

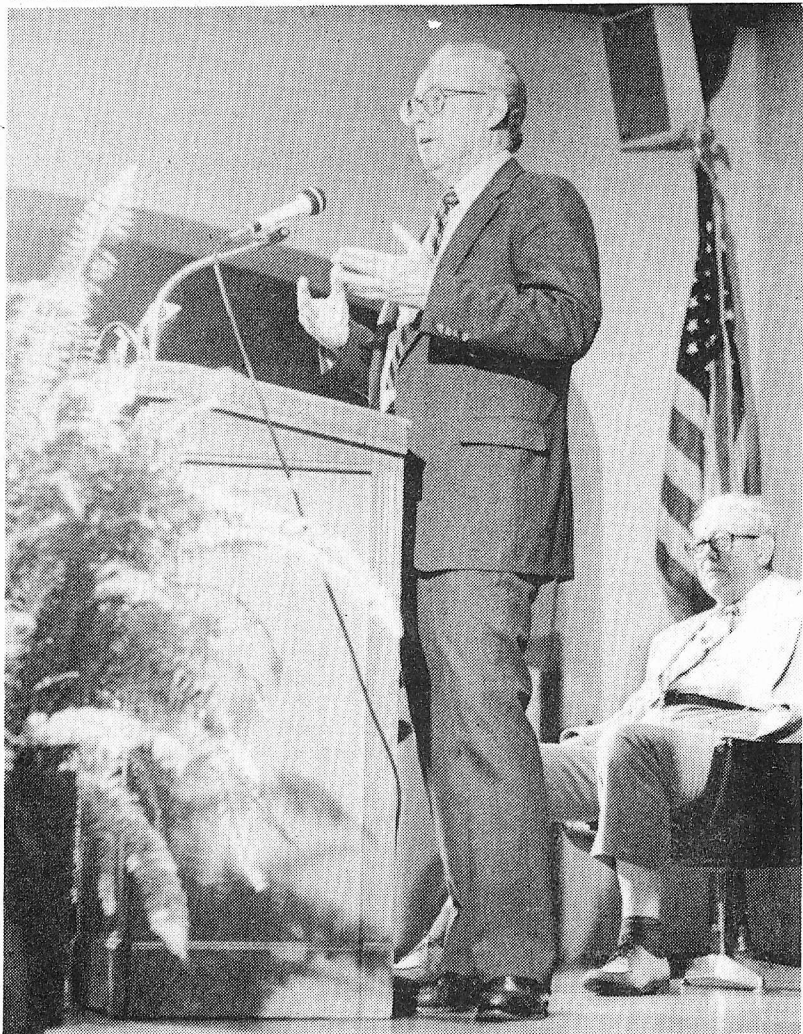
The Sou'wester

Rhodes College

Vol. 71, No. 17

G-Minus 64 Days and Counting

March 29, 1985



by Sherard Edington
Paul Duke, this year's second Seidman speaker, addressed a capacity crowd in Hardie Auditorium Tuesday. Duke, moderator of the PBS series "Washington Week in Review" talked about the news issues in today's headlines.

Duke Addresses Washington Talk

by Sherard Edington

Speaking to a standing-room-only audience in Hardie Auditorium Tuesday night, Paul Duke, the second speaker in this year's Seidman Town Hall Lecture Series, explained the inside scoop of what Washington, D.C. "is really talking about."

Duke, moderator of the award-winning PBS series, "Washington Week in Review," said that the issues of discussion in the nation's capital include the "new faces in Congress" and the new Soviet leader, Latin America, the federal deficit, and changes in the White House staff.

Duke explained that the recent appointment of a new White House Press Secretary promised a change for the White House Press Corps. "The press has not had a good relationship with the White House since Grenada when the press was not allowed at the landing of the troops."

Referring to issues such as the

rising deficit, a possible recession, and the nuclear threat as "dark clouds on the horizon," Duke commented on President Reagan's continuing popularity in spite of these issues.

"Reagan is connected with a strong strain of feeling in this country," said Duke. Although successful in the first term in getting his plans through Congress, now in his second term, he is essentially a

"Change is occurring. You can see it, you can feel it."

lame duck because he cannot be re-elected.

Reagan's lame duck status will probably pose some problems in continuing the implementation of his plans. Many Republicans in Congress, said Duke, disagree with him.

Continuing, Duke said, "Every

twentieth century second term president has had a lot of trouble in that term."

Duke also commented on the situation of the United States political parties. The Democratic Party remains strong—they control the House of Representatives and could regain control of the Senate—but the Republican Party is the new majority party in this country, said Duke.

"We have two distinctly different voting patterns" and this can be attributed to the decrease in party loyalty. Today's voters like to be called independent; they vote for the man, the cause, the issue, but not the party, said Duke.

"Splitting the ticket has become an art form."

We are experiencing the comeback of the Republican Party. The forecasted re-alignments in voting trends are possibly closer than we think; new political partnerships are being forged. For in-

(Continued on Page 4)

Third Term Promises Variety of Artists

Prominent Writers Launch Symposium

Two of America's most prominent living writers—Eudora Welty and historian Joel Williamson—will launch Rhodes College's first annual Frank M. Gilliland Symposium with a two-day visit to campus April 16 and 17.

The symposium, founded in the memory of Frank M. Gilliland Jr., a Memphis attorney who died in 1984, was established by his wife Tandy Gilliland and brother and sister-in-law, James and Lucia Gilliland. Frank Gilliland was a history buff who also loved literature and international studies. The symposium will focus on these subjects by bringing to campus prominent writers, historians and leaders from the field of international affairs.

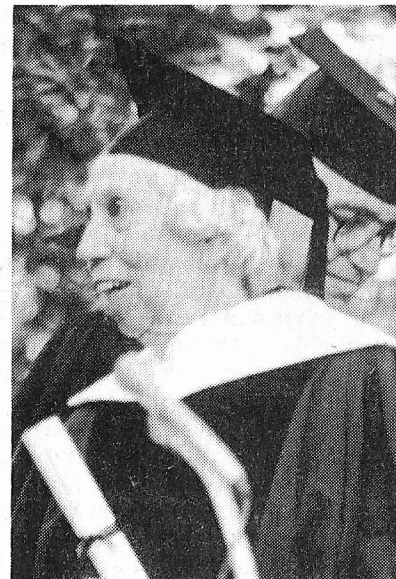
This first symposium will examine how novelists and historians tell stories: how fiction-writers use imaginary characters to get at the truth while historians use real people who lived in the past.

For Miss Welty, the occasion marks one of the few public appearances she grants today. It is

her first speaking engagement on campus although she received an honorary degree from Rhodes in 1980 and served in 1979 as artist-in-residence at the British Studies at Oxford program, founded and administered through the college. Williamson's connection with Rhodes began this past fall when he served as visiting distinguished professor of history.

"Among historians in America, there is a rising movement to look more closely at literature, to see what it can tell us about history," said Williamson, author of "The Crucible of Race: Black-White Relations in the American South," and a professor at the University of North Carolina, Chapel Hill. Williamson, who is currently working on a book on William Faulkner, is being heralded as one of the leading American historians at work today, a scholar of the C. Vann Woodward ilk.

"Eudora has such a tremendous sense of history, such a tremendous sense of place and the importance of place. And for her that place is



Miss Eudora Welty

the South," said Williamson, who shared the podium with Miss Welty last spring at the Southern Literary Festival in Jackson, Miss.

The festival coincided with Miss Welty's 75th birthday and the release of what has become a best-seller, her autobiography, "One Writer's Beginnings," said Williamson.

In one sense that autobiography "is" southern history, Williamson insists. "And she renders that history so beautifully," he says of Miss Welty. "It's the history that has reached so many people. Readers see themselves. They see their roots."

On the first night of their campus visit, Miss Welty and Williamson will give a public reading of thematically related passages from their recent books. The next days they will meet with students at the college and discuss their work.

In addition to her latest book, the Jackson, Mississippi born Miss Welty has won praise for her imagery and narrative technique and prizes for any number of novels and short stories. "The Optimist's Daughter" earned her a Pulitzer Prize in 1973; "The Ponder Heart" brought the William Dean Howells Medal of American Academy of Arts and Letters.

The Gilliland Symposium was begun, explains Mrs. Frank Gilliland, as a living memorial to her husband. "Frank was an English and history major at Vanderbilt and a member of Phi Beta Kappa and Omicron Delta Kappa," she said. He was also extremely in-

(Continued on Page 4)

French Playwright To Give Performance at McCoy

The man who virtually founded the Theatre of the Absurd, Eugene Ionesco, will visit Rhodes College, Monday, April 15, for a one-night performance of his latest play, "Parlons Francais II," which premiered in Paris in 1984. The world-famous playwright is currently touring the play in the United States. The production at Rhodes' McCoy Theatre is the only one scheduled in the Mid-South.

Performed in French by the original Paris cast, the play is about problems encountered in trying to learn a foreign language, namely French. "Parlons Francais II" or "Let's Speak French No. 2" is the story of two Americans in France, Marie-Jeanne a Californian, and Jean-Marie, a Texan, and their hurdles in overcoming the language barrier.

The dialogue comes from a French language lessons book, "Diction and Conversation Exercises for American Students," that Ionesco wrote for a friend who was

teaching French in an American university. The play, a series of comical sketches, pokes fun at the absurdity of language and at all the things that can—and usually do—run afoul when fledgling language students put their book learning into practice in everyday situations.

The play will open with an introduction by the 72-year-old Ionesco and close with a question-and-answer session featuring Ionesco and his bi-lingual cast. John McIlveen, an American who studied at Tufts University, plays the part of the Texan, and Caroline Schweich, an American who appears regularly Off Broadway in New York, plays the Californian. Jean-Jacques Dulon, a French actor and director, serves as the interlocuter in the show. A reception for Ionesco, the cast and the audience will be held after the performance in the McCoy lobby.

"The opportunity to bring a play-

(Continued on Page 3)

Nicaraguan Speaks Today

Miriam Lazos, head of the Department of Foreign Cooperation and the Department of International Relations at the Institute of Social Welfare and Social Security in Nicaragua, will speak at Rhodes College on Friday, March 29, at 5:30 p.m. in Room 200 of Clough Hall. She will focus her remarks on the socioeconomic effects of the contra war on the civilian population in Nicaragua.

Ms. Lazos is a member of the National Emergency Committee which responds to all major attacks by the contras. As such she works with 150,000 displaced peasants and

6,000 children orphaned by the war. At the Institute of Social Welfare she works on programs for the elderly and children as well as programs related to workers' benefits and compensation. Ms. Lazos, who holds degrees in education and psychology, has completed a study of the socioeconomic effects of the contra war on civilians there.

Serving as translator for Ms. Lazos will be Margarita Clark, a U.S. citizen who has been working in the International Relations Department of the Sandanista Cultural Workers Association for the past two years.

SGA Corner

by Beth Baxter

As this is my last week in office, I would like to express some comments and reflections of a more editorial nature.

All would agree that this year was a year of change, of questioning, of discussion, and of tension. Some members of our community have been left elated and hopeful, while other members have been left alienated and distraught. Who has been subjugated, and who are the subjugated, or do such factions exist?

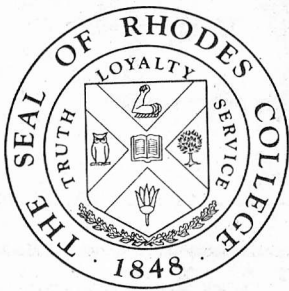
Students would probably not believe the attentive concern and deliberation that members of "the opposing side" (alias "them") give to student concerns. Although I'm never quite sure who are the "thems" and who aren't, some of the "thems" I know are actually pretty decent people. Their motivations and intentions are laudatory, and most "thems" realize that dialogue and the exchange of options are necessary to formulate the best solution to a problem.

The "thems" would probably be likewise astounded at the amount of time and energy students spend organizing and working on campus concerns. Groups of students do actually attempt to understand opposing viewpoints and question their own. Contrary to popular opinion, all students are not irrational creatures who dispell the legitimacy of anything that decreases their leisure time or cannot be fit into a resume.

Perhaps all concerned individuals should spend some time in the "shoes of the other person" and realize the limitations that each faces and the priorities by which each operates. That is, if you can tell the difference between the "them" shoes and the "us" shoes.

When dealing with a campus issue, students have often asked me if our efforts of student representation will do any good, if our concerns are really heard, or if we can really "do" anything. How-

(Continued on Page 4)



THE SOU'WESTER IS:

- Editors..... Grady Tollison '86, Robert Finch '86
- Editor Emeritus..... Sherard Edington '85
- Business Manager..... Robert Watkin '85
- Advertising Directors..... Albert Alexander '88, Josh Sandifer '85
- Circulation Manager..... Chris Allen '88
- Feature Coordinator..... Alan Harris '87
- Photography..... Debbie Wiener '88
- Cartoonists..... Greg Goodwin '86, Brian Maffitt '85
- Sports..... Richard McNabb '88, Mike Blair '85, Hal Fogelman '85
- Reporters..... Alan Harris '87, '88, Meg Beeson '86, Laura Johnson '88, Jeff Peterson '87
- Contributors..... Beth Baxter '85, Katie Bright '88, C. K. Feaver '85, Nell Fullinwider '87, Walter Anderson '88, Veronique Heinrique

Address: 2000 N. Parkway/Memphis, TN 38112
Phone: 726-EXPO

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*

Is 'USA for Africa,' USA for USA?

From Donahue to John Naisbitt's book, *Megatrends*, I have been inspired to address the following questions: Are you sick and tired of military build up, military expense and all of the political mumble jumble that comes with it? Is it really going to work to have the upper hand? Does peaceful coexistence NOT work? Has communism showed us that we must be paranoid and prepared for retaliation in case of an offensive attack?

Maybe so; however, there are other means through which peace can be achieved. "U.S.A. for Africa" turned my attention toward this subject. After all Lionel Richie and Kenney Rodgers are not voting for the MX missile, they are working toward something that could be an example for all Americans to follow; helping other citizens of the world that truly need help! Not help to build arms, but rather to feed mouths. After all, wouldn't you rather someone give you food for Christmas next year rather than an MX missile!?

I know. Then there is always the question of where the money goes. We are all aware that the Ethiopian government has abused economic aid. My point here is not to solve any particular world issue, but rather to stimulate interest among those of us who may one day have a college degree, a liberal arts degree that is, one that we should put to constructive use. This leads me to address the next set of questions. Do you agree with the statement, "History shows that the USSR has always done things to advance their own status"? What about the histories of Germany, France, Japan and even the "good-ole" U.S.A? Anyway, what are you doing in college? Attempting to lower your status? Is it not human nature to go forth and conquer? I guess the question is, conquer what and how?

P.S. Do you agree with U.S. action in Nicaragua? Do you know who your senators and congressmen are? Do you vote? Do you care?
Robert Finch

FOR	OVER	45	Y
			R
THE	F		S
	I		
	R		W
AND	LAST		O
	T		R
IN			D
	T		
PREPARATION			
	S		
	T		

- | | |
|----------|------------------------|
| ACROSS | DOWN |
| 1 LSAT | 1 NMB |
| 2 GMAT | 2 VQE |
| 3 GRE | 3 ECFMG |
| 4 MCAT | 4 FLEX |
| 5 DAT | 5 NDB |
| 6 MAT | 6 NPB I |
| 7 PCAT | 7 NCB I |
| 8 OCAT | 8 CGNS |
| 9 VAT | 9 GRE PSYCH |
| 10 TOEFL | 10 GRE BIO |
| 11 SSAT | 11 ACHIEVEMENTS |
| 12 PSAT | 12 NURSING BDS |
| 13 SAT | 13 CPA |
| 14 ACT | 14 SPEED READING |
| 15 MSKP | 15 ESL REVIEW |
| | 16 INTRO TO LAW SCHOOL |

Call Days, Eves & Weekends

Stanley H. KAPLAN EDUCATIONAL CENTER
767-1861
4515 Poplar, Suite 232
Memphis, TN 38117
Permanent Centers in More Than 120 Major U.S. Cities & Abroad
For information about other centers
OUTSIDE N.Y. STATE CALL TOLL FREE 800-223-1782
In New York State: Stanley H. Kaplan Educational Center Ltd.

BOX CE:

Letter to the Board of Trustees

The following letter is being mailed to the members of Rhodes' Board of Trustees.

I am writing you with great concern over the future of Rhodes College. Last year I enrolled with great enthusiasm in an academic institution that seemed to be challenging, unique, and a very enjoyable place to seek a liberal arts education. Recent events have frustrated, somewhat disgruntled, and shaken my faith in the "supposed" ideas that have ruled Southwestern—now Rhodes.

Many of the features that were touted and pointed out as selling points of the college either are under attack, marginally exist, or are simply no longer true. Students are deeply concerned with the "broken promises" and "new" direction of our school. I am enclosing two letters published earlier this year in THE SOU'WESTER (campus newspaper) in order that you might carefully consider and take into account the feelings of Rhodes College students (the consumers).

Rhodes means a great deal to all of us. I chose to attend Rhodes College after a thorough and careful search. As a consumer my investment in a liberal arts, college education is very important and not taken lightly. Some of the proposed changes (and the administrative climate) point to a very different college than was previously advertised. Every consumer knows the frustration of purchasing something only to find out the product's

claims were bogus. Is this the legacy that Rhodes College will give its graduates?

The proposals of the Project I committee get to the heart of the heritage of our college. Dr. Diehl's vision of this school was that it would be primarily a teaching institution. Project I points in a very different direction. Professors should be evaluated for their most important job—teaching, both in the classroom and by being available to students. Third Term is another area where great promises are given to students, but not delivered. Why haven't the proposals of the Ad Hoc Committee on Term III been acted upon? Has the Board of Trustees, the guardians of this institution's future, followed up on its administration?

Last year I found it amazing that so many of the courses described in the College Catalog (the "contract" between the college and students) as being offered in Third Term were not listed on the schedule. It was also surprising to witness the lowering of academic standards and expectations. Academic attitudes flow both ways. Obviously, the support and importance of Third Term has not come from the sources that can make it a success. Not everything has been done to make it the true asset it could be to Rhodes College.

I am taking the time to bring all of this to your attention because I have faith that you care a great deal about Rhodes College and take earnestly the responsibility you shoulder as a Trustee for this institution. I hope you will make an effort to learn the thoughts and opinions of those who you serve—the consumer—the students who

make-up the Rhodes College community and future.

It is time for Rhodes College not to be the best school "of our kind," but to be the best college it can be. If Rhodes College is to achieve greatness it must be on its own merits, its own two feet. We cannot expect to ride any coattails. The time has come to look at our merits—exploit them—realize our deficiencies—work on improving them—and be "in a league by ourselves." Polishing image will not make Rhodes a more successful institution. If we truly wish Rhodes College to be successful, instead of merely appearing successful we must forget about "schools of our kind" and concentrate on substance.

Rhodes College can be a Thoroughbred or a cross-breed, much of the determination is up to you. Successful decisions are well thought-out, considered on all fronts, and never hastily or blindly committed. Please consider your duty with the deep responsibility it invokes.

The students of Rhodes College are looking to you in the hope that you will listen carefully and fully consider our concerns as you direct the future course of this academic institution. Presently student morale is low because many of us feel betrayed and we feel that our perspective is not being respected in the decision-making process. We sincerely hope that in the coming months you will realize the effects and scope of your decisions. Thank you for your continuing commitment to the advancement of education.

Sincerely,
Jason P. Hood '87

College Curriculum Returns to Basics

The following appeared in the March 18, 1985 issue of The Dallas Morning News.

Students at Barnard College are studying more mathematics, professors at Stanford are dusting off their Greek and Roman texts and, in Minnesota, Gustavus Adolphus College has thrown out its entire course catalog and started over.

These and hundreds of other institutions, from tiny liberal arts colleges to huge state universities, are part of a new wave of curriculum reform that is radically changing what college students will be learning in coming years.

In the last couple of years, hundreds of colleges, including virtually every major liberal arts institution, have stepped up the number of mandated courses, redesigned their general education programs and proclaimed that graduates must now possess skills ranging from mathematical proficiency to computer literacy. Hundreds more are in the process of doing so.

"What we have done, in essence, is to redefine our concept of what constitutes an educated person," said Joseph C. Palamoutain Jr., president of Skidmore College in Saratoga Springs, N.Y. The college's new curriculum is constructed around four areas, including one called "science, society and human values," and includes more required courses in the arts, foreign languages and non-Western culture.

At Gustavus Adolphus, faculty members were told four years ago to "rejustify" any course they wanted to continue teaching or, better still, design new ones. A new core curriculum of required courses was drawn up and will be added to student graduation requirements this fall.

"We had too many superficial survey courses. Getting a degree was like filling in a Green Stamp book."

Survey courses cover a wide range of material within a given subject, tending to be more sweeping than deep.

The State University of New York at Stony Brook has a new

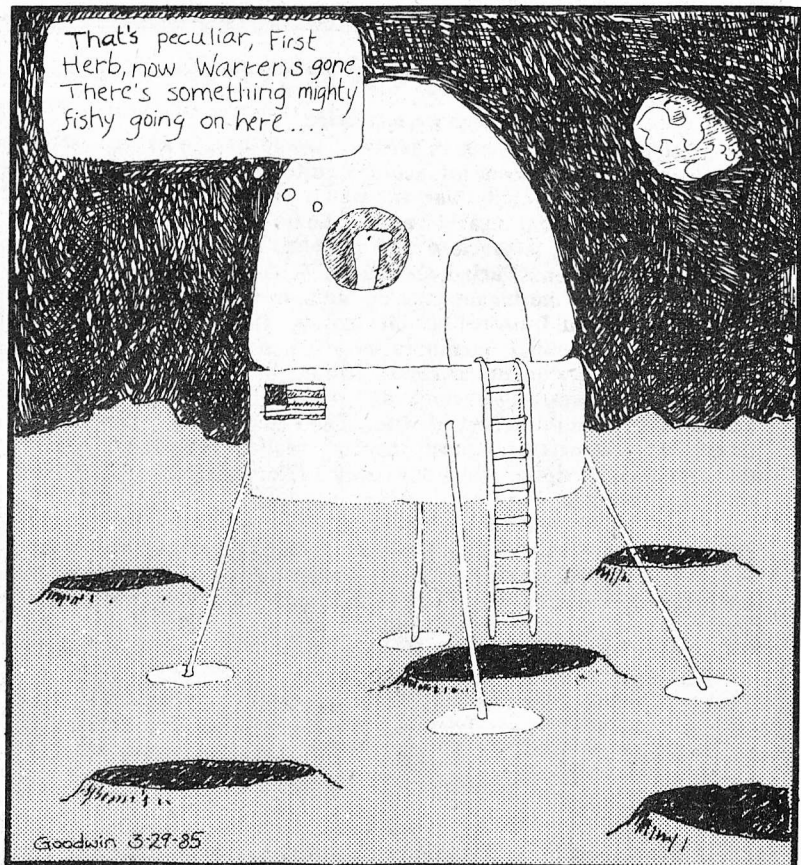
curriculum based on six themes, from "understanding that natural world" to "technological literacy." After a decade long hiatus, Stanford has revived its "Western culture" requirement.

The University of Connecticut, which four years ago adopted a new set of course requirements in the College of Arts and Sciences, is considering extending them to non-liberal arts students as well.

Some college officials view the flurry of curriculum changes as the higher education equivalent of the "back-to-basics" movement at the elementary and secondary level. "We're back to a classical approach to education," said Joan Klinge, an assistant dean at the Colorado

Springs campus of the University of Colorado, which has the six-course humanities component of a new core curriculum in place and is working on those for the social and natural sciences.

This theme has been echoed by William J. Bennett, the new Secretary of Education. In November while still chairman of the National Endowment for the Humanities, he issued a report saying that American colleges and universities were failing to give students "an adequate education in the culture and civilization of which they are members." Last month Bennett charged that many American students were being "ripped off" by their colleges.



SOMEWHERE BY GREG GOODWIN

Does Man Have a Place in a Back-To-Basics Approach?

Coordinated by Alan Harris

As outlined in the article above, American universities are placing a renewed emphasis on the liberal arts aspects of education. Following a "back to the basics" approach, many colleges are restoring requirements in the humanities and developing courses similar to Rhodes' own "Man in the Light of History and Religion."

All of us are familiar with this College's requirement consisting of the interdisciplinary, or "Man" option and the departmental, or "Life" alternative; a two year study in some form in the humanities has been mandatory at Rhodes since 1981. In light of this fact and of the changes taking place in other colleges, we ask: Should there be a humanities requirement at Rhodes College?

Three sophomores responded this week: Laura Richens and John Thomas from the "Man" track and Blake Ross from the "Life" track.

For what reason are we attending a liberal arts college? This is a fair question, but it is one that may be difficult to answer. We are not learning technical skills that will help us in a future job, but instead we are learning seemingly useless things. Upon this pile of seemingly useless things one may heap the study of the humanities. Indeed, the humanities are not only available for study at Rhodes College but are required for study. Is

Humanities reflect our heritage and our cultural foundation. Ignoring the humanities — or any academic discipline or set of disciplines — can distort the vista one hopes to acquire by pursuing a liberal education. Humanities and other requirements have been instituted by this institution to insure that well-roundedness.

However, I know that when I do something by choice I enjoy it much more and probably get more out of it than when I am made to

this a proper requirement? To answer this we must return to our original question.

Upon considering why a person might seek a liberal education, Brand Blanchard concludes that the answer lies in the search for truth. In fact in *The Uses of a Liberal Education*, Blanchard sees the attaining of truth as the ultimate goal of such an education—"The mature mind, the mind that

do it. Brown University has reflected this liberal attitude toward the liberal arts in its requirements for graduation. There are none. Students and advisors work together to construct an individualized curriculum catered to the students' needs. I see no reason why such a system could not be discussed and eventually implemented at Rhodes College, despite the fact that Brown is not one of the Five Target Schools (maybe a Sixth could be added to that il-

To have the chance to know what someone is thinking is a privilege often taken for granted. Consider the writers and artists who have made their feelings tangible, accessible, public — they have left themselves open, and through their vulnerability we have the chance at new insight, the chance to see how someone before us thought and felt. These precious reflections are always available to us.

has escaped the straitjacket of prejudice, superstition and ignorance, the mind that knows the truth about itself and its world and by knowing the truth has been made free, is itself the highest value that education can confer."

If this intangible concept of truth is the bottom line of a liberal education, then where do we look to find it? Where might we learn of man's quest for truth—his suc-

John Thomas

cesses and his failures? The answer is in every aspect of a liberal education, including the study of the humanities.

What have the minds of Western man contributed to this quest for truth—the minds of Aristotle and Plato, of Jesus and Paul, of Augustine and Aquinas, of Luther and Calvin, of Descartes and Kant, and of many more? The answering of this question is the reason for studying the humanities, and the

Laura Richens

I think of "humanities" as a big puzzle in which the student is faced with the incredible task of piecing together what man is, based on the personal struggles of certain individuals who have left us their views. These historical struggles may take the form of religion, philosophy, art, or any other way in which someone has explored himself and tried in the best way he could to express himself.

The question, "What is man?" includes man's search for his origins as well as his potentials, and the search for these elements is certainly worthy of our study. We should take advantage of every opportunity to explore the thoughts of others with tolerance, sensitivity, and compassion. If the study of humanities carries these implications, I think it is a wonderful necessity.

Blake Ross

search for truth is incomplete until such a study is made.

Referring to the study of philosophy, literature, and history, Blanchard proclaims the "usefulness, the transcendent usefulness, of useless things." Echoing his proclamation, we must not only realize that the study of the humanities is useful, but that this study is a necessity in seeking the goal of a liberal education.

search for truth is incomplete until such a study is made.

Referring to the study of philosophy, literature, and history, Blanchard proclaims the "usefulness, the transcendent usefulness, of useless things." Echoing his proclamation, we must not only realize that the study of the humanities is useful, but that this study is a necessity in seeking the goal of a liberal education.

Ionesco

(Continued from Page 1)

wright of Ionesco's caliber to Rhodes was irresistible," said Loyd Templeton, who chairs the college's McCoy Visiting Artists Program. "Having one of the major figures in 20th Century literature and theatre on our campus is the chance of a lifetime."

"Parlons Francais II" is Ionesco's second play about the tribulations of Americans learning French. His first, "Parlons Francais," premiered in France in 1980 and toured the U.S. (Tufts University, Harvard, MIT, Amherst College and Mount Holyoke) and England shortly thereafter. It was filmed by French TV in 1984.

Ionesco's fascination with language and its absurdity lured him to the theatre in the first place. Born in Rumania in 1912, Ionesco grew up in both France and Rumania. He began studying toward an M.A. in French at the University of Bucharest at age 17 and had his first article published in a Rumanian magazine when he was 18. He wrote poetry and magazine articles for a while and in the early 1940s moved back to Paris where he'd spent some time in his youth.

It was 1948, and Ionesco was 26 years old and studying English when he truly discovered theatre, he claims. Study of English idiom introduced him to the power of language, its absurdity and satire, and he started writing "La Cantatrice Chauve" ("The Bald Soprano") which made its stage debut two years later in 1950. He called it an "anti-play"—a rebellion against conventional drama. Among the several dozen plays he has written since then are "La Lecon" ("The Lesson"), a comic drama; "Jacques ou la soumission" ("Jack, or the Submission") a naturalistic comedy; and "Les Chaises" ("The Chairs"), a tragic farce; "Rhinoceros," and "Le Roi se meurt" ("Exit the King").

The Rhodes College performance of "Parlons Francais II" will be at 8 p.m. on Monday, April 15. Tickets for members of the Rhodes community will be \$5.

A French Perspective

by Veronique Heinich '86

What English major has not dreamed of meeting Emily Dickinson or Mark Twain and asking them: "Why did you express this idea this way?" or "Why did you become a great artist?"

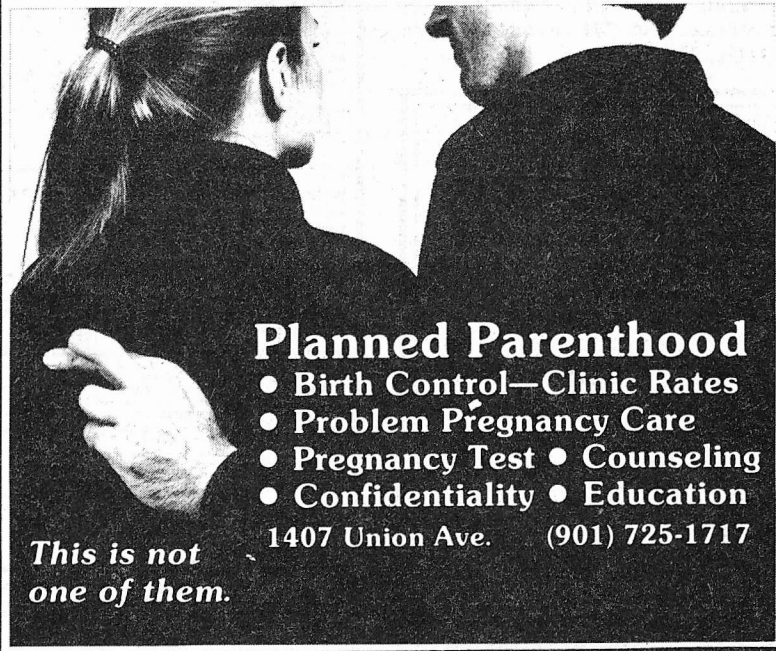
Third term, this chance will be given to all of us who are interested in 20th Century French theatre and literature. Eugene Ionesco will bring his new play "Parlons Francais II" to the Rhodes campus.

Gosh! I remember studying "The Bald Soprano" in high school in France and thinking: "I have to meet this guy before I write a paper about his work." Well, I never was able to meet him, but I wrote my report anyway.

There are so many ways to interpret Ionesco's writing, I just let my imagination go. His vision of the world is circular. The characters are very elementary and speak a language emptied of expression or real thought. This emptiness of expression goes to the extreme and transpires both in the decor and the dialogues.

The Rhodes community should take advantage of this opportunity to witness Ionesco's work because it's not everyday that a man of his stature comes to this campus.

There are ways to prevent pregnancy.




Planned Parenthood

- Birth Control—Clinic Rates
- Problem Pregnancy Care
- Pregnancy Test • Counseling
- Confidentiality • Education

1407 Union Ave. (901) 725-1717

This is not one of them.

We Cash Checks Anytime



BROWN JUG LIQUORS

2419 SUMMER AVENUE
JUST WEST OF HOLLYWOOD

TELEPHONE 458-3501 MEMPHIS, TENN. 38112

Discount to Rhodes Students and Faculty

AIM HIGH

Want to take advantage of Air Force ROTC?



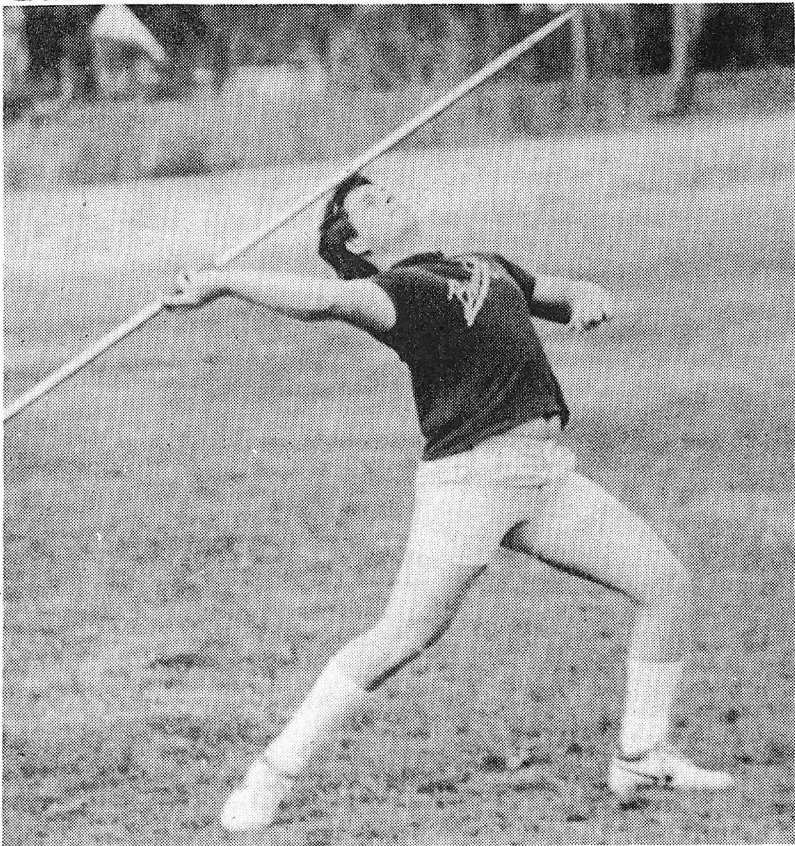
Contact Capt. Ulysses Swift
Memphis State University
454-2681

Not all colleges and universities offer Air Force ROTC. If you want the advantages of Air Force ROTC and your school doesn't have the program, you still may be able to participate. Call or visit the Air Force ROTC detachment listed above and ask about the "Crosstown" program. You may be able to take Air Force ROTC at another college in your area. We have four-year and two-year programs that lead to an Air Force commission. We may also apply for a scholarship which pays college expenses plus \$100 tax free per academic month.

AIR FORCE ROTC

Gateway to a great way of life.

CROSSTOWN I



by Debbie Weiner

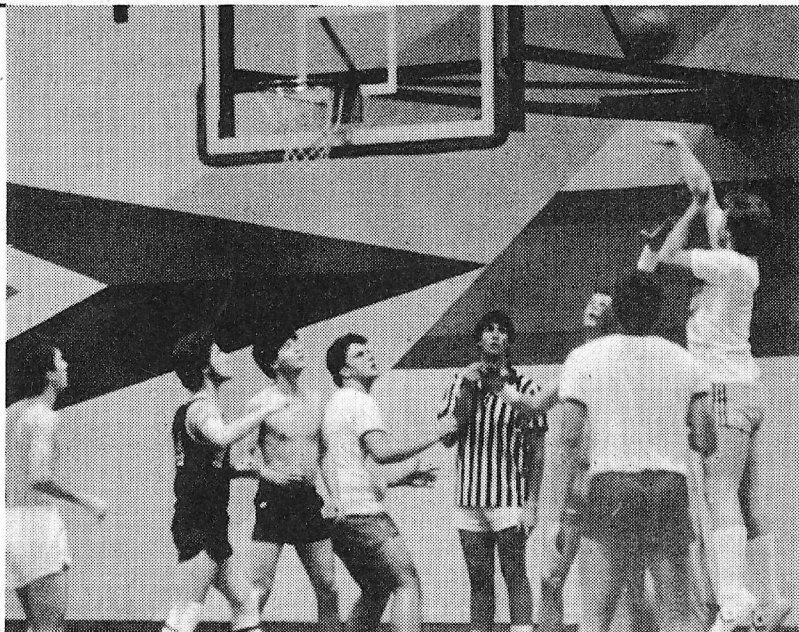
Newcomer, David Porter, won first place in the javelin throw, hurling the javelin 152 ft. and 9 inches at Rhodes first track meet of the season. Other first place winners included Rick Neal — 400M, Dave Maddux — shot put, Marc Riseling — men's 1500, and Shirley Irwin — women's 3000. Rhodes won the meet.

Intramural Update

In the A league division the Rat Packs beat the Snakes 37-34. With 35 seconds left in the game, Toyland hit both buckets on a one-on-one, which gave the Rat Pack a 35-34 lead to victory. The lead scorer was Toyland and an outstanding performance was displayed by Reginald. On the losing side Jeff Foropoulos and Robbie Baker were lead scorers.

In the B league division the Purple Helments beat the Crusaders 49-39, with Joel Pettit, Jim Elgin, Glen Tillery, and Michael Mangrum scoring highest among team members.

In the Women's division, the Chi-Omegas beat the Blobs 32-30 with a shot made by Chi-O Alice Quarngenti, at the sound of the buzzer.



Duke

(Continued from Page 1)

stance, more Southerners and young people than ever are joining the Republican Party.

"Change is occurring. You can see it, you can feel it," said Duke.

"The Democrats are victims of their own success." All the social reforms emanating from the days of John Kennedy, such as welfare and civil rights, have to some degree been achieved. The Democrats do not have a major agenda of new social programs. They are "a burned out party."

"American voters want results," said Duke. It is a time tailor-made for the Republicans.

Before he began his talk, in reference to the ongoing N.C.A.A. basketball tournament, Duke told the audience, "You're nice to have someone here from the Big East." He said he is really a S.E.C. fan and was pulling for M.S.U.

Although no one was turned away, many of the audience sat on window sills and radiators and lined the walls to hear Duke. Even though the number of Rhodes students appeared to be about 30, the huge turnout of off-campus visitors can be attributed to the large following this year's Seidman speakers have created through "Washington Week," said Loyd Templeton.

The concluding speaker in this year's series will be Charles McDowell, Washington correspondent for the Richmond Times Dispatch, who will also address this year's topic, "Dateline, the World: Award-winning Journalists Size Up the News," on April 23.

The Seidman Lecture Series, held every year at Rhodes, is provided by Memphian P. K. Seidman as a memorial to his late brother, M. L. Seidman.

Rhodes Wins 3

by Walter Anderson

The Rhodes Baseball team extended their winning streak to three games Saturday with a 17-11 victory over Millsaps College in Jackson, Miss. Rhodes' offensive power emerged during these three games with a 15-2 victory over Seawanee, a 24-14 victory over Lambuth College and their 17-11 win at Millsaps. Leading the offense Saturday was Walter Anderson, who was 2-4 with a two-run homer and three RBI's, Bill Lansden with a three-run homer, and Norm Pauley with a solo homer and three runs scored. Lance Vickers and Jim Elgin were both 2-3 and Colin Johnson was 2-2, scoring 2 runs. Jeff Calvert picked up his third victory and Jim Elgin got the save.

The Lynxcats came up short Tuesday against Bethel College in a doubleheader losing 10-9 and 8-2. Rhodes' record now stands at 6-12. The team's next game is a doubleheader at Lemoyne-Owen today at 1:00.

John Thomas

(Continued from Page 2)

look at how much of Rhodes College we have sold, and as well how much we intend to perfunctorily mimic other institutions instead of valuing our lwn heritage and development our own character. The policymakers of this college should have a humanities requirement rather than the student. They should be required to value "the heritage on which we stand."

Gilliland

(Continued from Page 1)

terested in international relations as a former captain in the Naval Reserve, involved in military intelligence. One of the Gillilands' children—daughter Carol—is a junior at Rhodes.

The symposium has been funded for the next 10 to 15 years.

Tennis, Anyone?

Which Rhodes College athletic team:

- is currently ranked ninth in the nation for our division?
- plays year round but never practices together?
- recently beat the fourth ranked team in the nation (Mary-Washington)?
- spends more time in a van than in their afternoon classes?
- has no uniform?
- has a current record of 14-2?
- has had national qualifiers for the past two years?
- has taken the complete mid-south Wendy's tour?
- can be recognized by their white feet and sun burned noses?
- plays on an experimental surface?
- has two of its players ranked in the top three nationally?
- greatly appreciates the support of the history department?
- likewise appreciates the support of the women's basketball team?
- has "Dynasty" happy hours?
- has been forced to claim "On the Road Again" as their theme song?
- has a strong chance of qualifying for the national tournament to be held in Philadelphia in May?

You guessed it! The Rhodes College Women's Tennis Team. Just a reminder to the Rhodes' community, the Women's Tennis Team will continue playing matches third term, so there is still time to show your support.

- | | |
|--------------------|----------------|
| Laurie Laughlin | Lauren Martel |
| Mary Anne Fesmire | Laura Reasoner |
| Allison McCarthy | Audrey Weston |
| Stephanie Fuss | Darlene Jordan |
| Coach Sarah Hatgas | |

SGA Corner

(Continued from Page 1)

ever, the questions I try to ask are: How can we responsibly articulate our concerns to others involved in the decision-making process? What are other viewpoints in this issue? Do we, perhaps unknowingly, share common concerns?

As a student representative, one seems to have an obligation to familiarize oneself with the various perspectives of an issue and with the available information pertinent to the subject. Next one must determine carefully the most effective manner of presentation, and do it!

During a student survey that was taken in Term II registration, a poll-worker was asked, "Will any of this ever mean anything?" He replied, "I wouldn't be here if it didn't."

Jobs

HYANNIS, MASS. — Cape Cod, Massachusetts and the off-shore islands of Martha Vineyard and Nantucket have more good paying jobs open to students and teachers this summer than ever before.

For immediate information on the many kinds of jobs available and details on how to apply send a LONG self-addressed STAMPED envelope to: 1985 Summer Jobs Program, Box 594, Room 15, Barnstable, MA 02630.

WORD PROCESSING SERVICE

Let us handle your term papers, theses, resumes etc. We use IBM and Apple PCs, computer spelling checks, letter-quality printers, and quality bond paper.

Same day and next day service on most jobs.

100% Guaranteed—And We Deliver

M.D. ENTERPRISES

795-9415

EXXON CAR CARE CENTER

2346 Summer

458-2433

Jim Kennedy — Manager

James Terry — Service Manager



Money-Saving Spring Specials.

Exxon Uniflo Oil Change, Filter and Lube.

Engine protecting Exxon Uniflo—purely and simply, the finest motor oil in Exxon history. It provides super premium protection for all cars. Offer includes up to 5 qts. Exxon Uniflo, new Atlas, oil filter and chassis lubrication.

\$15.95 Regularly \$21.50

Lube fittings extra, if needed

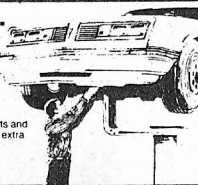


Transmission Check.

Keep your transmission operating smoothly. We will inspect casing and seals, drain fluid, replace pan gasket, clean sump and screen, and road test for smooth operation.

\$26.95 Filter, fluid, other parts and labor to install them, extra

Regularly \$33.62

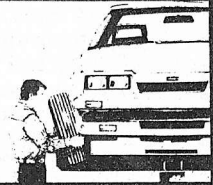


Tire Rotation.

Prevent uneven tire wear. We'll rotate all four tires, inspect and inflate tires to proper pressure to assure maximum tire life. Will add valve caps if needed.

\$5.96

Regularly \$8.00



Wheel Alignment.

We will inspect your entire suspension system, including tires and shocks, and measure and adjust all alignment angles to factory specifications.

\$19.95 Regularly \$23.95

Includes most U.S. cars (except Chevies), Toyotas, Datsuns and VWs. Does not include 4-wheel drive vehicles. Inquire at service desk for your car. Additional parts extra, if needed.



SAVE \$5.00 SAVE

Present this coupon at the Exxon station listed below, and take \$5.00 off any repair work over \$25.00. Excludes tires, batteries and advertised specials. Offer Expires—March 31, 1985.

The Exxon Maintenance Promise:

- Well trained, ASE-certified mechanics.
- 4,000-mile/90-day, whichever comes first, written limited warranty for repair work. Extended limited warranties for tune-up, brakes, shocks.
- Estimate in advance.
- No work done without your approval.

All replaced parts available for inspection upon request.



Quality you can count on.

All offers expire March 31, 1985, at this station which is operated by Exxon Company, U.S.A. Charge it on your Exxon, Credit Card, MasterCard, or VISA, Card.