

OG Approves Taber Committee Findings

By LAW WILSON

A special OG meeting last Tuesday re-approved the Taber Committee report, sending the Constitution of the Student Assembly to the student body for approval.

Students will be asked to approve the proposal in a referendum vote Monday and Tuesday in the Union. The proposal must pass by a majority of the number of students who voted in the last OG election; about 656.

The proposals had been approved in a regular meeting, attended by only 63 voting members. Tuesday's meeting had about 70 present.

Randy Marks moved to rescind the Order's approval of the Taber Committee report, which is an attempt to create a representative student government. A motion to table Marks' motion was submitted and approved.

The Order then approved motions supporting the proposed five day week and requested the creation of a faculty-student committee to evaluate courses.

Adjournment seemed near, with the Taber forces victorious, but former OG President Ed Schmutzer moved to reconsider the proposal.

The Order then approved motions to floor the Taber Committee report or another vote.

Schmutzer supported his motion by saying that a new proposal, leaving more power in the hands of the Government, should be drawn up. Charles Chennitt questioned the constitutionality of submitting any proposal to the voters. In reply, a student pointed out that the writers of the present U. S. Constitution ignored the amending proposals contained in the Articles of Confederation, and submitted the proposals to the people.

Schmutzer's motion was approved and the Chair re-introduced the Taber Committee Report for discussion by the Order.

Taber spoke first and questioned the wisdom of the Order reversing itself, pointing out that almost the same number of OG members were present as at the regular meeting. He also cited student support for some form of government other than the present Order of Government.

Randy Marks then expressed his opinion that the proposals left the OG impotent. Taber, then Jimmy Sullivan disagreed, enumerating the powers. Sullivan pointed out that power is derived from the governed, and that the Delegation Assembly would mean that the students would know of whom and for whom they were voting. As chairman of the elections committee, he said that he had seen too many cases of students voting in ignorance.

Bill Bennett then proposed an amendment to the motion to the effect that the proposals would have to pass a student body. Ed Schmutzer moved to amend the amendment to read 2/3 of those voting. This motion failed and the original amendment was withdrawn.

Jimmy Sullivan, reminding the Government that he had defended the OG from all such attacks in the past, and commended the Committee on its well-thought-out proposals. He accused the Government of being ideologically of the Order, clinging thoughtlessly to their privileges. Amidst a round of applause, he called the question, which was approved and the Order then reiterated its approval of the Taber Committee report.

Faculty Will Review Five-Day Week Decision

By LAW WILSON

The five day week proposal, passed by the Faculty at its May meeting, will be discussed again at the final meeting in June, according to Dean Webb. Webb Wednesday night cited the narrow 91-29 vote and stated that the entire matter is "a question that has frequently been assumed to be in mind of an administrative decision." He also said that there is doubt in his mind that the vote is a "sufficiently strong consensus of faculty opinion" to require implementation.

Several faculty members stated that at the meeting they were given the impression that the vote was to implement the proposal, not to recommend their implementation.

Dr. Malcolm Owen had this comment: ["Dean of the College (Lancaster) announced that as far as he was concerned, he would not implement the proposal in September."] The controversy centers around the question of who has the final say in an administrative matter.

The faculty is given control of curriculum matters, and the proposal was reported out of the Curriculum Committee of the faculty. However, it appears that the administration is bent on implementing the proposal. A motion to rescind the proposal is almost certain.

Webb, who is for the proposal, said that "it is not a curriculum matter, and that it related to the organization of "the whole business." In a further comment on the close vote Webb said: "I don't want a five day week which one or two people in effect run down." (Continued on page five)



Vice-Chancellor McCrady and Chaplain Fugh during last Saturday's dedication of the new Woods Science Laboratories. The complex of lecture offices, classrooms, and laboratory facilities is named after the late Mr. J. Albert Woods, who, along with his brother Cecil Webb, headed the land-raising drive which financed the University's recent expansion, independent of government aid.

Campus Unrest Serves As Topic of Seminar

By JIM CAMERON

The fact that students on university campuses around the world have in the past year become explosively involved with the administration at their schools, served as the topic for a seminar held last Tuesday in Convocation Hall. Dr. Robert Lancaster, Dean of the College of Arts and Sciences and Professor of Political Science; Dr. John Webb, Dean of Men and Professor of History; Mr. John Popham, managing and education editor of the Chattanooga Times; and Steve Zimmerman, a student in the University, composed the panel.

The program was introduced by the moderator, Dr. Lancaster, who laid the groundwork for the discussion of the present situation of world student movements. He asserted that there are four elements which contribute to student unrest. The first is the complexity and diversity of twentieth century society. The traditional tenets of society are giving way before a more pressing social consciousness, an consciousness which forces young people to reject the inequalities and disappointments of the contemporary world. In this search for a better society the university has failed to meet the challenge. Mammoth institutions of many thousands have become so impersonal that a student may never even see his professor who is often absent on research projects of his own. A new strata of student has arisen. The modern man now doubts and experiences more than his predecessor, and has come to expect education on a personal basis, as a matter of right.

Dr. Webb presented further arguments in explanation of the phenomenon. To him, student reactions are the result of a crisis of confidence. Students want to be heard and demand imaginative responses, but they fear they are not being listened to. Having grown up in the shadow of the civil rights confrontations, they now seek confrontations of their own. The college man takes the ideas of the older generation seriously, looking for responses which will solve the inequities. Because the colleges are not equipped to handle this agitation, the entire educational philosophy and system must be altered. Dean Webb's "Protest" man is the product of both the separation of men with a manifestation of their ideals which they now see as inadequate, and the deluge of superficial information which we are constantly bombarded by the communications media. Science, however, has managed to preserve an atmosphere of intimacy in the midst of chaos.

Steve Zimmerman reiterated several of the points made by the preceding panel. (Continued on page five)



The courtyard of the Woods Lab was the scene of an informal reception following the dedication of the new facility and an address by Atomic Energy Commissioner Dr. Gerald Tapp.

J. Albert Woods Laboratories Dedicated in Special Service

By ROBERT DAY

On Saturday, May 10, the J. Albert Woods Laboratories were dedicated in Blackman Auditorium. Dr. Gerald E. Tapp, one of the five commissioners of the Atomic Energy Commission, delivered the address.

The service recognized the late Mr. Wood's great effort in the successful campaign drive for capital funds, which is especially memorable because of the University's decision to build without government assistance. Mr. Wood was co-chairman of the campaign with his brother, G. Cecil Wood.

The service opened with Dr. Malcolm Owen extending a welcome to all those who had gathered in the auditorium for the dedication. Dr. Owen commended

that the study of science at Seawanee is especially valuable because it affords the student a favorable faculty-student ratio and a close personal relationship in lab. He then recognized and paid tribute to Mr. F. E. James, of the Godwin and Beckett architectural firm of Atlanta and to Mr. Homer Kuntz, construction superintendent for the building contractors.

The Vice-Chancellor then introduced Dr. Tapp, who spoke on science technology and higher education. In his speech Dr. Tapp noted the importance of the relationship between society and scientific technology. The enlightenment of the people to the involvement

Honor Code

We, the students of the University of the South, recognizing in the fullness of sense the great value of the tradition of Honor handed down to us from the noble past of our Alma Mater, desire to place ourselves on record as determined to uphold this tradition and to maintain that high standard of conduct which it demands; now therefore be it resolved:

First: That any adequate conception of Honor demands that a man shall not lie or cheat or steal, and shall not break his promise without just cause.

Second: That membership in the student body carries with it a peculiar responsibility for punctilious observance of those standards of conduct which govern an honorable man in every walk of life.

Third: That, since the integrity of the degrees granted by the University must in large measure depend upon the HONOR CODE, every man in every class must regard himself as particularly bound by his honor not to cheat in any form, such as license bound honor not to fail to report any cheating that comes to his knowledge.

Fourth: Plagiarism is a form of cheating because the plagiarist copies or imitates the language and thoughts of another and passes them off as his original work. Questions, paraphrases, and inferential ideas must be acknowledged according to the scholarly usages.

Exam Schedule

All exams will start at 9:00 a.m.
 TTS 8:00 May 26, Monday
 MWF 8:00 May 27, Tuesday
 TTS 9:00 May 28, Wednesday
 MWF 9:00 May 29, Thursday
 TTS 10:00 May 30, Friday
 MWF 10:00 May 31, Saturday
 MWF 11:00 June 2, Monday
 TTS 11:00 June 3, Tuesday
 All afternoon classes will be scheduled on Wednesday.

Community Symposium Discusses Fraternities

For the last Community Symposium of the year, the Student Forum held a panel discussion on fraternities at Seawanee. All the speakers admitted that definite improvement was needed, and surprisingly, a consensus seemed to exist as to what the improvements might be the solution. Chaplain Canfield opened by stressing that fraternities shouldn't be abolished, as they serve a useful social purpose at Seawanee; however, some changes are needed badly. First, each fraternity should decide on a statement of purpose including what its role is in the university, and what it should do for the individual. Second, they should assess seriously the value of adding large amounts of money to the national. And third, they should improve the conditions in pledging, in hell weeks ("there are better ways to hell group spirit"), and in the rhetoric of initiation services. All of which work against the dignity of the individual. His recommendation—to disassociate from the national organization.

The rest of the discussion centered around this question of disassociation. Ed White approved strongly of Canfield's idea, but he felt that no one fraternally would have the courage to disassociate alone. John Pullum went so far as to suggest a complete breakdown in selectivity and the formation of a club house system. There seemed to be one dissenter, former Pan-Hellenic president, David Sanders. Sanders felt that his national (BTP), gave good advice, good direction, and did not at all extract too much money from the members. Probably the most interesting thought was brought up by Dr. Bates—if fraternities go local, they can go co-ed.

The Symposium was concluded with a panel discussion on fraternities from the freshman point of view. He felt that rush was too long, too disorganized, and that silent periods were ridiculous. He appeared to be for fraternities to communicate on the individual level during rush, instead of trying to express a consistent over-all fraternity image. "That gets real old real fast!"

Support for the Delegate Assembly

In the regular May meeting of the Order of Government a motion was passed in which the OG endorsed the Delegate Assembly, and approved the holding of a student wide referendum to decide whether or not to discontinue the regular meeting of the OG to allow the entire student body to decide the matter is commendable.

Unfortunately some of the more reactionary elements of the Order who fear that the student wide referendum the present has called a special meeting on Tuesday, May 13. They were unable to get their forces to the regular meeting and are hoping to reverse the decision on the regular meeting. I believe that the Order is a responsible enough body not to fear a vote of the entire student body and that they will not show their fear by reversing themselves on such an important matter in less than a week. Such action would be nothing short of a mockery of the Order.

Since the PURPLE deadline is before the 19th I shall continue this article on the assumption that the order will be held on the regular meeting and again endorse the Delegate Assembly proposal on Tuesday.

The committee to study the OG, of which I was a member, spent many hours interviewing the leaders of the OG and was disappointed. In our study we asked what people liked most about the OG and what they didn't like.

The things people liked most about the OG were its uniqueness to Seawane, the ability of many people to speak, and its diversity of opinions represented.

Among those things mentioned as disliked were its size, sparsity, and the fact that members were based on an area that was divided, as a criteria for governing bodies 100 years ago. People pointed to the fact that such things as religious and property qualifications were abolished years ago and that the Order is democratic in principle; yet Seawane keeps its academic qualifications. The parallel is amazing. There is no way for the average student to insure his representation.

One other finding that impressed us was that students favored 2 to 1 some form of government other than the present system. What government can be effective when so many want change.

Because of the academic requirements for membership, which are basic to the Order, it was decided that little could be done to bring the Order into line with what we had heard the students for a governing body. On the other hand a purely representative government was not felt to be ideal either. Therefore the committee proposed the assumption that the answer was an extension of the Order.

Upon review of the original ideals of the Order it was discovered that the Order was established in a period when student government had little real influence to speak of. It was felt that as the committee could find the order was intended to be a group of students who because of academic and leadership qualities would have certain privileges and responsibilities. One of these being that of speaking for themselves in advising the administration on matters. The founders never dreamed of it being a legislative body to control and speak for the student body.

Over the past 100 years the Order has taken on duties and responsibilities which were incompatible with its structure. It has tried to legislate and speak for students who have no direct voice. Progressively the honor of the Order has been diminished by these attempts to do what it is not structured to do.

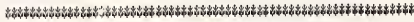
In drafting the proposal the committee has tried to restore things to the way the Order of the Order as it was originally intended. The new government tries to restore the Order to its position of honor and respect with privileges and responsibilities that are commensurate with its original intent. It is to deal with the problems which only an elected body can deal.

Only an elected body can truly speak with authority for the entire student body. Only an elected body should have the power to legislate rules for the entire student body. Every student should have some direct influence on how his State Student Government is run. The way the new student union is run (should that power be granted to us), and what rules he will have to follow.

The proposed Delegate Assembly is not a destruction of the Order of Government. It is an extension and an improvement. It frees the Order to be what it should and can be, a positive and influential force in student government, while still retaining the industry and respect which directly and significantly represented in matters which concern him directly.

Certainly the new proposal does not satisfy every one's desire to propose a new will. Yet this proposal has been carefully formulated with

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Dr. Fuhrmann Replies to Dr. McCrady's Letter

As of now, the "Fuhrmann affair" (to use the term employed by Dr. McCrady in his report to the trustees) is almost a year old. I am quite aware that passionate of issues fade from the time the History Department hired a successor to me and I found a new position for the coming academic year. But the recent publication of the Vice-Chancellor's report forces me to reply to the contents of that speech and to use the occasion to state some of my own ideas on the nature of the crisis and disruption of the university both here at Seawane and in the world at large.

I do not intend to engage in a detailed polemic against Dr. McCrady's speech. Its entire tone stands as an eloquent condemnation of its author, at least for any person of normal commitments and ideas. As a manifesto of belief it indicates, I think, that the Vice-Chancellor is unable to grasp and respond creatively to ideas on education or life which differ significantly from his own. (Need I add that one hopes for such qualities, above all others, in an educator?) But there are certain errors of fact in the report, some of which reflect on me, so I must concern myself briefly with this aspect of the Vice-Chancellor's remarks.

First, it is not true, as Dr. McCrady states, that I "... did not come to [him] or to any other member of the administration to ask about the reasons for the decision [not to rehire Dr. Fuhrmann]." It is true I did not speak with Dr. McCrady, but the day I received the letter I discussed it with Dean Webb, the Chairman of my Department; a few days later I spoke with Dr. Bruton (a conversation he reported to other people); and on one occasion I waited for an hour to see Dean Lancaster, but grew discouraged and decided that such an interview would probably be demoralizing (to me) and pointless for all concerned.

Dr. McCrady continues that "... evidently (Fuhrmann) went to the students ..." because some group of them appeared at his office to make inquiries about the case. I can not certain what the Vice-Chancellor has in mind, in this instance, about going to the students. Before checking my mail and reading the letter, two students told me they had heard I was not going to be at Seawane in the future, and so they expressed regret over that presumed fact; I believed the news to be fairly well based, but I did not hear from me until Friday evening I did tell a few of my friends, but was never aware that this matter was to be regarded as a secret, nor that the people who were mentioned would be named to have it become public knowledge. The next morning, after class, I left town on a long-planned visit to Atlanta, feeling, I suppose, as defeated as I do now. I am sure that the students who were at his office to make inquiries about the case, I am not certain what the Vice-Chancellor has in mind, in this instance, about going to the students. Before checking my mail and reading the letter, two students told me they had heard I was not going to be at Seawane in the future, and so they expressed regret over that presumed fact; I believed the news to be fairly well based, but I did not hear from me until Friday evening I did tell a few of my friends, but was never aware that this matter was to be regarded as a secret, nor that the people who were mentioned would be named to have it become public knowledge. The next morning, after class, I left town on a long-planned visit to Atlanta, feeling, I suppose, as defeated as I do now.

In his account of this affair, Dr. McCrady makes no mention of the position of the History Department that I was reinstated for the coming year without immediate judgment of my permanent status. Why not? Was that simply too embarrassing? While I do not doubt that the "two tenured members" of my Department knew of the administration's decision and supported it at the beginning, the fact of the matter is that later for the reasons mentioned above, I left this entire department they arrived at a different view, making the group's recommendation unnecessary. The Administration's refusal to accept my resignation was, in my view, a decision that was necessarily different in substance, was, I think, a blow to the principle of departmental autonomy,

a principle which is vital to the operation of a free and responsible university.

Nor does the Vice-Chancellor recall that there was a general petition signed by many students of the college on my behalf, as well as specific petitions in two of my classes (supported, I was told, by almost all of the students in those classes) stating that I was of value to them as a teacher and requesting that Administration reconsider its decision. What happened to those petitions? Did they weigh in the calculations of anyone connected with the formation of policy concerning me?

A final word concerning the Vice-Chancellor's speech. I regret that I did not have the opportunity to describe me as "an exceptionally ardent leftist." Considering the state of intellectual freedom in America today, there is intense malice in such a characterization, and I cannot but wonder upon what basis he came to this conclusion. Dr. McCrady's views are much better publicized than his, and yet I should hesitate to categorize his political outlook. I know of no elements of radicalism in his views, but does that make him a "liberal" or a "conservative"? Actually, "liberalism" and "conservatism" are broad tendencies of thought which sometimes overlap, and between the two I honestly would be at a loss to describe him in neat words. That is not so much restraint or timidity as elementary good sense!

Although the Administration has never seen fit to explain its action, I think the basis of Dr. McCrady's opposition to me can be deduced from his speech, and if deduction is not a very satisfactory method of searching for conclusive answers to questions, in this case it is simply the only one I can see. Probably Dr. McCrady considers me to be a member of a "fraction of the faculty" who operates on a "highly organized [sic] minority" of the student body in a manner calculated to "encourage them in all of their complaints," the ultimate object of all this presumably being to destroy the particular interpretation of Seawane tradition which the Vice-Chancellor admires and defends. As he says at another point in his speech,

The infectious agents are among us and we must not be careless about our health. I believe that Seawane has a sufficiently rugged constitution to probably stand up to it; but it is important that it not be unattended of the danger or inattentive to the possibilities of reasonable therapy.

Since I was characterized as an "exceptionally ardent leftist," can anyone doubt what "reasonable therapy" was in my particular case?

In concluding these personal remarks and before passing on to more objective issues, I wish to say that I do not believe that political differences were the sole reason for the administration's displeasure with me, and for some of its members I do not think that politics was even a significant factor. Last year was my first experience as a teacher, I was 27 years old, and I am quite prepared to admit now (as I was then, for that matter) that I made mistakes and even significant ones. But I believe that the extension of this matter would be boring and unnecessary, but the principle is something I am not ashamed to admit. The news of my dismissal reached last year that I was, in effect, fired into a very deep well. I was not fired in three years. I have tried to make the best of it, to be large in my attitude and ideas, and now that I am really leaving, I only hope that few of my readers regard me as an "infectious agent" or a bad person.

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LETTERS TO THE EDITOR

DEAR SIR:

I write to voice absolute and total support for Mr. C. R. Chestnut's position on the necessity of having a standard of democracy in the life of Seawane Government. I am sure Mr. Chestnut and I would agree in the fullest on the proposal I intend to state below and to later introduce in that letter and to propose governing body, the Order of Government.

I would like to see a mandatory dress standard drawn up for all undergraduates at this time. Delivery of their uniforms in a standard and then those excessive elements within our student body who repeatedly and consciously defy and defy the traditions and customs of this school would have no other alternatives than to conform to that letter and to propose governing body, the Order of Government. I would like to see a mandatory dress standard drawn up for all undergraduates at this time. Delivery of their uniforms in a standard and then those excessive elements within our student body who repeatedly and consciously defy and defy the traditions and customs of this school would have no other alternatives than to conform to that letter and to propose governing body, the Order of Government. I would like to see a mandatory dress standard drawn up for all undergraduates at this time. Delivery of their uniforms in a standard and then those excessive elements within our student body who repeatedly and consciously defy and defy the traditions and customs of this school would have no other alternatives than to conform to that letter and to propose governing body, the Order of Government.

Other proposals I have to stop the drift towards mediocrity and away from the ideals this University has always cherished would be the re-institution of a chapel, the abolition of the Psychology Department and the maintenance of a hair length rule as well as a clean shaven face policy. I feel an icon of the Vice-Chancellor should be set up in front of Galtier for all other students to be urged to meditate on a religious object before meals.

I fear that without the introduction of these proposals and their enactment by the Order of Government, Seawane will no longer continue to lead the South with its radiance of glory and the memories of its historical and colorful past.

It is sad but true and it took a lot of courage, intelligence, toleration, understanding and love for the University and its people to flourish in this Christian gentleman such as Charles R. Chestnut to say that there is a minority cult of "women" at Seawane who have succeeded in eradicating the University's traditions and are now flourishing like perms on this God-given mountain.

ROBERT DOUGLAS MATLOCK

DEAR SIR:

The proposed constitution for a new student government not only creates a workable legislative body, both representative and responsible, but it also restores the Order of Government to its original status as a governing body. It is intended for the Order is that of academic leadership and moral responsibility, and as such the Order is one of the greatest and most relevant organizations in the history of the world.

However, the day to day affairs of the student body are not within the province of the Order of Government, and for this reason a new legislative body has been proposed. The Delegate Assembly, expressly created for the unique institution that is Seawane, has all the potential of functioning well in the best interests of the student body.

I urge all students at Seawane to consider the proposed constitution carefully in hopes that they will see its great possibilities. Also, I urge all students to remain on the Mountain next Monday and Tuesday in order to vote.

CHRISTOPHER BONNET PAINE

DEAR PURPLE:

Democracy is an interesting phenomena. It is probably the most important political concept in the Western World at the same time the youth of the Western World are forced to die for whatever it is. But what is it? It is the process by which people govern themselves. But how? If a people have a ruling few to govern them, it is not a Democracy. This is simply because a large majority of the people are not governing themselves; instead they are governed by a privileged few. How then is a privileged few selected? Irrelevant because the majority is not involved in the actual process of government. It is a shame that all capable citizens of the United States can't vote in referendums and actually govern themselves. It is a shame that they must be governed by others; but it is obvious that circumstances make this imperative. It is reassuring, not though, that the population, the smaller they approach true Democracy in which everyone can be a part of the government and literally govern himself. I have always felt that whenever the population of group of people with the largest portion of power is practical

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Dr. Fuhrmann Replies To Dr. McCrady's Letter

(Continued from page two)

What of the university of dissenters and dissidents of the institutions of our country? Of this our newspapers have written thousands of words, and I think (despite some critical comments I hear) that Dr. McCrady was not really ignorant of the situation at Sewanee. I agree with such developments in the country at large. It seems clear to me that American society has entered into a series of very real dimensions, whether it be in the area of the development of the future to see, but at the very least it seems to me that our own time has witnessed the revival of a revolutionary movement. This movement, the people, and its goals are quite unlike any other "revolutionary movement" in history, but it is a movement, it is there, alive and growing, striving for a fundamental change in the patterns and values of life (and death) which are still dominant in America and her colonial empire. The movement I have in mind ranges from opposition to the war to demonstrating against it to resisting the draft; it includes the Young Lords, the Young Black in the South, as well as SDS, S.S.O.C. and even the hippies and the yippies and the crazies, the crowd that wants its revolution now! The movement I have in mind is behind the revival of the "true" mysticism and religion, it accounts for the revival of the Youth Section of the American Communist Party. It is a movement that is diverse and fumbling, exciting because of its very nature. The possibility of causing it to fold like a house (as interested in real struggles for real change) moments of despair, when all that good energy, at times, seems only to go up in smoke.

All of which is a bit beyond the point, or maybe an introduction to the point, the point being that this revolutionary movement is right here on this mountain. It is stronger this year than the year preceding, and I suspect that next year it will be stronger still. This revolutionary movement, it embraces those who stand for peace and civil rights and who think that to get that one has to do better than vote for the Democrats or the Republicans. But it is not only those who stand for peace and civil rights to me is to see that the movement is actually bigger than itself. That is, there are some struggles which engage people who would not regard themselves as really a part of the movement. Yet these struggles are in fact associated with the movement in time and place. The successes or failures of one area have a reinforcing effect on the other areas. And of all the areas, the one which is the most important than the struggle for STUDENT POWER and CAMPUS REFORM.

There is a breed of liberal who does not understand the idea of student power and responsibility over campus. This breed of liberal might actually be a progressive, disaffected with forms as they are, but for him the battle for reform does not much transcend the power struggles over campus. This breed of liberal sits on committees and governing bodies. While I would not criticize any instructor for taking a major interest in that area of conflict, I would criticize him if he fails to understand and support the new word of his students, and the new possibilities called into being for the student movement by the fact of that new mood. To put it briefly, today's college student is, in a other strange way, a mature person who forces the mess that now exists around him, and who wants to not only exercise some power (and control) at his earliest opportunity, which is in the American system happens to be at the level of the university. Because I believe in democracy and because it seems to me that people are responsible and mature only through being placed in situations which force them towards responsibility and maturity, I am pleased with this possibility of "student power," though I must add the thought that student power is not a fact without a struggle. The reconstruction of the entire social foundations of American life.

What of "violence?" is a question often asked around here. It is in "violence" one means injury of people or destruction of property, then I am opposed to "violence" and would like any tendency to move events in that direction at this or any other campus. As for force, however, I think there are many who would like to be a basic ingredient in all social struggles, and there is no reason to hold that the student movement could or should be any exception. In this instance, might one consider such things as a student boycott of classes to achieve certain concessions; ignoring university-devised regulations and requirements; striking the wages and better the working conditions of campus employees; or, as teachers, as recently at San Francisco State; etc. etc.

There is not a single reader of these lines who

has not, at some juncture, failed to support some kind of force of some kind of issue. I disagree, not one! And if you are a liberal or something to the left of that, I suspect your advocacy of "force" is neither episodic nor occasional, but always an underlying concern. So controversial in its own time, is this not a movement the merits of which, now, some two hundred years in retrospect, seem clear—axiomatic, even obvious to an untrained eye. I have thoughts on the subject at all. And did not that revolution employ force, violence even? How much of American history (or any nation's history) has been based upon the use of force! The two union movements of yesterday and the Black Liberation struggles of today are based on the selective and methodic use of force, and should you be against all that, don't forget that in all probability the people you do favor are also using some kind of force to bring about their ends. The use of force is a universal law in all struggles to change the status quo or to keep it as is. So of course the student movement will employ force the struggle for its goals.

Actually, when the average liberal academician deplores the student use of "force," in all probability he is not really concerned with primarily focused upon that issue as such. Rather, I suspect the problem is to be that the student use of force produces in this kind of academician the same image which the same entertains, whenever possible, both of himself and his environment. There is a myth about the student as a haven in troubled seas, a place beyond class distinction, above politics or sectarian struggles, a workshop in which wise and dispassionate men daily forge a new chapter in the history of Western Civilization. But myths are myths, and in an age of conflict and change, they are not very useful. In fact, the myth now see that the university, in addition to the above ideals, is also a place where you undertake germ warfare research, organize pre-legal business research programs and business schools, train Army Field pilots, not men and tomorrow's leaders for the society of corporate liberalism. Potentially, the university is a little better than the society in which it functions and lives, but not much better. And the struggle to improve the university is also a challenge to improve yourself and transform the outside world.

Dr. McCrady's speech, so steady in principles and so unshakable in analysis, will not change the above realities, nor can Sewanee escape forever a full confrontation with American life and problems of the 1960's. Were the administration wise and responsible in the execution of its duties, it would not shrink. And if it were not would it fear to expose our students to the full run of contemporary issues agitating man in the modern world. To say the administration is being stupid is, in my view, to say the obvious, and thus I am sure I need not do.

In conclusion, I wish the University of the South and its people a successful future. I shall view its course of development with interest and with more and more respect as the years to the finest of its traditions than some other people who are louder in their defense of the supposed glories of the past but dimmer in their appreciation of the possible achievements of the future.

JOSEPH T. FERMAN

Letter to the Editor

(Continued from page two)

should be able to participate in the government (because this approach is near as possible to Democracy, true Democracy). The University of the South presently has a student government that follows this precept; it now allows 20 per cent of its student body to participate (and guarantees that well above 90 per cent of students who they graduate). Mr. Rhett Tabor has recently introduced and passed a bill seeking to reduce this to 4 per cent. Evidently Mr. Tabor feels that 90 per cent do not govern themselves.

But I would like very much to take this opportunity to commend Mr. Tabor and Mr. Russell (the new Order of Government President) on the way they succeeded in passing this bill with unmerciful efficiency.

It is similar but far more democratic attempt was made last year. However, last year we had a president (George Hart) who believed that he had been entrusted with a responsibility to the people who elected him and a responsibility to give an account of that trust to him to follow their constitution. In pursuance of this trust, he ruled that any change in the constitution would have to pass by a 2/3 majority in two consecutive meetings (this requirement was in the constitution).

Mr. Russell has devised a far more effective method. He simply called the meeting at eight o'clock in the morning, allowed Rhett Tabor to introduce his bill, and then, without consulting the constitution but rendering the Order of Government literally impotent, and passed it with a majority vote. Mr. Russell evidently did not consider it worth mentioning that only 63 of the 277 members were present for this most important step in the desecration of their organization. My objections to the legality of the proceedings were announced at something to the effect of, "Oh, it's constitutional".

After the meeting, I asked him how he could ever conceive of it as being constitutional. He said that he had asked Dr. Gilchrist and Dr. Gilchrist had responded that Rhett Tabor said that he had even asked Jimmy Sullivan. Confronted with such an imposing array of wisdom, all I could do was leave.

But the most revealing part of the meeting came after I asked Mr. Russell if he intended to begin his administration with a total disregard of the constitution. Mr. Russell answered with this stentorian voice echoing: "Til he said 'Screw you' that question for me." A fitting reply for such a paragon of honor.

C. R. CHENYET

P.S.: Please allow me to apologize for a recent error that I made in the Sewanee chapter, however, that not all students must be members of the Order of Government before they graduate. However, I'm certain that the percentage of those who are is above ninety per cent.

Support Assembly

(Continued from page two)

student wishes, needs and Sewanee's traditions in mind and I believe that it is an excellent proposal. I therefore believe that by voting for the Delegates Assembly on the 19th you are not destroying the Order of Government but that you are creating a better Order and a better student government for Sewanee.

R. BRADFORD MERRY

Letter to the Editor

Dear Sir,

By the time this appears in print, one of two things will have happened. One, either the Order of Government would have in special session Tuesday 19, rejected the proposed constitution for the Delegates Assembly, or two, the OG would have approved this constitution for the second time and by now, people would, I should hope, be getting at least a little excited about the referendum taken May 19, 20.

I cannot believe that the Order would reject this proposed constitution if they have already approved it. The OG has exhibited great foresight in its proposal of this constitution; it has undertaken the task with the noblest intentions in mind. To reject the proposed plan for student government now would lose any and all remaining respect that the Order has as a mature and responsible government. That excludes the first possibility.

Therefore, it is up to US, the student body of Sewanee. This is our chance to act. In a word, we should not let it pass. If the proposed constitution is rejected by a majority of the (voting) student body the 19 and 20, it'll be all too easy on future occasions to say that we had the chance. Don't you want a representative government? You may not be able to hold their chance." This may not be the right attitude to take but I deary that it will be the most prevalent if this proposed constitution is

Y. A. F.'s Position

Young Americans for Freedom is the only student organization on the college campus today that stands up for the silent majority of students who feel that their rights should be protected and that responsible educational reform can be instituted through legitimate channels.

The University of the South chapter endorses the following resolutions on academic freedom and educational reform:

The intellectual life of the academic community and the nation is significantly enriched by the free interchange of ideas and opinions unlettered by arbitrary restraints on the part of university administrations.

Academic freedom is to be distinguished from license and carries with it certain responsibilities of objectivity and truth.

Young Americans for Freedom deplores the tendency to abuse academic freedom and calls upon all students and professors to enter into a true dialogue concerning the directions of our Society in which the calm voice of reason may prevail over the shrill sound of demagoguery.

The rights of the individual, morally the same for all, consist of the right to one's own life and the right to one's own property.

The rights of students are the same as the rights of all other citizens.

Colleges, universities, and other learning institutions—public and private—are the property of their owners who have the right to use and dispose of their property as they see fit.

The owners of a learning institution, by virtue of their right to their own property, have a right to set the conditions of use of their property, including entrance requirements, academic standards, dress codes, curfew, and any other regulations they see fit.

The relationship between the student and the university is a contractual one, entered into freely by the student.

Young Americans for Freedom asserts the rights of the student consist of the right to demand fulfillment by the university of its contractual agreement with him.

The University exists to educate students and prepare them for an adult role in the society in which they live.

The arbitrary enforcement of dress codes, curfews, and similar social regulations neither guarantees the safety of students nor prepares them for an adult role in society.

Student participation in university affairs through such activities as student senates, student political organizations, and faculty advisory boards provide invaluable training for the attainment of the adult role.

Non-abstention student protests, such as picketing and boycotts in pursuit of such ends, are a just and effective way for students to participate in so long as they do not violate their contractual agreement with the university.

Young Americans for Freedom is opposed to university paternalism as a general policy, and advocates student autonomy in social activities as the only policy consistent with the purposes and nature of university education.

Young Americans for Freedom supports non-obstructive and lawful student activism in support of these ends.

FOUR

ON

STUDENT

POWER

A referendum on whether to accept or reject the proposed Student Assembly has been set for Monday and Tuesday. All students may vote in this election, and all students should.

LARRY PUDON
vice-chairman, Sewanee YAF

Future of the "Sewanee" Spoken of in Discussion

By STEVE KEASCHNER
Robert Sallstad, guest speaker and a director of the Duke Endowment, together with Dean of the College, Robert Lancaster, Dean of the Seminary, George Alexander, and Headmaster of Sewanee Military Academy, James McDowell, spoke Monday afternoon on the topic "Have the Sewanees a Chance?" After that, Andrew Lytle and Allen Tate spoke regarding the Sewanee Review.

Mr. Sallstad noted that since there are only a few good, small colleges in the South, this fact will guarantee a vigorous future for those colleges. This type of college in the South he later enumerated to be like Sewanee, Davidson, and Furman. However, Mr. Sallstad said that many other private colleges are today in difficulties, particularly financial and he predicted that small colleges which try to be all things for all people will certainly fail in the future. In trying "to be all things for all people," Mr. Sallstad disapprovingly referred as an example to the many small colleges in North Carolina which are presently considering adopting programs of graduate study.

What a successful college needs perhaps most of all, is what Sallstad referred to as the "master teacher," that is, one who can inspire the students. "Teachers should be 'resident' and 'not commuter,' and one thing a college can do to guarantee the presence of "resident teachers" is to provide good housing arrangements for them, for example.

The guest speaker complimented Sewanee's business policy of predicting income over a number of future years. This predicting of future income helps the college economically plan expenditures and expansion, and was apparently begun with the help of the Ford Foundation.

Sallstad, as one might expect, was optimistic about Sewanee's future, but was not optimistic for private colleges in general: the "Sewanees." The lecturer was born in Minnesota, but has spent many years in the South working in private, church-related colleges. He is now at Duke, and before that he was at Davidson, and Sweet-briar.

Dean Lancaster said survival of small colleges depends on two factors: will to survive or energy to find a place in the world of education, and second, the tempo of future times. Barring an economic depression, Lancaster said those colleges which have a good "image" and which produce quality products and leaders will not have financial problems. The trick, apparently, is to produce those "quality products and leaders." Lancaster felt colleges can do this if they place a strong emphasis on the humanities. He said man is moved by the rich diversities of life and not by computers.

Dean Alexander spoke regarding whether a small seminary can continue to survive into the 21st century. The seminary can continue to exist, he concluded, if the church desires the product the seminary produces, and Alexander thought seminaries should continue to exist in the future if the clergy can at that time help explain to people the mysteries they face in life.

Alexander noted that seminaries have changed a great deal in the past thirty years since he graduated from the seminary here, and that they should continue to do so. He said that thirty years ago seminaries did not stress intellectual growth so much as they do today, and that most had only very small libraries back then. Thirty years ago, he said, one came to St. Luke's mainly to hear the lectures of Dr. Du-rum. Today, he said, there is a greater emphasis on the Christian Arts, such as Christian Education, on learning in a library rather than from any certain "text," and on asking questions rather than finding answers.

The Dean felt that seminaries should have a greater chance to learn about the cleric, like when they recently went to Chicago, but he also felt

that because many seminarians come to Sewanee from big cities they were in effect bringing the problems of the cities to Sewanee. In other words, Sewanee's physical isolation is not really such a great factor against having a seminary here. Proof of the fact, he said, is that many seminarians after graduation here do work in the "inner cities."

Headmaster McDowell of SMA spoke regarding whether the Academy had a chance to survive. He concluded that it can survive if: 1) it gets rid of worthless tradition and 2) it has something to say, that is, of God and education. He said that the "Christian church has been on the defensive far too long" regarding its connection to educational institutes, and that this connection was, in fact, a virtue.

McDowell said that the present anti-intellectualism in the United States ignores the values of a military-structured academy. These values: it teaches students to be obedient, and keeps them well grounded.

The last part of the afternoon, not exactly concerning "survival of Sewanees," was about the Sewanee Review. Men of letters Andrew Lytle and Allen Tate led this session. Tate noted that in 1941, when he became editor and Lytle became managing editor, T. S. Eliot wrote Tate a letter saying he was glad the Sewanee Review was not published in New York, a place of pressures for literary conformity. In the 1940's, according to Tate, the Sewanee Review resembled as one of America's good literary reviews, and Lytle, Tate continued, has kept it that way since. Tate classified the Sewanee Review as a "companion to the Kenyon Review" and as successor to the Southern Review.

Both men then expressed their views that technologic-urban America and/or the present engagement in pornography were both threats to American literary art. To the delight of the audience, Tate then recited a few poems by heart and Lytle read a passage from a fiction work he has published.



Peter, Paul, and Mary will give a concert in Nashville next Thursday; tickets are available at the Sops Store.

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385 New Students To Enter Sewanee

A PURPLE Special Report
By JIM SAVAGE
Dutiful considerations have apparently forced down the quality of next year's freshman class.

According to Director of Admissions John Ransom's "Report of the Director of Admissions," the average College Board Scores (for the men) will drop by 8 points in verbal, and 20 points in mathematics. Mr. Ransom had been instructed that Sewanee needed to open with 900 students to meet budget commitments. Thus, it was necessary to offer acceptance to 434 men of whom 282 accepted Sewanee's offer. These factors are mitigated somewhat by the paid the reservation fee out of the 122 accepted (from the approximately 150 who applied, including transfers). Thus, there should be at least 385 new students. Twenty-five of these will be re-entering. The freshman class will number about 530, of which about 75 will be women. Approximately, 25 women will be transfer students.

The need for the increase is based on a budget committed to 900 students. According to estimates of the Dean of Men, Sewanee should have between 510 and 520 returning old students. Based on this estimate, 900 students will indeed be enrolled next fall. It might be necessary, however, to try to find late applicants as was necessary last summer, when the low estimate transfers proved to be incorrect.

The Admissions Office had its report year to date volume-wise: 2765 applications sent out compared to 1650 in 1968 and 1681 in 1967. This year, 600 were sent to women. Between 650 and 700 final applications were received (150 by women) compared to 486 in 1968 and 581 in 1967. Some 434 men and 122 women were accepted, compared to 612 men in 1968 and 499 men in 1967. The rate of acceptance has increased.

The Student Riot In Guerry Garth

Electric guitars, a banjo, and the full sound entertained some 75 members of the university community last Sunday afternoon in Guerry Garth.

Billed as Sewanee's first annual "Student Riot," the event featured Steve Griest and Lee Bailey, The Lower Galt Jug Band, and Jim Chelkier and Gene Robinson. The three groups played from about 2:30 to 5:00 in the grassy Garth.

Only two of a larger band, Griest and Bailey held forth for an hour, wailing psychedelic sounds from their two guitars. Electricity for their amplifiers had to be run out of the second floor Walsh-Elliott bathroom. With a minimum of words, the pair set the afternoon off to a rock start with their screeching, electric sounds.

Jim Chelkier and Gene Robinson ascended the stage to bring the folk sounds of Peter, Paul, and Mary to the sprawled listeners. The two, a freshman and a senior Lambda Chi, had played the night before in the coffee house. Included in their performance was the plaintive ballad, "Jesus Met A Woman."

from 70 percent in 1967 to approximately 87 percent in 1968. The percentage of those that actually enroll (out of those that accepted) rose this year to 87 percent (versus 1988's 64 percent and 1967's 68 percent).

The number of black students will rise. Nine blacks applied, of whom 7 were accepted. (The remaining two applications are incomplete at this time.) At least 3 have paid the fee and 2 more are tentative.

Regardless of comparisons, the overall quality of the freshman class is fairly high. The basis is the Predictive Freshman Average, as computed by the College Board's Validating Formal. Eighty-nine percent of the women are in the "A" category. (Predicted to make better than a 2.00 freshman grade point average. Eight percent are in the "B plus" category, (1.75-2.00 range) and 3 percent in the "B" category (1.50-1.75 range). This excludes three summer school conditional students, sixty-one percent of the new men are in the "A" category, 19 percent in the "B plus" category, 14 percent in the "B" category, and 6 percent in the "B minus" category.



The Sallstad ballet performed in Guerry Auditorium on Sunday and Monday evenings.

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Sewanee Purple Sports

SPORTS EDITOR, JACK STEINMEYER

Tigers Deadlock For CAC Title

By HANK AARON

The Sewanee Tigers had to settle for a tie with Washington University for the CAC baseball crown. The championship game was rained out Saturday afternoon as tornado warnings were posted around Danville, Kentucky. The Tigers notched victories over Centre College and Southwestern to make their way to the finals. They split first and second place points with Washington who defeated W & L in their only game.

Earl Sean pitched three-hit ball for six innings in a seven inning game against Centre. Centre pushed across a run in the bottom of the sixth, however, to lead 1-0. In the top of the seventh, Billy Cunningham led off with a single, went to second on Yogi Anderson's bunt, and made it to third on some daring base running on a ground out by Don Ellis. He scored on Bobby Akka's fielder's choice to knot the score 1-1. In the eighth, the Tigers played homerun derby with Rick Van Orden and Mike Scheuermann, both hitting solo homers. Bob White pitched two scoreless innings to pick up the win by a score of 3-1.

In the second game against Southwestern Kelsey Colbert pitched shut-out ball as Sewanee trounced the Lynx 13-0. Rick Van Orden led in the barrage of hits with Tommy Tilley, George Horton, and Mike Scheuermann all collecting several hits. The whole team got in on the scoring with four runs in the first inning, one in the third, six in the fifth, and two in the sixth. Sewanee placed three players on the All-tournament team. These were Mike Scheuermann in the outfield, Rick Van Orden at first base, and Kelsey Colbert at second.



The track squad's John Colmore and The Bar. The Tigers finished a disappointing fifth overall in last weekend's all-CAC meet in Danville, Kentucky. Graduating Senior Colmore leaves with much of the squad's consistent power.

Track Takes Fifth in C.A.C. Also Fifth in T.I.A.C. Meet

By RON CARLOS

The Sewanee track team traveled to Danville, Kentucky last weekend to participate in the College Athletic Conference track meet. The thirteenth ranked a disheartened group due to high their disappointing fifth place finish and the rainy, cold, and windy conditions they were forced to tolerate. The Tigers got off to a bad start Friday, as only two of a possible seven sprinters and hurdlers managed to qualify for the finals. John Colmore also failed to place in the high jump, usually one of his strong events, although he did provide seven points as he won the shot put and placed fifth in the javelin. Doug Aitken finished fourth in the long jump on Friday as well.

Saturday started off just as badly for Sewanee, as the 400 yard relay team finished fifth in the five team final. Bruce Denison and Ronnie Tomlin, favorites in the quarter and half mile runs, respectively, were both upset and had to settle for second places. Adding to Sewanee's meager point total were a third place effort by David Frantz in the 440 intermediate hurdles and a surprising fourth place finish in the mile by Sewanee's answer to Jim Ryan, and Dave Hillier.

As the meet drew near its conclusion and it became obvious that Sewanee was doomed to a fifth place finish, the dark clouds and biting cold wind rain added to the track team's disappointment. However, just as they have all season, John Colmore and Ronnie Tomlin performed brilliantly here in their final events. Colmore dramatically won the pole vault with a leap of 13 feet, 6 inches, and Tomlin anchored the mile relay team in a come-from-behind effort to finish second.

Sewanee thus kept to graduation two of its finest athletes. Colmore has been the mainstay of the field events on the mountains for the last four years and holds the school records in both the high jump and the shot put. Tomlin is the record holder in the half mile, and one of the top runners at any distance that Sewanee has ever had. However, Coach Horace Moore can look to the great improvement by a nucleus of underclassmen as satisfaction in an otherwise largely disappointing season.

By DAVID HILLIER

The Sewanee track team traveled to Murfreesboro last weekend to participate in the rugged Tennessee Intercollegiate Athletic Conference track meet. The Tigers finished in a respectable fifth place in the thirteen team college division. Powerful David Lipscomb and Fisk University finished first and second, and CAC rival Southwestern was third. Tennessee took the university division handsly with one of the strongest track teams in the nation. Several

members of the Volunteers' squad tried out for last year's Olympic team.

The only first place performance by Sewanee was turned in by Ronnie Tomlin in the half mile run. He came from last place in the last 200 yards trip David Lipscomb's star, Andy Russell, at the tape. His time was a rather slow 1:58 in the largely strategic race. John Colmore performed well in the field events, as usual, and was Sewanee's high scorer with a total of eleven points. On Friday he tied for second place in the high jump, and Saturday he matched this performance in the pole vault, as well as claiming sole possession of second place in the shot put. Tom Gibson also placed in the shot, earning himself a fifth place medal. Big George Westerland finished third in his specialty, the discus, and Doug Aitken earned a fourth place in the long jump. The 440 yard relay team finished fifth, and the mile relay team crossed the tape in fourth place to round out Sewanee's scoring.

With the experience of a big meet and the extremely tough competition behind them, the thin clads now have reached the climax of the season. This weekend, with the other spring sports teams, the track squad travels to Centre College in Danville, Kentucky, to participate in the College Athletic Conference Spring Sports Festival. Washington University and Southwestern appear too strong to beat, but the Tigers hope to avenge a dual meet defeat at the hands of Centre. If the team can also finish ahead of archival Washington and Lee, says Coach Horace Moore, the season can be considered a success.

Five-Day Week

(Continued from page one)

the throats of everybody else." He suggested that modifications in the type of five day week might bring support from those who had cast negative ballots.

One faculty member, who asked not to be named, said that there was never an indication that the resolution was anything other than "a normal kind of resolution which is usually followed by administrative action."

Dean Webb chaired the sub-committee of the faculty Curriculum Committee which studied and drew up the five day proposal. Following the Committee's approval, the proposal was submitted to the entire faculty at its May 6 meeting.

At the special OG meeting last Tuesday, the Order approved a resolution favoring the proposal. This was a referendum of student opinion as expressed in a Purcell poll which showed 93 per cent of the student body favoring the proposal.



The Snakes clinched the I.M. softball crown in a week of irregular competition. The Independents finished second with 12 and 2 behind the 13 and 1 N's.

SN's Win IM Softball

The final week's play was marred by forfeits and by an upset of the league champion SN's by the faculty 17-16. The Snakes didn't use Monroe Ford on the mound, and the Faculty took advantage to roll up a big run total. Trailing 16-15 going into the last of the 7th, the Faculty rallied, and Dr. Alvarez won his own game with a clutch single.

The big game of the season came between the SN's and the Independents. The SN's were 11-0 at the time and the Indians 9-1, faced with a must win. The score was 0-0 after 5 innings, but the Snakes scored, three times and Monroe Ford, having his best season, shut out the Indians on two hits. The final score was 3-0 which wrapped up first place for the SN's.

1 SN	13	1
2 Independents	12	2
3 LCA	11	3
4 PCD	10	4
5 KA	9	5
6 DTD	9	5
7 Faculty	8	6
8 KTO	8	6
9 SAE	5	9
10 AS	4	10
11 BP	4	10
12 CYP	3	11
13 PPF	3	11
14 DKE	2	12
15 Theologs	1	13

Golf Team Finishes First

By CLARK KENT

The Sewanee golf team finished its golf season this past weekend at Centre College with the CAC Championship. Sewanee finished first with a two day total of 612. Centre was second at 622, Washington and Lee was third at 625, Southwestern was fourth at 630, and Washington was fifth at 642. Ed White and Jack Vannerson finished with totals of 162 and 168 respectively. This was the second year in a row and fourth out of the last five years that the golf team has brought back the championship belt.

Sewanee finished its golf season with a 10-5 record in dual matches. The team for next year should be just as strong with all six starters returning.

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Sewanee Places Third in Tennis

By SANDY JOHNSON

In their final encounter of the year, the Sewanee netmen journeyed to Centre College for the College Athletic Conference Spring Sports Festival. They placed third behind Washington and Lee, and Washington University. The individual breakdown of results is as follows: John Parsons, third place; Tom Miller, second place; Moot Burns, fourth place; Sandy Johnson, third place; Phil Eschbach, third place; Jim Burns, fourth place; Miller-Eschbach, second place; Moot Burns-Parsons tied for third place (rained out), and Jim Burns-Johnson fourth place.

Washington and Lee barely defeated Washington University for the tennis title and for the overall College Athletic Conference championship belt. The Sewanee netmen finished the season with a record of 7-5 in dual matches, and a fourth, third, and third places respectively in the Tennessee Tech Tennis Classic, the Tennessee Intercollegiate Athletic Conference, and the College Athletic Conference tournaments. The net team should be strong next year with five of the first six players returning. Captain Moutlie Burns is the only graduating member.

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