim Singleton. Formal initiation was Monday, April 25.

Another Doer's Profile (pronounced Dewer's)



NAME: James H. Daughdrill

AGE: 50

OCCUPATION: College Daddy

HOBBY: Plays with small furry rodents

LAST BOOK READ: "How to Pick Up a Single Small Furry Rodent"

LAST ACCOMPLISHMENT: Wrote a book, "Pan Talk", containing chants for the good old boy who seeks eternal youth but is tired of the swinging bar set - Named after Peter You-know-who.

QUOTE: "FLEH".

PROFILE: Fun Guy. Perpetual sunburn. Smiles with the teeth of perversity. Jim is a family man, married a knockout set of teeth, and has three small sets of teeth running loose. One talks a lot. He plays chess, tennis, jacks, and the stock market with other people's money.

FAVORITE SCOTCH: Doer's White Label

Greener Pastures For Paul

That ever-present bane of the students' existence, the Southwestern bureaucracy, has temporarily lost a member in what was described by Carol Mayfield as "a dull departure". Paul Hallock, former head of Administrative Services (you know--that mysterious

office in Palmer just before the Cashier's Office) has moved to greener pastures, Dyersburg to be exact, where he is working for Dyersburg Fabric. His move followed an offer from the fabric firm which Mr. Hallock could not refuse, i.e. it was good.

10c

Draft

Thursday

Girls

Cosmic
Cowboy

2106 UNION AVE.
AT COOPER
OFF THE SQUARE

**A different
kind of coffee
house.**

**quiches . fresh bread
soups . pastries
fricadelles . salads**

**full selection of teas
vegetarian & regular menus**



FABLAN'S

open 24 hours

2125 Madison

in Overton Square

(901) 274-5701

Could you be a nuclear expert?

(If so, you could earn more than \$500 a month your Senior year.)

Even if you're a Junior engineering or physical science major, it's not too early to start thinking about your career. And if you think you've got what it takes to become an expert in nuclear power, the Navy has a special program you should look into right away.

Why right away? Because if you're selected, we'll pay you more than \$500 a month during your Senior year. (If you are presently a Senior, you can still join the program. We'll begin paying you \$500 a month as soon as you are selected.)

What then? After graduation and Officer Candidate School, you'll get nuclear training from the men who run more than 70% of America's nuclear reactors—Navy men. And an opportunity to apply that training in the Navy's nuclear-powered fleet.

Only about 200 men will be chosen for this program this year. So, if you're interested, call us.

Our number is 521-3124.
Ask for Lt. May or Lt. Claytor

**Be someone special
in the Nuclear Navy.**