

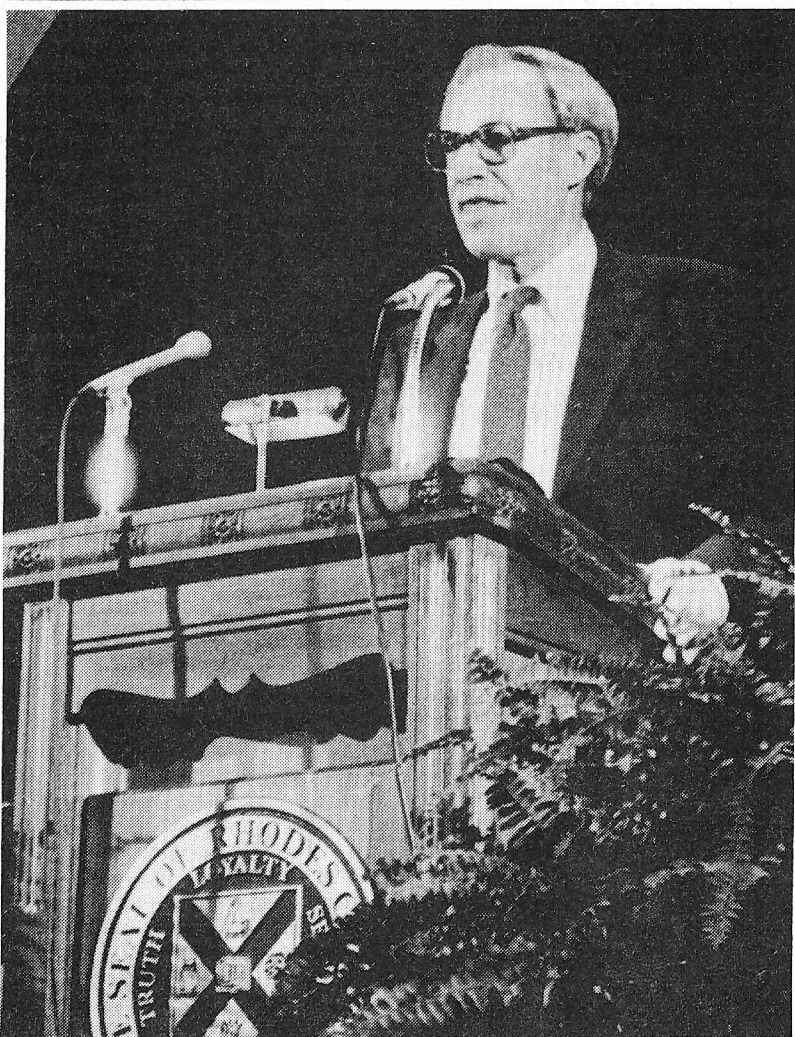
# The Sou'wester

Rhodes College

Vol. 71, No. 18

G-Minus 36 Days and Counting

April 26, 1985



by Gray Tollison

Charles McDowell, the final lecturer of the Seidman Lectures, spoke before a near capacity crowd in Hardie Auditorium Tuesday. He is a regular on PBS's "Washington Week in Review" and is Washington correspondent for the Richmond Times-Dispatch.

## McDowell Evaluates Reagan Era

Charlie McDowell, Washington correspondent for the Richmond Times-Dispatch, delivered the final lecture in the Seidman Lecture series before a near-capacity crowd in Hardie Auditorium Tuesday.

McDowell has been a reporter, correspondent, and columnist for the Times-Dispatch since 1947. He has written three books: "One Thing After Another," "What Did You Have In Mind?" and "Campaign Fever: The American Folk Festival from New Hampshire to November, 1964," a journal of a presidential campaign. He is a regular on "Washington Week in Review" and by the crowd's reaction he is the most popular. He cited the reason for his popularity with a letter from a viewer to McDowell about his relation to his peers on "Washington Week" which read: "You don't seem to know what the others are talking about." "We don't either." "So it makes us feel better that you're there."

McDowell concentrated his discussion on Ronald Reagan; his place in history and his policies. He explained that Franklin Roosevelt and his New Deal had been the driving force in politics for the last half century. Ronald Reagan represents a very severe change who has reversed the course of the New Deal and the Great Society.

"Roosevelt and Reagan are already the two dominate presidents in the past 75 years," said McDowell. "Reagan delineates the course of the new Conservative Era." McDowell feels that "we are living in very important times in terms of American politics."

McDowell explained that Reagan won the election in 1984 because the "country was extremely prosperous, at peace, and had a sense of renewed strength — after being humiliated by Vietnam, Watergate, and Iran." Also, the personality of Reagan played a vital role in his overwhelming victory.

But now the Reagan Administration is in "real trouble" with its policies in the second term. The tax freeze is in danger, the defense budget is being cut, and the "cuts in the domestic programs are a fraud." McDowell went on to say that "Congress will not support the policies of the Administration." They are realizing the seriousness of the deficit and know they won't be reelected if they don't support these policies. Also, Congress "won't buy the idea of overthrowing Marxist governments in small countries." These policies are not only opposed by Democrats, but by moderate and conservative Republicans as well.

McDowell also commented on the

mystique of Reagan's personality. Reagan doesn't succeed because he is an actor, but because he knows who he is. "He comes through on television because he is real." "That's the power of the man."

Reagan has been able to control things and has good intuition. He is aware that he is not an expert and listens to advice taken from his advisors. He is able to compromise with the suggestions that are made to him. But "things got out of hand with the incidents surrounding the intentional visit to the Bitburg cemetery in Germany." "That is our life; it's not funny, it's not politics, it's truth." "You can't let those things get away from you like that or you get in serious trouble with a lot of people," said McDowell.

He concluded by calling the 1984 Republican victory "the last united hurrah for Republicans." The New Right and Conservative Republicans are beginning to isolate themselves from other Republicans. The Republican party "may never be as united again as they were under the leadership of Ronald Reagan." The Conservative Era that the press labeled with Reagan's reversal of the New Deal trend may be short-lived. As McDowell said, "A trend is really over by the time the press gets to it."

## Report Regarding Project I—Excellence

### PRELIMINARY REPORT REGARDING PROJECT I — EXCELLENCE

For the past several months the Project I Committee has been at work responding to our charge by the Board of Trustees to suggest ways, appropriate to the mission of Rhodes College, to advance its commitment to being one of the finest colleges of liberal arts and sciences in the nation.

The faculty and student body were invited to send their suggestions and ideas to our Committee which is made up of faculty, students, administrators, alumni and trustees.

The Committee began work by identifying five small liberal arts colleges somewhat similar to Rhodes that are recognized for outstanding academic distinction. These were Amherst, Williams, Swarthmore, Pomona and Carleton.

The Committee compiled a list of questions designed to elicit a profile of pertinent characteristics of each college, made a close study of catalogue descriptions, and spoke at length with the academic deans of each institution. In conjunction with our examination of these colleges, the Committee also asked the same questions of Rhodes College and attempted to determine the differences and likenesses between Rhodes and the other institutions.

The Committee's first-draft recommendations which arose from this process of questioning, comparing, evaluating, and planning were discussed with the faculty at a Faculty Forum and with students at a Student Forum.

The Committee members met with the Term III Committee to discuss that particular aspect of the College calendar.

Committee members also considered carefully the questions, concerns, and suggestions of students as described in the SGA letter to the trustees and faculty dated February 10, 1985.

The Committee agrees with SGA President Beth Baxter who was quoted in Rhodes College Today, "If we respect the faculty and ad-

ministration's perspective, and they respect ours, it is not a question of one side winning or losing. It's what's best for the College."

Two main areas of concern are treated here: I. Academic Program Development and II. Faculty Development. These matters are at the heart of the academic enterprise of any institution of learning.

Other topics will be considered later by the Project I Committee. Topics such as the summer program of the College, accommodating increased enrollment, Continuing Education, and other matters will receive due attention in our later deliberations.

The Committee recognizes that our recommendations requiring additional funding are long term goals. Implementation should be planned and orderly to safeguard the financial strength of the College.

### I. ACADEMIC PROGRAM DEVELOPMENT

A large part of the work of Project I during the past year has been to identify those areas of our academic program that deserve special attention. Reviewing the academic programs of the model liberal arts colleges provided helpful comparisons.

In the end, however, we are not trying to be "like" any other institution. Those involved in the process of Project I have not advocated mimicry, "keeping up with the Joneses" or any form of "me-too-ism." Rhodes College is a unique institution with a purpose, nature and commitment that are important. The recommendations contained in this report are in keeping with Rhodes' mission and are designed to strengthen it.

### ACADEMIC PROGRAM RECOMMENDATIONS

#### 1. Recruitment and Retention of Faculty

A critical element in the College's commitment to being one of the finest colleges of liberal arts and sciences in the nation is the recruitment and retention of faculty who are both outstanding

teachers and outstanding scholars. In order to compete for them successfully, Rhodes must offer an attractive alternative to other colleges and universities across the country. The College should offer a combination of higher salaries, strong emphases on teaching and scholarship, and financial support for faculty development in both areas.

#### 2. Educational Philosophy

The College has always had statements of mission, purpose and ideals. These include The Plan of Union of 1873, The Charter of the College, "The Ideals of Southwestern" formulated by President Diehl, The Covenants with Synods, and the "Mission Statement" formulated by President Daughdrill. These documents have been given wide circulation.

Though one might compare the documents critically and raise minor philosophical questions if so inclined, these statements provide a clear understanding of the mission of the College. The purpose, nature and commitment of Rhodes College are currently and clearly defined.

What we lack, however, is a co-

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## Renaissance Begins Tomorrow

Imagine the Renaissance alive again — alive with all its enchanting music and colorful drama. This Saturday, April 27, the spirit of the Renaissance will come to Rhodes by way of the Renaissance Festival.

The events of this year's festival will be held outside from 12:00-5:00, on the North Parkway side of Palmer Hall.

Alternate locations will be announced in case of inclement weather. The Festival's events will be varied with the music of the Madrigals, a harpsichord concert, the soaring splendor of a falconer's act, and scenes from Renaissance plays. Everyone is encouraged to come enjoy the return of the Renaissance, alive again this Saturday!

## Williamson, Welty Speak

by Robert Finch

The Gilliland Symposium launched its inaugural series hosting two eminent Southern writers, Joel Williamson and Eudora Welty, at Hardie Auditorium before a crowd that overflowed into the lobby. Many people in the audience held copies of the authors books in anticipation that they may get it signed.

Williamson as well as Welty read excerpts from the latest works. *The Crucible of Race* and *One Writer's Beginnings*, which takes one back to the time of the South in the early 20th century. This was a period of progressivism in American History, when public education along with segregation dominated our domestic concerns, a time when the elite ruled, a time said Williamson, "not for education but for the building of a new social order."

Williamson spoke of his autobiography as a story, or rather a historical truth, asking the questions:

"What is your story?"

"What is my story?"

"What is our story?"

He continued by saying, "Everyone needs a story and everyone needs to tell their stories."

Williamson then read from *The Crucible of Race* passages describing how Southern schools molded little boys and girls into real ladies and gentlemen.

Miss Welty followed Williamson and began by speaking of her youth when she came to understand "the significance in difference of character." She also spoke of the years when she taught and helped black people realize the white elitist society.

Miss Welty repeated her belief that "one must not be told what, why or how but when." "When you want something done, do something about it." She went on to read a passage from her latest book about her childhood, entitled *One Writer's Beginnings*. Miss Welty closed her reading by commenting that her only fear is "that of books coming to an end."

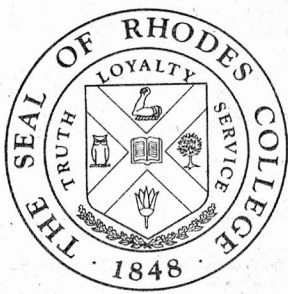
## SGA Corner

The only appropriate way to begin my term is to thank Beth Baxter for all her help and guidance. I only wish that everyone could appreciate the tremendous time and effort she has given to the SGA and the college. I admit I don't hide my admiration well. I'll stop this now because any more adulation and I'll throw up and die. Simply, thank you, Beth.

There were many important topics of discussion this week in SGA. Foremost among them was talk surrounding the Board of Trustees meetings held this past Thursday and Friday. The Trustees were quite impressed by what our student representatives had to say about the Project I proposal. There was a sufficient enough uproar that the Board asked for a pro- and con- look at Third Term.

This is quite significant in that it allows students the opportunity to present their views, unaltered by committee and administrative "fine-tuning," directly to the Board of Trustees in a "this is the way it is" format. The SGA was asked to direct this effort, and in the next week we will begin working on a draft.

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## THE SOU'WESTER IS:

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Staff Meetings are held Tuesdays at 6:30 p.m. in The Sou'wester office.  
 Everyone interested is invited to attend.

Editorials reflect the policy of The Sou'wester as determined by its editors.

*Robert Finch* *Grady Tollison*

## Box CE: Trustees Willing To Listen

An open letter to Rhodes Students,

Today Julia Weaver, Laurie Mount and I had the opportunity to discuss our concerns surrounding Project I with the Board of Trustees and the administration. Project I, as you know, is a plan for the college to achieve academic excellence, that has been in formulation for 14 months.

Of the many recommendations suggested in the Project I report, one is of particular concern to students: the proposal to switch from a 3-term calendar to a 2-term calendar that would allow for off-campus study during the junior year — (However, it should be noted here that Project I has yet to officially propose any alternative calendars.) Today the proposals were formally brought before the board for informational purposes and discussion. The actual "vote" is tentatively scheduled for the October Board Meeting.

Before I tell you about today's events, I think it is important that you realize something that I have learned by being student representative to the Board. That is that the Trustees honestly care about

this school. Their intention is not to just arbitrarily "take away Third Term," but rather to improve the academic quality here. And, I think most of us would agree that the academic quality of Third Term, as it exists today, is not as high as in Terms I and II.

Of course, this is a generalization with obvious exceptions, but it's undisputable that Third Term stands a lot of room for improvement.

But, despite its short-comings, Third Term has the potential to be a very valuable academic experience. By its very design, it allows for concentrated, daily study in classes that are ideally meant to be unique, perhaps team-taught interdisciplinary subjects that epitomize the true "liberal arts experience."

In the past, recurrent problems such as poor class attendance and over-sized morning classes plagued Third Term. Yet, for the first time, the administration set a limit of 35 students for Third Term classes and strongly encouraged the faculty to enforce attendance policies of some sort.

The painless (and necessary) changes, in addition to campus awareness that Third Term is under close scrutiny, have combined to create an academic atmosphere that is notably different from last year at this time. For instance, afternoon classes are being taken

## My Side — Stalking AM Amblers

You can't say that I'm a 'morning person.' I don't pop out of bed each day with a zing, smile at the alarm clock, and whistle Sousa in the shower. By rule, I don't get up any sooner than I have to and even then I hate it. No one can claim to have seen me first in line for the Captain Crunch.

But this isn't an account about my morning habits (which more often than not are confused for mourning habits). This is an investigation into the habits of other persons who stalk the wee hours. But first let me tell you how I discovered them.

As I said, I stay in bed each morning as long as possible, but on rare occasions, and I don't know why, I wake up before the alarm, and instead of rolling over with a grunt and dreaming of graduating unemployed, I step out of bed. It's kind of unexplainable, like Moses and the Red Sea, or why anyone ever watches the "Love Connection."

Perhaps it is the sunbeams chiming lightly on my window panes and dancing on the floor; maybe it is the flowers freshly sprung from minute buds, their scents wafting through my half-opened casement; maybe it is because I didn't brush my teeth after last night's pizza

and scotch. Who's to say?

Anyway, once up and realizing the fruitlessness of returning to the sack, I get dressed and saunter out for kill time till the refectory opens. It is while strolling around campus in these previous moments when the city is still, the new is fresh, and trees throw pastel shadows that I have encouraged creatures of the strangest genre one can imagine.

They have been given different names by the folks in these parts. Some call them the Dawn Treaders, Sun-up Sprinters, and A.M. Amblers. The Mid-West Plains Indians call them "Ghosts Who Walk Tippy-toe." Most of us, however, just call them by name for they are no more than fellow students sneaking back to their dorms from the unknown places they spent the night.

It's not hard to recognize the creatures. They shuffle along slowly, with heads hanging low, hair in disarray, lipstick smudged, shirt-tails out, shoes untied, sorority pin askew, and dorm key in the 'ready' position. They make "Dawn of the Dead" look more like "A Day at the Races" or "A Night at the Opera."

You would assume (that's all I can do) that they should be smiling. Didn't they have a good time last night? Who will tell. The point is that these creatures look absolutely miserable. They make the hundred yard walk across the quad look like a forced march to Auschwitz. Their only interest is the shortest and most inconspicuous path back to their own room. Outside of being invisible, they try to appear as small as possible. They don't want to be seen by anyone. "Oh, couldn't Scotty beam me up just this once?"

I once spotted a girl who not only wished not to be seen but didn't want to be heard either —

## A Talk With Eudora Welty

by Gray Tollison

Many artists are able to express themselves, but only a few are able to express themselves with a passionate spirit. These artists are the ones who are always remembered in the annals of history. When one is personally confronted with an artist of great stature, he can feel the presence of an aura surrounding that artist.

As Eudora Welty walked onto the stage of Hardie Auditorium last week, I became overwhelmed with her presence. The minute I laid eyes on her, I could see that aura which only eminent artists possess. I knew that Miss Welty was veritably a writer of power. As Miss Welty was waiting on Joel Williamson to complete his passage from *The Crucible of Race*. I noticed many of the eyes of the audience concentrated on every movement Miss Welty made. They could see the aura also.

The morning after the lecture Miss Welty and Prof. Williamson held a discussion with the students at Rhodes. The following is a set of questions directed to Miss Welty as well as her responses:

Q: Do you ever have a problem in the development of your character in that you lose control of his development?

A: It wouldn't arise in a short story, but it would in a novel. In a novel you are able to expand and have a chance to develop things and pursue bypaths in connection with your character. You could weed out things later.

On the short story, the invention of a character is at one with the conception of the story. The character is only in that story to carry out the role he is for the story itself.

If the character got out of hand, it may be a symptom that you've got a novel on your hands. That happened to me when I was writing a short story. The character took hold of the story and just ruined it.

Q: Do you feel that you are at a

To look at the faces of these souls, you can almost read their minds — they ask themselves why there isn't more shrubbery around and they make vague mental notes of bushier campuses where the plants aren't moved every other week.

Whenever I see these shuffling wrecks, my first impulse is to grab my camera and get some photos. I've never done this because I have a nagging suspicion that like vampires and mirrors, these creatures wouldn't show up on film as anything more than wisps of smoke, reflections of shadow, or a greasy stain like refectory burgers leave on a new Van Halen tee shirt.

Are they male or female? I don't know, but it's not too many guys that visit Williford before church on Sunday.

I warn those of you who would like to set your alarms early in order to catch a glimpse of these creatures or if you're just some granola child who gets high on nature before seven a.m. If you're out and about, don't get caught watching the ghosts by the ghosts themselves. They are dangerous if cornered. They have a stare colder than Arctic ice cream and more debilitating than a blind date with Medusa.

They want to see you even less than they want to be seen. If you grin and say "Top o' the morn'" as you pass on a path, don't be surprised if your eyes are clawed out or if later you discover your toothpaste has been laced with legionnaire's disease.

The best thing to do is just avoid any chance encounters. Quietly affirm that this part of the day should be set aside for those in less fortunate situations. If you must take a walk, go off campus, head for Tupelo. One day, you might get lucky and you could join the ranks of those who walk home at dawn.

disadvantage being a woman writer?

A: I know that people are very conscious of the large segment of women writers and they devote lots of time analyzing this. I can only say for myself that I am fortunate in my writing life. What I feel about fiction is all of these things do not stand in the way of a story.

If you are a fiction writer writing about personal relationships, which is what interests me, you have to be able to put yourself in imagination and in the place of your characters.

They can be young, old, man, child, black, or white. You have to imagine the world of another person. I don't think you're thinking at the time: I am a woman. My whole technique of writing a story is to get out of myself into what I'm writing about.

Q: Why are there so many great writers from Mississippi?

A: It's amazing. I really don't know either. It has happened in other parts of the country like in New England in the days of Melville and Hawthorne. It also happened in the Mid-West in the days of Drieser, Sinclair Lewis, and Ernest Hemingway. Its just moved around like a spotlight. And now the light is shining on the South.

It's certainly interesting because all of the writers are highly different and not in one school. It's wonderful to know a giant like Faulkner existed and to read him gives me pleasure, but it can't help me when I write. I'm so often asked how I could possibly write books in the same state as William Faulkner. It's like living near a big mountain. You know it's there, but it doesn't help you when you put your pen to the paper.

Q: How do you get ideas for your stories?

A: In my case, ideas for stories are built up over a long period of

(Continued on Page 3)

Dear Editors:

There are two tandem bicycles that have sat idle and unused in the basement of the student center for months. We know that it takes a considerable amount of money and effort to get them repaired. But third term it seems that, according to the administration, we all have time on our hands. We plea to those who have any control over these items that they try their hardest to repair them before we leave for the summer and never get this chance again.

Sincerely,  
 Peggy Wood  
 Marthan Hample  
 Laura Hewes  
 Knox Gunn  
 Miller Bennett  
 Phil Piggott  
 Caroline Payne

Dear Rhodes Community:

Will the person or persons who 'borrowed' the 1955 Grove Dictionary of Music and Musicians please return all volumes. No questions asked — just leave it where we can find it.

Thank, you  
 Reference Dept./  
 Burrow Library

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*This is not one of them.*

Coordinated by Gray Tollison

Many students at Rhodes are unaware of the purpose that the Project I Committee serves. As stated in the preliminary reports, the Project I's purpose is to "suggest ways, appropriate to the mission of Rhodes College, to advance its commitment to being one of the finest colleges of liberal arts and sciences in the nation."

The Committee is made up of faculty, student, administrators, alumni, and trustees. This covers the whole spectrum that is part of a college. But there still seem to be many Rhodes students who are part of the "silent majority." These students feel that their input to the whole situation would be insignificant, so they maintain an apathetic attitude.

The Sou'wester is not able to get opinions from every student, but we did ask three students: What steps would you take in order to achieve excellence and make Rhodes College one of the finest institutions in the country?

This week Cole Clark, Nell Fullinwider, and Bryan Ford responded to this important issue.

## Cole Clark

I can remember reading some time back in March of 1984 the literature that my father brought me from Memphis promoting what was then Southwestern at Memphis. I was planning at the time to attend The Georgia Institute of Technology and study computer science. Needless to say, the brochures changed my mind radically. I was so impressed by the photographs, articles, and statistics of Southwestern that I withdrew from Ga. Tech and came here, some 1,000 miles from home.

Upon arriving on campus, all my thoughts and hopes about the school that had been cultivated by my reading were realized; I was not in the least disappointed. As time

has gone by since that day, I have been staggered by what Rhodes has offered me in my first two terms of college. With a few exceptions, I can think of very little that I would like to see changed or that could be significantly improved here at Rhodes College. Academically, aesthetically, and socially, Rhodes has fulfilled all my expectations.

So what does all this have to do with excellence? Well, in light of all the talk I've heard of drastically changing this school in order to make it more attractive to "better" students and to gain status in the nation-wide picture of small, private schools, I'd just like to state that Rhodes is, in

my opinion, doing all the right things to become prominent.

It takes a very long time for any establishment to achieve greatness. As a school, we need just a little more patience. Rhodes is an "excellent" school and will in all likelihood continue to improve, but nothing gains superiority overnight, and no amount of change will bring Rhodes instant or even quick success.

My thoughts, therefore, are for us, the students at Rhodes College, to do the best we possibly can to show faith and hope in our small school. Only time will bring further recognition; time, and time alone.

## Bryan Ford

Measuring excellence in something, particularly a college institution, is certainly no easy task. Hundreds of students apply to Rhodes for some reason or another; and although financial aid may have much to do with the final decision, something must have motivated those high school seniors to make Rhodes one of their choices.

Why did WE pick this school? There must have been some belief that the schools we chose were excellent ones, but quite often our vision seems to be successfully

blinded by a stack of college pamphlets and brochures.

For entering students, college bulletins are usually the first contact with a school, the next step being a pleasant walk about the campus. After having almost completed my first year, I see that Rhodes has hidden nothing and has much to offer in terms of excellence.

Again, what is the "excellence?" Sure, schools such as Yale, Princeton, and Brown are noted for excellence, but they speak more in terms of their great graduates

who proudly display their diplomas on the wall. To me, excellence in a college is not based primarily on academic standards, although those are of great importance. What makes a college an excellent one is the ability to live up to what they are attempting to sell themselves to be. Rhodes has successfully done that. All they offer, and all I expect, is a solid education, social and academic.

One is bound to find faults in the manner in which the administration handles its affairs, but there these do not stand in the

way of all that was promised. No one wants to live in Stewart. No one wants to stand in line for two hours to pay 35 cents for dorm damage. And we all are dying to use the door in the student center again, but we should not allow our quibbling about these things to stand in the way of our education.

My belief in the excellence of Rhodes has been enhanced even more since I have been mulling over this topic. Who can look at a McCoy production, watch a sports event, listen to the Rhodes sing-

ers, sit in on a Gilliland Lecture, or simply listen to a professor's lecture and not agree that there is some degree of excellence.

Dr. Eckert said of Tony Garner at the singers concert this Tuesday: "Tony Garner has done much to enhance the excellence of Rhodes College." So what do I think should be done to attain excellence at Rhodes? I think we have already done that. All that can be done is enhance, promote, and intensify the degree of excellence which Rhodes has already attained.

Bryan Ford

## Nell Fullinwider

When I visited this impressive campus and was then confronted with the 36 outstanding facts about Rhodes College, I was completely convinced that Rhodes was the school for me. And now as a sophomore, I continue to have an ever-increasing pride in the fact that the 36 attributes are very real on this campus.

But there has been one major disappointment to me about Rhodes, which has veritably changed the complete success of my two years here. This disappointment has been in the quality of the student life on campus. When I say "student life," I am referring to the quality of the individuals themselves. I guess I was misled in believing that a small private liberal arts Presbyterian college in the South would be full of upbeat, outgoing, Christian-like, cultured achievers. But was I really so wrong in expecting to find such a high caliber of individual? I don't

think so.

I still believe that Rhodes has the potential to attract high quality students as well as produce its own, but not until the administration becomes a little more concerned with the "overall" quality of the student, rather than just the "intelligence" of the student; and a little more concerned with the needs and attitudes of the current student, rather than pushing too hard to bring 400 new needs and attitudes on campus.

Now, I will address both of the hoped-for improvements individually. First, college is supposed to be a "learning experience." I think the administration has taken this phrase to mean that book learning is all that matters, and thus the administration has chosen to reward the "intelligent" student, and ignore the need for well-roundedness.

One example, among many, is the newly enforced stress on class at-

tendance, which is followed by the strict new regulations about week-night parties. With such a rule the administration seems to ignore the idea that college is supposed to be the very opportunity in an individual's life when he can learn responsibility for himself.

This responsibility includes not only going to class, doing an assignment, and studying for a test, but also in going to class in spite of the biggest hangover of your life, doing an assignment before going out with friends, and studying for a test around your athletics, music, art, and leadership activities.

"Learning" in college comes from taking responsibility for your choices — choices like drinking, socializing, or participating. These new restrictions on the social life at Rhodes are limiting such choices, and thus limiting the one opportunity to make mistakes and grow. Such limitations produce in-

dividuals who enter the "real world" and flop because they never learned to take responsibility for their choices. "All work and no play" not only makes Jack a dull boy, but a LOSER as well.

Secondly, one of the proposals of the Project I committee is to continue increasing the enrollment. I see nothing wrong with such a goal, IF and ONLY if, the administration first tends more closely to the needs and rising resentment of the current student body. It's like the administration slaps these sheltering rules on us all and says, "Now you children don't bother us, because we are busy bucking for 400 new students who will fulfill our pursuit of excellence."

So, we are up against a pretty vicious cycle: the administration is not sensitive to the student — so it places unnecessary restrictions on the student; the student, in turn, does not learn responsibility; the school, in turn, does not earn

a reputation for excellence, because it is not turning out quality individuals; the quality prospective student, in turn, does not want to come to Rhodes when other schools "of excellence" are producing the quality individual; the administration, in turn, gets more frustrated, and thus slaps more rules on the student to make the student BE SMARTER!!

So, in answer to the issue at hand, I strongly believe that the excellence in a school must first start and must always be found in the overall quality of the student — his attitude, well-roundedness, ability to accept responsibility, and lastly his academic intelligence.

In its pursuit of excellence, the administration needs to strive to be perceptive and sensitive to the students; and only then will the success of each individual, as well as the goals of the College itself, be realized.

## Welty

(Continued from Page 2)

time from feelings and experiences I've had in my life. I wish to express them in some way, but I couldn't write them because I usually don't write autobiographies.

I sometimes get an idea from the outside world like a newspaper clipping and use that as my form. This form is the device in which I pull out my realizations and emotions. When I find a form, what I really have found is a way to dramatize my own feelings to carry out what I want to say. Sometimes it takes a long time to find a form in which I want to say something. I have written on the spur of the moment, but that isn't my normal process.

Q: When you are writing a novel, do you write it with the intention of writing a bestseller?

A: It's a personal thing with the writer to write what he wants to write. If you are interested in writing a best seller, then do it.

I am more concerned about expressing my feelings. I don't think a fiction writer can worry about what the reader is going to wonder at this point because you're thinking about the story as you want it to be. Having a story understood is very different from writing with the wish that it would sell to somebody.

## Phonethon Success

A record 249 students participated in the Spring Phoneathon, which ran from March 3-18. By calling alums of the college, these students were able to raise \$56,091, which was \$6,091 over the goal projected by the Development Office. Prizes and free phone calls on the wats lines donated by Federal Express made even Mary Margaret's driving worthwhile. Because it was the most successful phoneathon ever, everyone who participated deserves a special thanks.

## RHODES COLLEGE

### ASSISTANT DIRECTOR OF ADMISSIONS

The Assistant Director will be responsible for the coordination of all recruiting efforts in a designated geographical area. Responsibilities will include 8 to 10 weeks of travel, alumni/admission receptions in travel area, reading of all student files from area of responsibility and the interviewing of students. In addition, the Assistant Director will have specific administrative responsibilities assigned dependent upon experience and needs of the office.

A successful candidate will have a bachelor's degree, possess excellent communication skills, enthusiasm, and a commitment to a quality liberal arts education.

Salary commensurate with experience. Position available July 1, 1985. Send resume and three letters of reference by May 15, 1985 to: Director of Personnel, Rhodes College, 2000 North Parkway, Memphis, TN 38112. An Affirmative Action, Equal Opportunity Employer

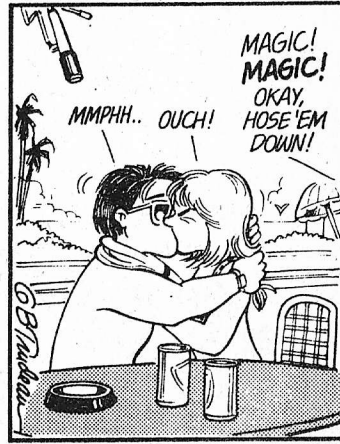
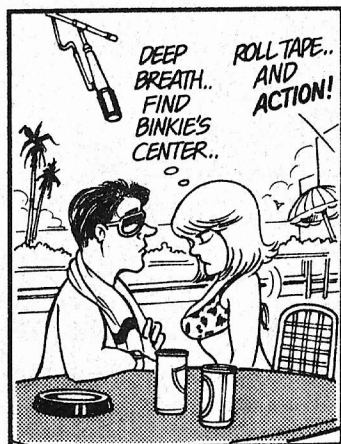
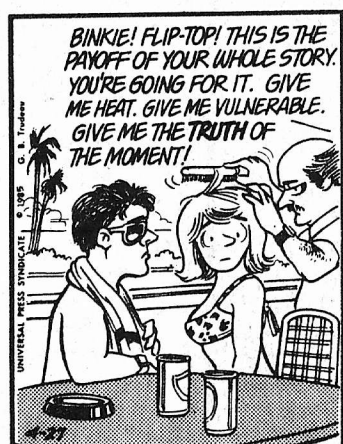
## Third Term Academia?

The other day I woke up, casually proceeded to breakfast and then to my A hour class. Along the way something very odd dawned on me: there were a lot of other students doing the same thing I was and it was 8:20 in the morning and third term. So, something must be working, either the administration or the students and yes, perhaps the both of them together?! At any rate, I feel good about third term — perhaps now is our chance to prove that we really want to keep third term, or is it?

Robert Finch

## Doonesbury

Editor's Note: Doonesbury will be posted in the basement of the student center each day respectively. The Saturday feature will run in the Sou'wester.



BY GARRY TRUDEAU



## Project I Continued

(Continued from Page 1)

hesive statement of educational philosophy that would connect the statements of purpose, nature, and commitment of the College with the curriculum. We have no unifying educational philosophy that answers such questions as, "What knowledge and experiences should a student have before graduating from Rhodes?" "What skills or attributes should our graduates possess?" "What standards of performance should they have attained before graduation?"

To be sure, there are partial statements of educational philosophy in the literature of the College. Departmental brochures have some of this information, the "Case Statement" written at the beginning of the capital campaign contains sections of ideals and philosophy, and the pamphlet "The Classic of Classics" is a fine statement of the College's policy of requiring a biblical studies component in its undergraduate degree structure. These statements, however, were written primarily for off-campus audiences or cover only a portion of the curriculum.

Attributes frequently quoted in College literature, such as teaching the ability to communicate in writing and orally, came from the work of a small faculty committee chaired by Professor Robert Amy more than 10 years ago.

The need is obvious and the time is right for the College to develop a College-wide, up to date, and cohesive statement of educational philosophy. Such an undertaking should be initiated by a committee made up predominantly of faculty members along with several students, alumni, trustees, and administrators. This process and the resulting statement of educational philosophy will help rebuild the sense of collegiality that was lost when the shared values that were reflected in the curriculum years ago began to give way to departmental, not College-wide, perspectives.

The statement of educational philosophy should state clearly the skills, attributes, experiences, and sensitivities that we seek to impart. This is needed 1) so that we all know what we are about, how faculty work together collegially, and how each professor's and each department's work fits with others, 2) so that we have goals that can be evaluated for continual accreditation, and 3) so that the image of a Rhodes education is clear to our constituencies.

A cohesive statement of educational philosophy for the College should be developed without delay as a new Project II.

### 3. Curriculum Review

After the educational philosophy is clearly defined, the curriculum of the College, both as individual components and as a whole, should be reviewed carefully. Expanding knowledge, new technologies, and evolving theories demand new attention to all phases of our curriculum. This concern should extend to the "fit" and rationale of all our curriculum offerings. The last overall curriculum review was done 16 years ago.

The present distinction between the B.A. and B.S. degrees in the sciences is not clear. Clarifications of what each degree program is and a rationale for each should be clearly stated. We offer more degrees than many colleges larger than Rhodes, in part because of overlapping B.A. and B.S. degrees. The current definitions and structure of B.A. and B.S. degrees should be reviewed and overlapping degrees abolished.

Reviewing the curriculum as a whole should determine how our curriculum should provide students an education in keeping with the nature and mission of the College, our commitment to excellence, and our educational philosophy. Such an undertaking should be initiated by a committee made up predominantly of faculty members along with several students, alumni, trus-

tees, and administrators. Curriculum review should be Project III and should be undertaken immediately upon completion of the new Project II.

### 4. Assessment

After the educational philosophy is developed and the curriculum reviewed, the College needs to determine if and how students are acquiring the skills, experiences, attributes, knowledge, and sensitivities through participating in the curriculum.

The manner in which we attempt to make good on our promises and the ways in which teaching and learning occur are critical to the success of the College and the success of our graduates.

To determine if Rhodes students are acquiring the desired skills, experiences, attributes, knowledge, and attitudes, methods and measures of assessment must be devised. Such an undertaking should be initiated by a committee made up predominantly of faculty members along with several students, alumni, trustees, and administrators.

Assessment should be Project IV and should be undertaken immediately upon completion of Project III.

### 5. Facilities

The Burrow Library, quality classrooms, and faculty office facilities should have high priority in planning for the future of the College.

Attention should continue to be given to identifying new technology for the Burrow Library and to identifying resources (financial, physical, and human) that should be directed to the Burrow Library.

### 6. Consultation

All academic departments of the College should be reviewed by an outside consultant at least once every 10 years. External evaluation provides an excellent mechanism for 1) recognition of superior accomplishments, 2) constructive criticism, and 3) new ideas about instruction. Such review and consultation will provide a regular review of programs and procedures by those knowledgeable in the field.

### 7. Major Requirements

If the College is truly a liberal arts and sciences institution, then we should have a balanced program that may require fewer courses in a student's major, allows generously for "electives," and places upper and lower limits on the sizes of majors. At present, majors range in size from 27-68 hours, a wide diversity. A range of 25% to 50% of courses for majors is recommended as a guide.

### 8. Departmental Structure

The departmental structure should be revised with some departments combined and perhaps others created to better accomplish our academic mission and provide support services. A minimum of a 4-person department is recommended as a guide. A new "Man" Department and a Computer Science Department should be given serious consideration during Project III, review of the curriculum.

### 9. Department Chairs

Department Chairs should be appointed for 3 year renewable terms and should be evaluated and rewarded for performance of administrative as well as faculty duties. If we wish to promote strong, internal, self-critical leadership, rotating Chairs should be abolished.

The responsibilities of Department Chairs should be adjusted so as to insure that their opportunity for professional development, both in teaching and in scholarly productions, is not inequitably impeded.

### 10. Faculty Appointments

Non-tenure track, multi-year faculty appointments above current faculty levels should be used initially to respond to enrollment pressures and new curriculum needs. Tenure is an expensive long term investment by the College and the use of part-time faculty is

sometimes impossible or unwise for extended periods. The practice of making non-tenure track, multi-year faculty appointments allows flexibility, preserves and promotes quality instruction, and is a prudent strategy when attempting to address student interests and needs.

Part-time faculty should be given greater recognition and financial remuneration. Part-time or adjunct faculty should receive compensation at a higher level than is now the case. They teach 10% of our classes. They should provide the same overall quality of instruction as full time faculty. Improved salary and benefits are means to expecting and rewarding quality performance.

Part-time faculty should be given greater recognition and financial remuneration. Part-time or adjunct faculty should receive compensation at a higher level than is now the case. They teach 10% of our classes. They should provide the same overall quality of instruction as full time faculty. Improved salary and benefits are means to expecting and rewarding quality performance.

## II. FACULTY DEVELOPMENT

### Overview

Faculty Development can be put in the general context of two questions: (1) What constitutes professional success for faculty members at the finest liberal arts colleges in the nation, i.e., what are the expectations for excellence of faculty at these institutions? (2) What kind of support do the colleges provide to enable faculty to carry out these expectations successfully?

The small liberal arts colleges studied tend to believe that the best balance is equal emphasis on teaching excellence and scholarly productivity on the part of their faculties.

The colleges studied seem to do less than does Rhodes in attempting to evaluate teaching effectiveness and in rewarding it. Some feel that in practice they put too little emphasis on teaching to achieve their ideal of equal emphasis. The colleges studied put greater emphasis on both expecting and facilitating scholarly productivity by their faculties. This emphasis is reflected in the weightings of criteria by which they employ faculty members, by which they evaluate untenured faculty for tenured positions, and by which they compensate the faculty in general.

Besides having a lower expectation of scholarly production by its faculty, Rhodes devotes much less of its resources to supporting scholarly activity than would the ideal balance stated by the model small liberal arts colleges studied. In a word, the ideal balance would expect more scholarly production from faculty than does Rhodes, but also would provide faculty with greater resources to support that activity.

The primary areas in which Rhodes can make both immediate and long-term gains is that of faculty development, both as teachers and scholars. No college can be among the finest in the nation unless it has a faculty of the highest academic quality and reputation, a reputation that results from great teaching and outstanding scholarship. Thus, the academic quality and reputation of the individual faculty member enhances the academic reputation of the College as a whole. This great-

ly benefits our students and graduates and works to attract a broader student body and a more outstanding faculty.

Teaching, advising, service, research, and scholarship combined take an immense amount of time. Excellent undergraduate teaching and individual scholarly production coexist effectively and strengthen each other at Rhodes. Both are usually done by the same person. In most cases, this is the goal of the individual faculty member. But enough time to do both is essential. Rhodes should move toward more balanced support for these activities. It is quite possible for Rhodes to hire outstanding faculty of the highest caliber in both teaching and scholarship, but these same people will stay and become committed to the College community only if they are allowed time to teach well and to pursue their research interests. The following recommendations for faculty development support for teaching and research speak to the fundamental factor of time.

### 12. Faculty Professional Excellence

The primary emphasis of the Rhodes College faculty has always been its commitment to excellence in teaching. This commitment is essential to the mission of the College.

This commitment can best be realized only when there is a significant emphasis on scholarly productivity that complements teaching effectiveness.

The College should revise its present procedure for evaluating and rewarding faculty performance through merit increases, tenure, and promotion to give increased emphasis to scholarly production, though still keeping teaching as the primary emphasis. Service to students, to the College, and to the community should continue to be recognized as well.

Tenure should be awarded normally only to those candidates who are rated as "excellent" in all three of the categories: teaching effectiveness, scholarly production, and service.

### 13. Sabbaticals

The College should have a sabbatical program which will make possible a semester's leave with full pay, or a full year's leave at half pay, after 3 years of continuous service.

A sabbatical should be available to untenured faculty members after 3 years of continuous service.

A professor should qualify for a second sabbatical only by having produced a significant scholarly production during the first.

The program should be funded so as to make possible the hiring of replacements, when appropriate, for faculty members on sabbatical.

### 14. Structure

The Project I Committee firmly believes that the quality of teaching is enhanced by faculty research. The Committee's objective, therefore, was to find the optimum balance between teaching expectation, calendar, and research expectation to enhance the quality

of contacts between our faculty and students. To accomplish this objective:

a. The College should adopt a two-semester calendar that encompasses approximately the same number of classroom contact hours as we have a present. Through appropriate adjustments in the length of class time, the present number of student-faculty contact hours would be unchanged. In addition to this, the College should explore the idea of having an off-campus and optional May term in which students can study abroad during their junior year, within the regular tuition of the College. Students would have an exciting opportunity for study at other locations in this country or abroad, and most faculty would have the month of May for scholarly research.

b. The overall curriculum should be described on the basis of numbers of courses rather than course hours, with the graduation requirement being 32 courses.

c. The normal level of teaching should not exceed 6 courses per year, with provisions being made for additional research time during the year where merited. It is hoped that a large number of faculty will engage in significant research through periodically reduced teaching levels so that the average teaching level of faculty will be fewer than 6 courses per year.

### 15. Summer Research Funds

Summer research funds should be sufficient to fund as many worthwhile projects as possible with a minimum stipend of \$3,000, and to cover research or travel expenses.

### 16. Faculty Professional Travel

The budget for faculty travel to professional meetings for 1984-85 was increased by 75%, from \$16,000 to \$28,000. This should be increased to \$50,000 as needed. This is in addition to the travel expenses covered by research grants.

### 17. Other Resources to Support Faculty

The College should add a minimum of one-half secretary for every 4-person department and a full-time secretary for every department with 6 or more full-time members.

Office space and word processing capacity for all faculty secretaries and departments should be added.

The College should continue to provide computer use instruction for all faculty members and continue to provide a computer work station for each faculty member as feasible.

A full-time laboratory assistant should be provided for each of the science departments.

The College should employ an Academic Grants Coordinator and set an appropriate volume of grants to be obtained as a performance standard.

### 18. Distinguished Professors

To attract and retain top teacher-scholars, the College should increase the number of fully endowed Distinguished Professorships to a minimum of twenty.

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## M.D. ENTERPRISES

795-9415



Robbie Baker gets an out during a double header against Christian Brothers College on Monday, April 23. In the first game, Rhodes dominated with a score of 13-3. In the second game, however, C.B.C. came back with a 5-14 victory over Rhodes.

by Debbie Wiener

## Tennis

by Julie Brown

The Lady Lynx tennis team currently has the best record in the school's history with 17 wins and 4 losses. One of those losses took place last week at Delta State, a Division II school. Rhodes was defeated by a score of 6-3, but Laurie Laughlin and Mary Ann Fesmire claimed victories with scores of 6-1, 6-1. The team quickly bounced back to beat CBC 9-0 later in the week. Laughlin led the way by taking the number one singles match by a score of 6-0, 6-1, 6-0.

A crucial match with Milsaps this past Tuesday was rained out. The

winner would have most likely gone to the NCAA National Tournament as a team. The top two teams in the region are automatically chosen, and the Lady Lynx are currently in a three way tie for second with Emory and Milsaps. Davidson College holds the number one spot. To have a chance at a team bid to Nationals, the Lynx women must repeat as winners of the Women's Intercollegiate Athletic Conference Tournament this weekend in Sewanee. Laughlin should get a bid in singles and Fesmire and Laughlin in doubles regardless of what happens.

## Memphis

Coordinated by Rob Finch and Memphis Magazine

### Films

**FILMS UNDER THE STARS.** Australian films in conjunction with Memphis in May will be shown in Dixon's great outdoors. The Dixon Art Gallery and Gardens, 4339 Park (761-5250). \$2 non-members, Dusk.

May 3—Picnic at Hanging Rock  
May 10—My Brilliant Career  
May 17—Walkabout

**THE DIXON GALLERY FILMS.**  
May 12—Radha & Krishna, in conjunction with the Art of India exhibit.

**MEMPHIS PINK PALACE MEMPHIS IN MAY SERIES**  
Films about Australia and its people. Memphis Pink Palace Museum Theatre of Science, 3050 Central (454-5600). 2:30 p.m.

May 4—The Desert People. An anthropological study of the Aborigines.

May 11—Coral Reef Community. The amazing variety of life forms and their interdependence in the rich coral reefs of Australia.

### Music

**SUNSET SERENADES.** Live music on the plantation roof of the Peabody (or Skyway if raining). 149 Union (529-4000). \$3 6-10 p.m. May 2, 9, 16, 23, 30.

### Art

**AUSTRALIAN ART IN OUR TIME.** This twofold exhibition in conjunction with Memphis in May will present 20th Century Australian prints and fine paintings from a personal collection in New York. Memphis Brooks Museum of Art, Overton Park (726-5266) through May 29.

**LAND OF THE SOUTHERN CROSS.** Australia's unique geography, culture and customs, the sky legends of the Aborigines, and a look at the little-seen southern hemisphere sky. Memphis Pink Palace, 3050 Central (454-5600) through September 1.

**ALICE BINGHAM GALLERY.** Paintings by Judith Cotton. 24

S. Cooper (722-8665). Through May.

**ART TRENDS GALLERY.** Water colors by Lafayette Ragsdale, prints by Memphis T. Mississippi and Marjorie Schwarts. 3703 Summer (324-6119). Through May.

**EVEREST GALLERY.** Memphis in May poster, and serigraphs by gallery artists. 4976 Summer (761-9435). Through May.

**FORMA GALLERY.** Imported reproductions of fine oil paintings from great European Impressionists. The Peabody, 149 Union (523-1496).

### Sports

**MEMPHIS CHICKS BASEBALL.** Tim McCarver Stadium (272-1687). Games at 7:15 p.m. unless otherwise noted.

May 1-4—Charlotte  
May 5-9—Columbus (2 p.m. on May 5)

May 13-16 Chattanooga (12:30 p.m. on May 16)

**MEMPHIS SHOWBOATS FOOTBALL.** Liberty Bowl Stadium (685-7469).

May 3—Birmingham (7 p.m.)  
May 12—Houston (1:30 p.m.)

### Night Life

**AFTER FOUR.** Contemporary, pop and rock music. Mon.-Sat. 7-11 p.m. 111 Court (527-5757).

**BOMBAY BICYCLE CLUB.** Featuring Keith Sykes every Tuesday. Other performers include the Bluebeats, the Radiants, Good Question and the Cutouts. Weekdays, 9-1; week-ends 10-2. 2120 Madison (726-6055).

**CIRCLE CAFE.** Live music. Tue.-Wed. 8-12, Thu. 9-1, Sat. 10-2, Sun. 5-9. 680 Brookhaven Circle (767-5708).

**CLUB HANDY.** Blues Band. Tue.-Sun. Week nights, 7:30-1:30, week-ends, 8-2-30. 340 Beale (521-0213).

**HUEY'S.** Jazz and Bluegrass. Sundays, featuring the Midtown Jazz Mobile from 3-6 p.m. and Crawpath from 9-1. 1927 Madison. (726-4372).

**HUEY'S EAST.** Rock and roll with the cutouts every Sun. 8-12. 5356 Poplar (685-9340).

**MURPHY'S OYSTER BAR.** All blues music featuring the

# Memphis in May Salutes Australia

The following appeared in the Commercial Appeal, Sunday, April 7. Coordinated by Robert Finch.

Give an Australian an "Eskie" of beer, a barbecue grill and a load of good mates and he's got joy all day long.

"Gooday, mate," is the greeting in this country of fast-talking, easy-going people. From the industrial centers of Sydney and Melbourne to the less-populated rural areas in the legendary Outback, Aussies really mean what the greeting suggests. As a reinforcement they add, "No worries."

They call themselves Aussies which in their accent sounds like "Ozzies," hence the popular label for their Down Under country — the Land of Oz — and the national sports team cheer, "Go Oz."

Pride in their international reputation as a rough and tumble, frontier outfit competes with their eagerness to show off their big-city pleasures, comforts and multi-ethnic population.

Aussies are quick to assure you that theirs is a civilized country, with dishwashers and video-cassette recorders in one of every five households and color television since 1975. Aussies are members of 320 labor unions, work 40 hours a week or a little less, get four weeks of paid vacation each year and take their leisure time seriously. During cricket season, seats are filled even for the day-long, mid-week matches.

They fret about unemployment, drunk driving, drug use among youngsters, proliferation of nuclear weapons and rising crime rates.

For generations, they have dubbed Australia "the lucky country," lucky in abundant land, mineral resources and underground water. Everyone has the opportunity and the right to own his home (a right held dear by a nation descended from chained convicts shipped into exile by Britain), keeping 3.1 million of the 4.5 million dwellings owner occupied. Until World War II sent a wave of European immigrants who wanted apartments, none existed outside two cities.

Australia is similar in size and shape to the United States, but where we have the Mississippi River, Australia has an arid, red plain inhabited by millions of cattle and sheep and a few thousand people on enormous farms. Nearly 80 percent of the 15.7 million Australians live in 1.6 percent of the land area, most of them in the mild climate of the large southeast coastal cities or the narrow strip of land extending down the east coast and along the south coast.

A third of this continent is too dry for agriculture or grazing. That is the true desert, so forboding and barren that even today Australian adventurers are plotting ways to successfully take camel safaris across the country from east to west, studying the mistakes made by national heroes who dared the trek in the last century. More than half of the state of Western Australia has no definable roads or settlements. Maps mark cattle stations to give travelers some bearings.

Another third of Australia is fit

Feildstones. 1589 Madison (726-9052).

**CAPTAIN BILBO'S.** M.V.P., top 40 dance and party band. Mon.-Sat. 8-close, May 1-20.

**NORTH END.** Peter Hyrka, Thu. Sid Selvidge, Fri.-Sat. Jazz night, Sun. 10-2. 346 N. Main (526-0319).

### Theatre

**MACBETH.** The classic story of murder most foul. Theatre Memphis, 630 Perkins Ext. (682-8323). May 2-9.

only for sheep or cattle, with enough rain to maintain a sparse covering of grass and bush for grazing.

Although most Australians are white, more than ever the country is a "multi-cultural" place where South Pacific islanders and South-east Asians are changing the facial landscape. In many ways it's a new country: four in ten are first- or second-generation immigrants. Only the United States and Canada have more volume of immigration than Australia.

It is a "Gooday" country that is well worth the traveler's effort, from the population hubs of Sydney and Melbourne to the quiet green capital of Canberra, from the garden city of Adelaide to the Outback's Alice Springs, from the Queensland coast to the tip of the Great Barrier Reef on a bird-filled drop in the ocean called Heron Island.

Come throw a boomerang and taste the best pork barbecue in the world. Hear the strains of "Waltzing Matilda" and get down with the Memphis Blues. See the art of the Aborigines and run a 10 kilometer race along the mighty Mississippi River. You'll experience the wonders of two great cultures as the ninth annual Memphis in May International Festival salutes Australia — the "Land Down Under."

The festival is an entire month of exciting weekend events, art exhibitions, business activities and an educational program. Memphis in May is a lot of fun — but it also has a serious side. As we showcase the cultural heritage of Memphis and Australia, we'll be promoting tourism, the arts, business, education and international understanding.

The largest festival of its kind in North America, Memphis in May brought almost a million people together in 1984. We plan to hit the million mark in 1985 as participants and spectators from all over the U.S. and the world come to en-

joy the art, music, cuisine, sports and customs of Australia and Memphis, Tennessee.

### OPENING CEREMONIES

Friday, May 3

This gala event officially opens a month filled with fun and festivity. It will be held in the historic Orpheum Theatre, downtown Memphis. Top government officials from Australia and the U.S. will take part and Australia's top talents will perform, including the internationally known Sydney Conservatorium Symphony Orchestra, a group of 80 young musicians from Australia's largest city.

### RIVER RACES

Saturday, May 4

The activities of the Memphis in May River Races comprise the largest amateur athletic event in Memphis. The 10-kilometer run along the Mississippi River brings nearly 5,000 competitors together from all over the region and the U.S. It is the Southern Regional Championship of the Road Runners Club of America. Athletes of all ages compete in the two-mile fun run and employees from local companies team up for the corporate relays. The "World's Largest Aerobics Class" means a mass of human energy as thousands participate in this exercise happening. The River Races are sponsored by Methodist Hospitals of Memphis as part of WELTH, their health and fitness program.

### AUSTRALIA CELEBRATIONS

Saturday, Sunday, May 4, 5

Tom Lee Park on the Mississippi River will be transformed into a "mini" Australia for two days as we salute the arts, crafts, music, cuisine, sports and customers of the "Land Down Under." The fun includes a variety of top Australian performers on two stages and a marketplace full of authentic Australian goods. Come sing along with Australian bushmen as they perform "Waltzing Matilda" and say "G'day Mates!" to new-found Australian friends.

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2 Disc/2 Drum \$119<sup>95</sup> Regularly \$151.71

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**Four Wheel Balance.**

For smoother riding and longer tire life, we'll inflate all tires to proper pressure, inspect tires, install proper weights where needed on all four wheels. Weights included.

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\$19<sup>95</sup> Refrigerant, parts and labor to install, extra if needed. Regularly \$24.95

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