

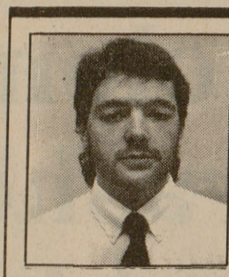
## Men should see rape from women's point of view

It is against Battalion policy to print letters without the name of the author, but I received the following letter and felt it had to be published. Here it is, in its entirety.

"One night in late October or early November a young Aggie who had been fighting with her boyfriend took a short drive to clear her head. She wound up in the Research Park on University Drive. She sat in her car with her keys in her hand and cursed her boyfriend who had just yelled and screamed at her.

"She had a few drinks earlier in the night but with all the fighting she and her boyfriend had done the alcohol's effect had worn off.

"As she sat staring into space a young



Scot O. Walker  
Editor

man opened her Mustang door and sat down inside. He pointed a gun at her and told her to come with him. As she got out of the car, two other men helped her to a secluded spot in the park. As the man with the gun watched, the

other two men raped that young Aggie.

"I am very closely associated with this incident because it was my girlfriend who was raped. God, I wish I could take back all the harsh words that I said to my girlfriend that night; maybe then she would not have been raped. I know they say that boyfriends should not blame themselves when their girlfriends get raped; that there is only one person - or in this case, three - to blame, and that is the rapist himself.

"Well, in this case, the rape went unreported and the men will probably never be caught. Maybe there is hope, though; maybe one of the rapists will turn himself in. That is an unrealistic dream, I know. Why spoil a perfect crime? It is not the rapist who must stop rape; it is all of the other people in this world.

"As for me, I love my girlfriend as much as I ever did, but I wish I would have been the only one to 'love' my girlfriend. My heart is broken and spirit is dim; I am angry at the world and don't want to have anything to do with anybody. I have turned bitter and cold before my time. My only hope is that a rapist will read this and turn himself in."

The letter was signed, "Boo Boo Teddy."

I read this letter and I reacted as men do. "This poor guy," I thought. "He's

been through so much."

But then I realized that he and I were guilty of a really big oversight. We were completely forgetting the woman who was raped. Go back and read the letter again, and notice that the whole second half mentions only the trauma that he has been through, and pretty much ignores her completely.

He says his heart is broken and his spirit is dim. My girlfriend has never been raped, so it's hard for me to empathize, but I think his statement is selfish. What about her heart, her spirit? All you guys out there just try to imagine, as if we possibly could imagine, how it would feel for a man to hold you down and forcibly have intercourse with you.

Most guys can't imagine that. We say, "No way. I'd fight. He'd have to kill me before I'd let him." But imagine somebody strong enough to hold you down and do it to you anyway. It's a horrible thought, and the pain and humiliation and anger must be exponential compared to that of just knowing someone who was raped, or even loving someone who was raped.

The letter writer says, "I love my girlfriend ... but I wish I would have been the only one to 'love' my girlfriend."

I'm not a psychologist, but as I understand, rape is not a crime of sex, but one

of violence. The rapist is not 'loving' victim, but hurting her. I wonder if the boyfriend would have felt if young woman had been beaten half death by a gang of thugs. In the mind of a man, that might be preferable, because violence is something which men are trained to deal with and respond while rape is completely outside of experience.

It disgusts me that this guy is so worried about himself at a time when his girlfriend needs him so much. It especially appalls me because I probably would have reacted the same way.

My final response to this letter is urge women who are raped to go immediately to a hospital, where trained staff will see to medical care and take blood semen or hair samples. If the victim does decide to press charges, this evidence is often the only way to get a conviction. If you don't do this, and decide to press charges later, it might come down to your word against the rapist and he could go free to do it again. As to whether or not you report it, at least go to a counselor. Seeking professional counseling is not a sign of weakness, isn't your fault if you are raped, and you shouldn't have to deal with it alone.

Scot Walker is a senior journalism major.

## Mail Call

### U.S. heading for difficulty

EDITOR:

After reading the back-to-back articles criticizing Andrew Matthew's article and the concept of capitalism, it became painfully obvious to me that our nation may have a difficult time preserving prosperity in the years ahead. I'll argue that Woodard and Shidore, in an attempt to refute Matthew's "oversimplified" view of capitalism, are guilty of an even greater oversimplification: Their idea that greed and profit is bad for our nation.

Both Woodard and Shidore make the generalized statement that all businessmen are greedy. Even if this is true, what Woodard and Shidore do not consider is where our nation would be without businessmen. I am not ashamed of the fact that our nation was founded on the idea of making a profit and the right to pursue wealth. Apparently neither Woodard or Shidore have considered that which would seek maximum profit was restrained. What would undoubtedly happen is that all the profitable businessmen and workers in the nation would soon realize that they will no longer reap the full (or even the after-tax) benefit of their labor. The productivity of the nation would slow down, and the number of individuals pursuing college educations would decline. Sure, the gap between the rich and the poor would decrease, but there would eventually be no rich and all poor. Where would our nation be then? Who would take care of all of us? The newly-formed governments of the east perhaps?

Oversimplifying our nations problems and shoving them into a category for our government to solve will do nothing but restrain productivity. Whether Shidore and Woodard want to admit it or not, they owe what they have to the idea of capitalism. The clothes on their backs are made possible by open and productive markets. The buildings they attend classes in were built through the generosity of wealthy businessmen (Zachry, Blocker, etc.).

Perhaps Mr. Woodard should re-evaluate what our wealthiest former President John F. Kennedy meant by, "Ask not what your country can do for you, but what you can do for your country." I doubt that he meant for it to be interpreted as, "Restrain wealth and productivity so that those who will not work may consume as much as those who work for the good of the nation."

I join you in your prayers Mr. Woodard, only I ask that there will come a day when all Americans will appreciate those who work for a living, and condemn those who can, but will not.

Janell R. Peters '90

### Americans should accept reality

EDITOR:

In response to "Our solutions to racism make it worse" in the opinion section of the Jan. 22, 1990 Battalion:

Fortunately, thoughts about racism began in advance of celebrating the birthday of Martin Luther King. Nonetheless, I am relieved that the event brought the issue to light for a larger group of people.

I strongly disagree with the statements presented concerning "Our solutions."

First of all, television writers are not in the business of solving racism. Television shows today portray American life and society with a serious or humorous tone. And, believe it or not, that includes some whites who curse and some blacks who have "made it."

Secondly, affirmative action policies, the majority of which are now defunct, were our government's form of reparation for a tragic and complex episode in our nation's history. These policies did not attempt to or succeed in solving racism. Presently, a percentage of minority scholarships provide the opportunity of education to students whose families cannot afford the expense. However, the majority of scholarships and job offers to minority students are the result of academic performance and the awareness of cultural diversity by corporate America.

You claim that guilt has been manipulated. Well, it happens to be a fact that many of the laws that governed our country have oppressed specific groups. Moreover, I feel compelled to inform you that the ancestors of African-Americans presented no formal document pronouncing themselves slaves, they did not lobby for unfair voting requirements, nor did they hold a caucus to come up with a political action plan to obtain exclusive rear seating privileges on public transportation. Guilt is being responsible for an offense or wrong-doing. How can one expect that the oppressed and their descendants take a share of the guilt?

Instead of sharing the guilt of our nation's deplorable mistakes, perhaps we should accept the reality of our past, commend the accomplishments of the present and continue to right racial wrongs in our future.

LaTrina M. Williams '91

## High school football: No pass, no recruit

Recruiting season for top high school football players is over.

Young men who were offered scholarships have made their choices as to which institutions of higher or lower learning they will attend in the fall.

Due to the heightened academic and character requirements for incoming athletes at most universities, however, some athletes who would have been eligible for signing under last year's requirements were not eligible this year.

I have managed to obtain a list of some of the high school athletes who would have been able to sign had they not been boneheads and social outcasts.

Here are some examples from the list:

• **Marvin Toodler**, wide receiver, Corn Silk, Neb.: Caught 417 touchdown passes and two known venereal diseases during his high school career.

Unfortunately, when he took his SAT exam, that's all he did. Sat. Now Marvin plans to work for his father, Mr. Toodler, in the family worm-farm business.

• **Leon (Neon) Devon**, running back, Corpus Christi, Texas: What made recruiters suspicious that Leon might be academically deficient was the questionnaire he sent back to interested schools. On each questionnaire, he not only misspelled his name, he also doodled in the margins with a yellow crayon and listed his home town as "Korpus Krispy."

Plans to remain in Texas and seek work repairing anvils.

• **Norman Glovenmeyer III**, quarterback, Palm Beach, Fla.: Starred at Palm Beach's private Ralph Lauren Academy. Was run over by a polo pony during the off-season, however, and suffered head injuries that made him think he is a cocker spaniel.

His father, a wealthy Eastern industrialist, plans to buy him his own Gucci shop as soon as Norman stops chasing Mercedes 380SLs down Worth Avenue.

• **Arnold (Stumpy) Wordsworth**, linebacker, Why-not, Ga.: 6'3", 290. Got the nickname "Stumpy" from his instructors. Not only did he not answer any questions correctly on his SAT, he ate his pencil. Wants to become an air-traffic controller.

### Lewis Grizzard

Syndicated Columnist

• **Gunther Dappleman**, defensive tackle, Shade Tree, Mo.: Stands 7'3" and weighs 416. Ineligible because of

## Student, prof cooperation needed for learning process

Claude E. Mounce  
Columnist

Time was when education was based on a quartet of forces — the student, the teacher, the parent and the administrator. In the transition from high school to college the parent has relinquished a certain amount of responsibility.

At the university level the quartet drops to a trio — student, professor, administrator. Although the administrator is still a force to be reckoned with, education takes on its real meaning in the classroom between the remaining duo — the prof and the student.

It's in the classroom environment that learning should occur. Too many times it is seen as a battleground instead of an incubator. Education is not the pitting of one force, the student, against another, the prof. It should be sort of an area of fertility.

Students expect the prof to be organized, including such mundane things as being on time for class, housekeeping preparations such as chalk available, a projector that works (with a spare bulb), etc. While these are minor, a presentation that depends upon the blackboard or slides isn't effective without them.

The presentation of material is critical. The prof who drones, who speaks in a monotone, who reads his lecture notes, who gets disoriented when working problems or presenting an involved theory reduces the chances that the student will catch the "flu."

A good prof develops a sense of interest and caring for students. Teaching is not just another drudge activity; it's an opportunity to interact with students before, during and after class to get a

steroid addiction.

• **Alfonidius Johnson**, defensive back, Slick Snake, Fla.: Was courted by over 250 schools until it was learned he was given a frog to dissect in biology class and the frog talked him out of it.

Plans career wrestling alligators at CIA's reptile farm and discount fireworks.

sense of their goals, aspirations and problems.

Profs ought to be available when students need to discuss situations. Posting office hours does no good if the prof is never in his office.

The prof who does a lousy job in presentation shouldn't be surprised that his students sleep in class. On the other hand, most profs would rather the students stay awake; or at least sit in the back where the snoring won't bother others.

The student who participates in class is always appreciated. Asking or answering questions is one measure of whether the message is getting across. Without some sort of feedback (other than exams) it's difficult to know whether the "flu bug" is working or not.

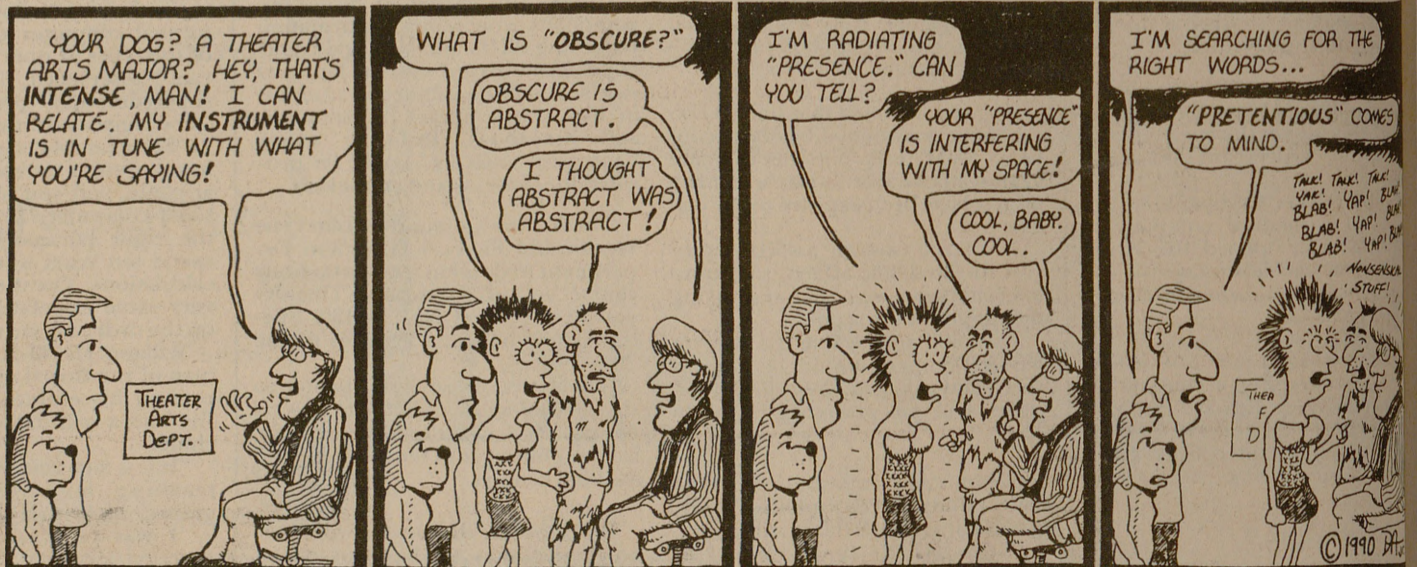
Like the prof, the student should be organized. Arriving to take a major exam without paper, pencil, scantron, bluebook is not a prof's ideal. Late assignments, excessive absences, lack of interest — all are sort of inoculation against catching anything.

The final result — learning or the lack of it — is shared. If it's successful, both can claim the honor; if it's unsuccessful, both can share the blame.

Claude E. Mounce is an agricultural engineering professor.

## Adventures In Cartooning

by Don Atkinson Jr.



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