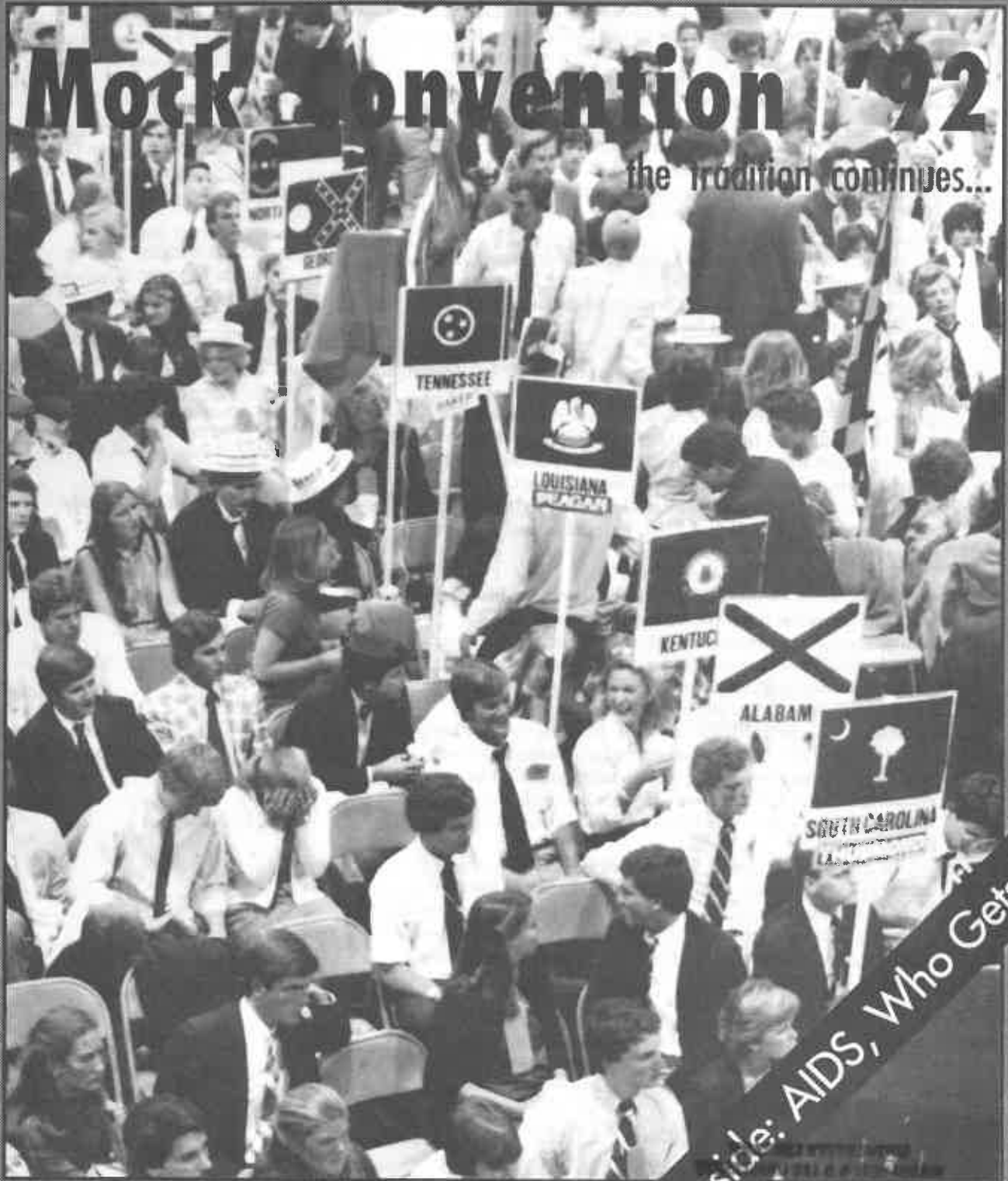


W&LSpectator

VOLUME 3, ISSUE 5, MARCH 1992



Mock Convention '92

the tradition continues...

Inside: AIDS, Who Gets It?

Business Ethics: C-School 101

For the students and faculty of the C-School, Dean Peppers' secretary, Anne Zeigler, has provided a ray of sunshine in a department often noted for its faceless bureaucracy. In her 22 years with the University, first working part-time, then since 1975 serving as full-time secretary to the C-School, Mrs. Zeigler has brought a smiling face and caring conversation to the dean's office. She has become an institution in the C-School, but this February 17, while most of W&L was enjoying Washington's Break, Dean Peppers demoted her.

Anne Zeigler now works in an office which one C-School faculty member described as a "broomcloset." Succeeding Zeigler is her temporary replacement while she was on disability leave receiving a hip implant.

Why?

Well, that's hard to say. It might be because Mrs. Zeigler now requires the use of a cane—if so, then Peppers has targeted the University for a disability discrimination lawsuit. And that would not be smart. Perhaps Peppers wanted to put a younger woman in the post. But that would also be discriminatory, and that would not be too smart, either. He could have done it because she is also overweight—once again, exposing himself and W&L to legal action. Peppers would not have done that, surely.

Why then did he replace her?

Some of the faculty have their own theories, but due to fear of retribution from the dean asked to remain anonymous. One professor said of the action, "the dean's attitude was cruel and unprofessional." Another offered, "I bet he replaces her with someone more attractive, younger and less disabled." But Peppers claims that he was displeased with her office demeanor: that she did not keep it perfectly neat and that she talked with students too much. In short she was, uh—acting like an accepted member of the Washington and Lee community. One can only suppose that W&L should ape not only Harvard and Duke, but IBM or Exxon as well.

In this day and age of Milken and Boesky, it is a very telling sign for a W&L dean to execute the art of the deal in such Trumpian fashion. A third C-School professor offered, "Peppers' action is an insult to General Lee." Perhaps next term the C-School dean should unroll in one of his own courses. Business Ethics 101, anyone?

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Editor-in-Chief

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W&LSpectator

W&L's Student News Journal of Fact and Opinion

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*"Duty is the sublimest word in our language. Do your duty in all things. You cannot do more. You should never wish to do less."
—Gen. Robert E. Lee*



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General Opinion

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On February 6 the *Ring-Tum Phi* published an editorial condemning the press's current practice of exposing the personal scandals of public figures. In the criticism of the *Washington Post's* coverage of the Jennifer Flowers/Bill Clinton affair, the *Phi* said, "it...hurts the readers by sending the false message that the people have the right to know everything about everyone, that nothing is too personal to be aired in public."

While the national press may never hear the *Phi's* editorial, one might expect the *Phi* to take its own advice. On the front page of that same issue, it ran a story about Read Folline, the senior class president who was arrested for a DUI.

Apparently the *Phi* editors' own professed "journalistic ethics" about what the *Post* can and can't do don't apply to their publication. Folline and SCC chairman Chris Haley are correct in saying the DUI is a personal problem that will not affect his judgment on SCC cases. As such, it had no business being published in the paper.

As the *Phi* did the same thing to last year's Senior class president, its editors must have run the Folline piece for the sake of some type of journalistic consistency. But consistency is not a reasonable excuse for plastering the front page with the personal problems of our student leaders.

Everyone makes mistakes, and it is not a good idea for the student newspaper to be, in the *Phi's* words, "a prying, gossipy tell-all...the evil invention of our own time."

DRINKING & UNDRESSING

In an attempt to address the serious issue of date rape during Sexual Awareness Week, officials at Randolph-Macon College in Ashland instituted an extremely poorly-worded policy on sexual assault.

Dean of Students Ira L. Andrews III stated in a memo to all students, "Thus it is a violation of college regulations for a student to engage in sexual intercourse with another student that is under the influence of alcohol or other drugs."

The implications of this new policy are ridiculous. How do college officials plan on enforcing this policy?

In the *Richmond-Times Dispatch* Scott Aukema, a 19-year-old student from New Jersey, voiced a legitimate student concern in asking, "If I'm going to hop in the sack, are they going to have a breathalyzer right there to see if I've been drinking?" Apparently this new policy condones engaging in premarital sex so long as neither partner has consumed any alcohol or drugs.

Maybe the officials did not intend for the memo to be understood in this manner. But with a matter as

Psalm of Virginia

Doug Wilder is my shepherd, I shall not want.
He leadeth me beside still factories.
He restoreth my doubt in Virginia Politics.

He guideth me to the paths of unemployment:
He anointeth my wage with freeze;
So my expenses runneth over my income.

Surely poverty and hard living shall
Follow this administration,
And I shall live in a rented house forever.

5,000 years ago, Moses said,
"Pack up your camel, Pick up your shovel,
Mount up your ass,
And I will lead you to the Promised Land."

5,000 years later, F.D. Roosevelt said,
"Lay down your shovel, sit on your ass,
And light up a Camel,
This is the Promised Land."

Today, Doug Wilder will tax your shovel,
Sell your Camel, kick your ass,
and tell you that the Promised Land is Japan.

— Anonymous

serious, sensitive, and far reaching as sexual assault, school officials should have been more careful with their choice of words. If they wanted to threaten male students with charges of "date rape" as school policy, the message was lost in misunderstanding over the new policy.

Perhaps the good intentions of the Randolph-Macon officials could have come across to students in another manner. Instead of making ultimatums loaded with assumptions and odd implications, they could have encouraged students to practice responsible behavior.

Women should try to avoid potentially threatening situations, and men should be aware that inebriation is an evidence of a person's incapacity, and therefore their inability to give consent to sex.

Encouraging responsible behavior instead of always assuming irresponsible behavior is a new approach the R-MC officials might consider.

POWER SHIFT

Last year the *National Review College Guide* reported the "danger ahead" for Washington and Lee as liberal faculty members become more influential in campus policy-making. Whether or not this prediction will actually be realized cannot be known at present, but there will be a considerable power shift this July when philosophy Professor W. Lad Sessions replaces Laurent Boetsch Jr. as Associate Dean of the College.

Hopefully future-Dean Sessions may use his new power wisely and institute positive change where it is needed at W&L. He has several goals for his tenure in office, including bolstering W&L's pure science programs and procuring more foundation grants to improve

University science facilities. And although he plans to augment the University's science programs, Professor Sessions said that he has no desire to transform W&L into a research university, but rather wants it to retain its historic dedication to teaching.

At present, however, there is some cause for reservations about Professor Session's selection as Associate Dean. In narrowing down the list of candidates for the position of Associate Dean (which Dean Elrod chose himself in accordance with University policy), he collaborated with, among others, President Wilson.

But who was considered for this position? Recalling the past actions of both President Wilson and Dean Elrod, it is likely that more traditional-minded faculty were not considered for the position.

If Dean Elrod is truly concerned about the pure sciences at W&L, as he also has stated, and wants the Associate Dean to work on enhancing those programs, perhaps it would have been advisable to select a faculty member from one of those departments. Furthermore, based on Sessions' plan of creating Winter Rush for fraternities, W&L has simply given power to yet another administrator who is clearly out of touch with its students.

Student reservations regarding his appointment can be resolved, however, if Professor Sessions does not use his term as Associate Dean as a means to alter the traditions and uniqueness of a largely non-politicized, serene W&L. In the end the real test of his effectiveness will be the extent to which W&L three years hence resembles in spirit the W&L of today.

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THE TEST THAT MATTERS

For over 1.3 million American college-bound high school students, the Scholastic Aptitude Test constitutes a necessary part of their junior and senior years—nearly every college and university in the United States requires it. Those students who perform well on the SAT enjoy not only the respect of their peers, parents and teachers, but the opportunity to attend this nation's most elite institutions. For "these chosen few," not only do benefits of higher education await, but all the opportunities that their distinguished diplomas will grant them.

Most of those students taking the test never really question the authority it holds in our society. And why should they? The SAT, its name implies, objectively measures students' aptitude. Free from the subjective fetters of essay or curriculum specific questions, these electronically graded tests should measure just how smart its taker is and reduce that finding down to a three digit number. What could be more objective and scientific than that? And what could be more American or more fair than college admission officers using such a test to determine whom they accept and whom they reject? Such a system, one in which natural ability (instead of birthright) determines acceptance to undergraduate or graduate school, is what the test's authors proudly call a "meritocracy." But for all its cool scientific rationalism, the SAT is no such objective measure, as no intelligence test ever could be.

The College Board Mystique

When most people picture the headquarters for the Educational Testing Service, they envision some small academic building near or on the Princeton campus. This is no accident. But nothing could be further from the truth. Although the ETS retains its Princeton mailing address, it moved

from Princeton decades ago. ETS is located some distance from Princeton, in the New Jersey countryside on what it calls its "campus," again stressing its image as a neutral player within the academic community.

The ETS headquarters would, however, be more accurately described as a country club. Replete with tennis courts, a swimming pool, a baseball diamond, a croquet lawn, 400 acres of woods and rolling hills, and a private hotel, the Educational Testing Service headquarters lacks only an 18-hole golf course, for which it has had plans to construct for nearly twenty years. Non-profit never had it so good. In fact, one of the largest challenges facing the Educational Testing Service, which enjoyed gross revenues of \$299.7 million in 1989, is finding ways to reinvest its profits and retain non-profit status. Providing its president with a beautiful, secluded home valued at \$250,000 (in 1974 dollars) is one way in which ETS "launders" its profits; offering its employees free lunch is another. But one of its most visible means of reinvesting excess profit consists in its funding of a broad array of academic studies. In the W&L library alone, ETS is listed as the publisher and/or co-author of sixteen books, but only three of these studies address standardized testing. Since 1976, ETS authored 76 government publications, but again the percentage of works which relate to ETS's alleged area of expertise is no more generous than the first example. With all of its "excess" profit one wonders why ETS does not offer academic scholarships, or at the very least, lower the price of its test?

Writing an SAT Question is as Easy as 1-2-3

Even in a small college bookstore such as Washington and Lee's, the casual observer cannot help but notice the large section of the store devoted to standardized test coaching books. For any one of the many achievement tests, there are at least four or five different books designed to help students improve their tests scores. But if the SAT (or GRE, LSAT, GMAT, etc.) really measures the innate intellectual ability that is developed through years of schooling, how can reading a seventy page book increase one's score? ETS has long claimed that these and other coaching techniques offer no significant benefit, and has produced two decades of studies attempting to prove the validity of its claim. Debate concerning the coachability of the SAT has heightened in the last ten years following passage of New York State's "Truth in Testing" law, which requires ETS to publish the questions and answers to the SAT.

Ironically, this law was passed to assist minority students, but primarily serves only to assist ETS (who now sells old copies of the test) and upper

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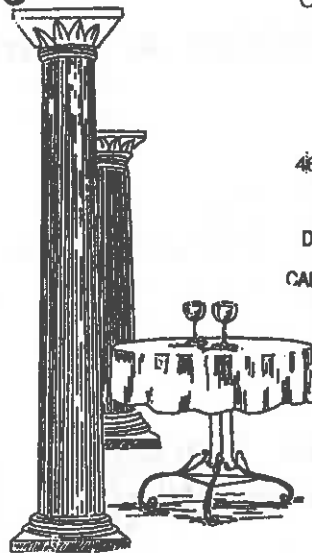
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income students, who can afford to pay coaching services to analyze the test and then teach them how to better take it. In lobbying against the Truth in Testing law, ETS claimed that if it had to release the tests, the cost of producing new tests would increase because it could no longer reuse old test questions. ETS later admitted, however, that it never really reused test questions anyway, because it is almost as easy to write new questions as it is to reuse the old ones.

In the verbal section of the SAT, antonyms, analogies, and sentence completion consist of just four general content areas: 1) aesthetic/philosophical, 2) practical affairs, 3) science-related, 4) human relations. Questions are further broken down based on whether the words represent real things, and according to whether the words in the stem are related to the words in the options. For this reason, the SAT will never ask students to recognize relationships in which word order is reversed, such as TOP:POT::RAT:???. It is, nevertheless, surprising just how many coaching books teach these kinds of analogies. Using this system, any SAT question can then be identified by a three digit code. For example, specification 312 would indicate that a question is 3) science-related, 1) concrete, and that its 2) meanings overlap. Writing an SAT question is just a matter of 1-2-3.

That does not mean that learning to write questions is easy for the untrained, but rather that once a writer learns ETS tricks and techniques, it becomes almost rudimentary. "We would sit around and discuss," explained a young man, who on the invitation of a friend at ETS, wrote questions for the LSAT while a graduate student in English at Princeton. "Say I had written a question. I would say, 'Well, it seems to me that I was looking for answer A to be the right answer, for these reasons.' But then in fact people would say, 'Most of us chose answer B,' and then what we would try to do was revise the passage or the stem in some way to lead people more directly to what seemed to be the reasonable answer. It was all pretty pragmatic. It wasn't very theoretical or anything. If students who tend to do well on the exam generally tend to pick the same answer, then the questions must be pretty good." In his interview with David Owen, the test writer described how writing test questions became rudimentary with time. Writing questions "is pretty tedious. The first time it took a week or two to do ten. By the end I could do ten or twenty a day. I think we were paid fifteen dollars a question whether or not it appeared on the test."

In fact, it is not uncommon for test authors to be only a few years older than the students who take the test. Writing test questions is an entry level position at ETS. When in 1978 ETS wished to fire one of its researchers for publishing the unfavorable results of a study concerning the effectiveness of coaching, they simply "demoted" him from research to test writing at the same pay. He resigned in less than six months. Research and statistical analysis are far more important responsi-

bilities at ETS, for it is those people who determine which questions appear on this test and where.

Joe Bloggs vs. ETS

The SAT's questions are arranged in order of difficulty according to how students performed on the questions in the experimental section. Questions that nearly all students answered correctly are placed first, questions which almost no one answered correctly are placed near the end. If ETS's statisticians successfully perform their jobs, 50% of those taking the examination will answer the first half of the questions correctly and no more. This is one key aspect of the test. The other is that every student taking the examination is given all the answers in advance. The test taker does not have to find the answer to the question, he need only to recognize it.

Based on these two aspects of the test, the most successful (and most expensive) of the coaching programs, the Princeton Review, developed the Joe Bloggs test taking method. Instead of teaching its students to think more intelligently, they very often teach them to think less intelligently. "How would Joe Bloggs answer this question?" they ask their students. In the first third of the

examination, the questions are easy. The Princeton Review, therefore, teaches their students to choose the obvious answer—the answer Joe Bloggs would choose. In the last third of the test, however, the questions are designed to appear easy, but are actually difficult. By thinking like Joe Bloggs, Princeton Review students first eliminate the obvious answers on the basis that if Joe could answer the question, it would not be in the last third of the test.

Using this method, Princeton Review students, on average, enjoy improvements of 150 points on the test, the more diligent students seeing improvements in excess of 250 points. Considering that the difference between State U. and the Ivy League is little more than 250 points, the sixty to eighty hours Princeton Review students spend preparing for the SAT may be more important than any single semester they spend in high school. Does their Princeton Review training teach these students anything that improves their intelligence or aptitude? Not at all. It merely teaches them that, if you have the money, you can beat the system.

All of which raises the question of test bias. Specifically, is the SAT, as critics have long claimed, biased against women, minorities, and lower income groups? Other than the advantage which access to Princeton Review training provides upper income students, there is little evidence to indicate that the test is biased. The

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Israelis conducted their own study regarding cultural bias in a variety of psychometric entrance examinations used by their colleges and universities, in which the SAT was included. Groups taking these tests included persons from different cultural backgrounds from all over the world. This study failed to demonstrate cultural bias in the examinations, excepting what it called an inevitable bias when persons of so many backgrounds took the same test.

One of the more noted studies questioning the SAT, *The Case Against the SAT*, also fails to offer any evidence that the SAT suffers from a cultural bias. The fact that during the past decade minority leaders and others who question the cultural bias of the test have failed to produce more than a handful of questions which may involve some form of bias has done little to cool the debate concerning cultural bias.

But it well may be impossible to accurately demonstrate bias, because so many of those taking the test fail to identify their race and/or gender. According to the ETS, "no response" constitutes the second largest racial group taking the test. Because this group is so large, there is no way to determine how minorities really perform on the test.

Among those who do identify their ethnic background, if they score poorly on the verbal section of the test (the part of the test most subject to cultural bias) they also score equally poorly on the

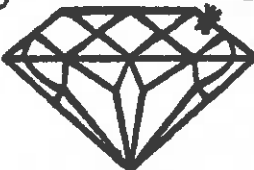
mathematical section of the test (the part of the test least subject to cultural bias). If the test suffered from a significant cultural bias, then the scores on the math and verbal section should reflect a divergence, rather than a symmetry.

The primary deficiency of the SAT and of all standardized testing is that they are inherently narrow. They test how well certain individuals can think like the ETS. And if one accepts the ETS's definition of intelligence, or in a broader sense, merit, then the SAT is in many respects a sound test. Few would argue that a "dummy" could score 1600. The shortcoming of the SAT is that so many otherwise intelligent people score poorly.

In the effort to promote people on the basis of merit, American colleges and universities have produced a tyrant. Without the "permission" of ETS, there are doors that simply will not open for bright unaware of the proper test-taking strategies. In his study, Allen Nairn described ETS as "the corporation that makes up minds." He would have more accurately labeled it the corporation that limits minds. Ironically, then in the effort to extend freedom and liberty by promoting merit and intelligence, America has in many respects limited and restricted it by accepting, largely without question, the ETS's role in our lives.

Cameron Humphries is a junior from Dallas, Texas.

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*The Subtle
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AIDS & The Heterosexual

by Marc Short

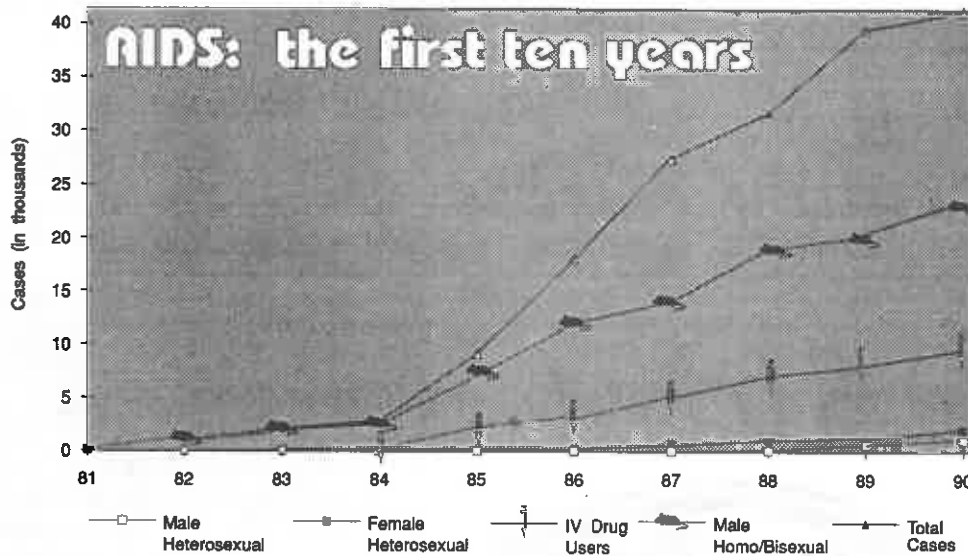
While many of you were studying for your mid-term exams the week before February Break, you may have been disturbed by the explicit nature of the posters raising awareness to "Safer Sex Week". But most of you, like me, probably just laughed at them. The purpose, though, was to scare you. Presumably, "Safer Sex Week" is a nationwide campus reaction to the growing attention that AIDS is receiving.

Last Tuesday evening Grammy Awards

lions of lives." While some of us may not be up to the challenge of bedding 2,000 women, we doubt that it is criterion for heroic status. No one can doubt, however, the celebration by AIDS activists of Magic's infection. Because Johnson is the first famous heterosexual victim his announcement has refueled the propaganda campaign ignited by gay activists and carelessly perpetuated by journalists whose intent is to scare all heterosexuals into believing they are prime targets for contraction of the disease. Why the intentional decep-

tion? The campaign's purpose is both to lobby Congress for more federal funding of AIDS research and to destigmatize the perverted lifestyles homosexuals pursue.

The distortion campaign recently reached the W&L campus in the February 6 edition of the *Ring-tum-Phi*. In an interview with the *Phi*, HIV-infected alumnus, Edwin Wright '78, claimed "AIDS is not caused by drug abuse or homosexual sex, it is



hostess Whoopi Goldberg announced that attendees were wearing red ribbons to show sympathy for those afflicted with the "disease anyone can get." (She was referring to AIDS.) Perhaps the incident that most shocked the world into believing this nonsense that everyone is prone to infection was Magic Johnson's announcement that he had contracted the AIDS virus. This tragic incident soon turned into a sad comedy when he was lauded by journalists as a hero for his admission which would "save mil-

lions of lives...passed by these and other activities." What Mr. Wright failed to tell us is that the "other activities" account for a mere fraction of the transmissions. While it is dubious that the *Phi* was intentionally promoting the propaganda, we must wonder why they conducted this interview in the first place? Naturally, we feel sympathy for Mr. Wright and all AIDS victims, but that does not mean that we glorify homosexuals' repugnant practices of frequent anal intercourse nor should we consider them brave

Marc Short is a senior from Virginia Beach, Virginia.

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for coming out of the closet. In the interview, Mr. Wright states, referring to his contraction of the HIV virus, "I don't know who, I don't know when. I just hope it was a good time." That is hardly the statement of a courageous, or even remorseful individual.

The *Phi's* hype continued the next week with a front page story predicting "sooner or later the AIDS virus will hit W&L students." While their prediction is probably correct, just as sooner or later a student will probably perish from excessive alcohol consumption or a similarly freak accident, the virus will not spread like wildfire as Dr. Worth and other university administrators would have us believe. Take, for example, Dr. Worth's eloquent "Lover's Caveat" which was distributed around campus "in honor of" Safer Sex Week: "But a new disease has made its arrival/ That threatens us all in our basic survival/ We must not pretend that nothing is new/ Because its next victim just might be you". Well now, isn't that a lovely Valentine's Day poem?

The author of *The Myth of Heterosexual AIDS*, Michael Fumento, recently deflated the hot air balloon of the distortion campaign in the February issue of the *American Spectator*. This article revealed that in a recent study of couples in which one member was HIV positive and the other originally was not, only twenty percent of the women sleeping with HIV positive men over a period of several years became infected. Of the sixty-one infected women and their seventy-one healthy male partners, only one male ever became infected, "in what can only be termed a wild relationship, with over one hundred bouts of penile and vaginal bleeding between them." Also, of the thirty thousand AIDS cases diagnosed in New York City, the Department of Health lists only twelve verified cases of transmission passing from female to male through intercourse.

How then do health organizations predict that heterosexuals will become the greatest carriers of the disease? Why doesn't the media tell us the truth, that since 1989 the Center for Disease Control has lowered its prediction for both future and current infections? A recent CDC re-evaluation of heterosexual cases in Florida found thirty percent of the victims belonged in other categories (i.e. homosexual or drug abuser.) Another similar survey conducted on those who had donated blood tainted with AIDS revealed that 51 percent admitted to homosexual behavior after originally denying any such activity. In other words, one does not yearn to be classified as a homosexual or drug abuser if he is not; but, homosexuals are eager to be defined as heterosexual.

Not only are the heterosexual numbers grossly inflated because of dishonest homosexual denial, but also because six years ago the CDC yielded to lobbying from gay activists to include all cases originating from Africa and the Caribbean as heterosexual regardless of whether or not the individual ever himself engaged in a normal heterosexual

relationship! Hence, a homosexual AIDS carrier from Zaire is automatically listed as heterosexual because of his origin. Because these numbers are used to lobby Congress, every taxpayer suffers from this fraud, but, more importantly, victims of other diseases lose badly needed funds. Consider that in the past ten years of the "AIDS epidemic" forty times as many people have died from cancer than have perished from AIDS.

Because one suffers from AIDS should not mean that he is not entitled to federal assistance. But why should sodomites be granted preferential treatment? Again, Fumento notes an even more striking statistic in comparison to cancer: "more white males are diagnosed with breast cancer each year than the number who have been diagnosed with heterosexually transmitted AIDS during the entire epidemic" (more black males are listed as heterosexual AIDS victims due to a greater propensity to share needles among inner-city drug users.)

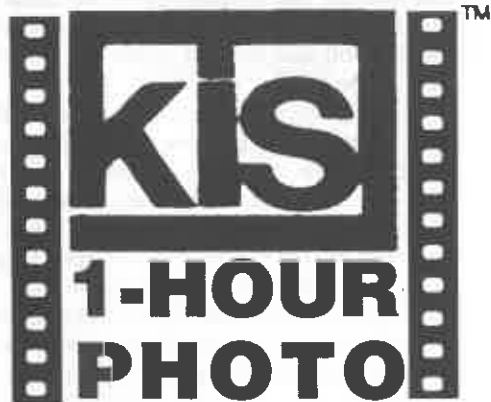
How then do we explain Magic? Was he an anomaly or was he pushing his luck bedding a couple thousand women? Perhaps we will not know the truth until Magic's death.

The Health Education Committee at W&L is doing a service in warning students to practice safer sex, but to suggest that a condom protects you from the AIDS virus, especially if you practice anal intercourse, is absurd. We can agree with Mr. Wright on one point: "until the subject is dealt with

on an intelligent level, nothing is going to happen to stop it." Therefore we should learn the facts. Tom Stoddard, Executive Director of the Lambda Legal Defense Fund, claims homosexuals prefer to be defined "by the love and care they have for each other." As Fumento points out, however, "homosexuals don't comprise the majority of AIDS cases because they love and care for each other, they do so because they engage in lots of anal sex with lots of people." In a telephone conversation with the *Spectator* Mr. Fumento asked "if George Bush were to announce tomorrow that the recession were over, wouldn't the press ask where he got his numbers?" Likewise, the next time you are told that you are at risk of contracting AIDS because heterosexual cases are on the rise and will grow exponentially in future years, ask where the informer got his numbers.

While abstinence should always remain an admirable option, we are not naive enough to believe many college students don't have sex. But what students should know is that if they enjoy healthy monogamous relationships, then they are not at risk of contracting AIDS. However, homosexuals who pursue unhealthy lifestyles and engage in high risk sexual behavior, specifically anal intercourse, may very well end up like Mr. Wright.

Thomas C. Bradshaw III



Photographer

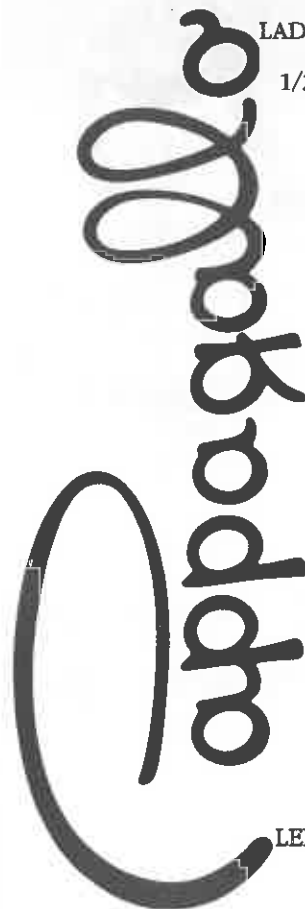
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Baseball '92

by Robby MacNaughton



To Washington and Lee baseball fans, the 1992 Generals squad will offer a youthful face as head coach Jeff Stickley only returns nine players with collegiate experience. Fortunately, Stickley has one of his most talented freshmen classes ever. In addition to the newcomers, senior co-captains T.J. Daly (Pitcher/First base) and Brian Harper (Centerfield) will grace the young roster. The top batter, sophomore Jon Hesse (Shortstop), will also return. Hesse says of the upcoming year, "This year will be a learning process but if the freshmen gel as expected, we will certainly be an improvement from last year." The Generals will have to improve if they are to compete in the talent-heavy Old Dominion Athletic Conference (ODAC). This year the ODAC will have national power Lynchburg, in addition to last year's regular season champs Hampden-Sydney, and newcomer Guilford. "If we can correct the mental errors we made in our spring trip to Florida, we can probably catch a roll and do well down the stretch," says Hesse.

Daly, Harper, and Hesse provide Stickley with an experienced core to build around. All three are clutch performers who can help the Generals both in the field and at the plate. Daly hit .324 last year in addition to being 3-4 on the mound. Harper batted .321 last year and is looking toward an All-ODAC year in centerfield. Hesse, who led the team in batting his freshman year, provides solid defense up the middle at shortstop.

Still, these three will not be enough to improve upon last year's 8-12 record. Hesse admitted that the Generals are extremely young and need a great deal of work. He says of the spring training trip, "We cannot continue to make the same errors that caused us to lose four exhibition games in Florida. We have good pitchers and some good batters, but our defense will be a key to the season." Defense is where the freshmen should help out. Bates Brown has already proven himself at first base; Michael Brooks and Dwayne Van Arsdale should battle for the third base spot. Todd Stanton

should assist Chad Loizeaux at the catcher's position.

When Steve Momorella left Washington and Lee last year the Generals lost a star pitcher; however, the Generals should be very tough on the mound this year. Daly should start opening day. He will be joined in the lineup by senior Toby McCoy, who had the team best ERA his sophomore year, as well as much-improved sophomore Tim Molloy, and freshmen Bates Brown and Brett Hartman.

The Generals look solid everywhere else on the field. Harper leads a very strong and already tested outfield. During his three years with the Generals, he has proven to be as close to error-free as one can get, and he continues to be the top base stealer

on the team. Joining Harper in the outfield are familiar faces like Michael Ross and Stephen Johnson.

With only six upperclassmen, everyone on this year's team realizes that their work is cut out for them. Although W&L finished in the middle of the ODAC last year, they were within several runs of upsetting some top teams. Most people foresee the Generals finishing somewhere in the middle again this year, but with some good breaks and some offensive firepower the Generals could outdistance these expectations. Hesse sums it up, "All we need is a little work and we should do fine."

Robby MacNaughton is a sophomore from Greenville, South Carolina.

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