

EDITOR-IN-CHIEF  
Sandy Harrison

BUSINESS MANAGER  
Lee O'Brien



ASSOCIATE EDITOR  
Susan Walker

NEWS EDITOR:  
Wally McCollum

TECHNICAL EDITOR:  
Rich VanBuskirk

FEATURES EDITOR:  
Mergie Singley

SOCIAL EDITOR:  
Sarah June McRae

SPORTS EDITOR:  
Tom Lang

CIRCULATION MANAGER:  
Everett Coker

PHOTOGRAPHERS:  
Tommy McGehee

STAFF ARTISTS:  
John Wires  
Heather Dailey  
Barbara Gantt

ADVERTISEMENT MANAGER:  
Nancy Barrett

EXECUTIVE EDITORS:  
Diana Denton  
Bill Dayton

NEWS STAFF: Mike Blizzard,  
Sarah Freeman, Dale Freaney,  
Judy Howell, Kay Eubank, Mar-  
tiel Babbitt, Becky Sims, Danny  
Sheffield, Nancy Johnson, Billie  
Uelton, Sally Heath, Reese  
Stanford

FEATURES STAFF: Milla Lasal-  
la, Lynda Clarke, Charles Lewis,  
Adelyn Bailey, Peggy Kelly,  
Bill Exum, Darolyn Garrels,  
Frank Donnelly, Clyde Hoover

COPY STAFF: Judy Babcock,  
Pam Norton, Sara Lisey, Gall  
Brown, Barbara Flake, Susan  
Vernam, Nancy Willett Hope  
Slaton

ADVERTISING STAFF: Fran-  
cisco Figueroa, Sherri Clarke

CIRCULATION STAFF: Kathy  
Kennedy, Bonnie Lawrence

## SALUTING AGNES JONES

The Cluster, loud in its praise of the creation of Mr. Wilcox's Student Union Board, now takes time to honor an integral part of this new University function, Mrs. Agnes Jones, who pilots the desk underneath the co-op stairs.

Mrs. Jones, an old time favorite to Mercer students, came to Mercer on Labor Day of 1961. She served as secretary to the Dean of Women for three years before being moved downstairs this quarter with the inauguration of the Student Union.

Agnes, a part-time student and full-time mother of five, serves as secretary to both the Student Union and the University Hostess. But her greatest pleasure, she says, is simply working with the students.

Mrs. Jones, a native of Raleigh, N. C., attended Peace College there before her marriage. A third year Latin major she spends her lunch hour taking courses—this quarter it's music appreciation.

## LETTERS TO THE EDITOR

Dear Editor:

As a member of the cafeteria staff, I would like to comment on our position. We are obliged to take about three hours a day to serve the Mercer student body. For this great honor we are paid \$.60 an hour (this may be raised).

There has been some comment made upon the punctuality of the opening of the serving lines. I do not believe any Mercer student will starve to death if he has to wait five or ten minutes for us to serve. There is a problem on Sundays, because the line is supposed to open at 12:00 and if a worker goes to church, it is impossible to be back at 12:00. I realize that the line would be shorter and one would not have to stand in line for

forty-five minutes or more to their tray if we open at 12:00, but if we open with only one or two people serving, someone always has something "witty" to say.

This brings up another couple of complaints of mine. When we have an ungodly number of vegetables and a choice of meats to serve only two or three people to serve some students find it near-impossible to make a quick decision about what they want. This holds the line up and then we hear some griping. Also, the students see a feel there is something wrong with the plates that are set up on the shelf. If we keep a variety of selections up there, the student should make his choice quickly and keep

(Continued on page 3)

## Something Was Lacking

For many years, Mercer has helped illuminate the Christmas Season by presenting Handel's Messiah. We were sorry that this year the Messiah was shrunk to the "Christmas portions" and severed from its "Hallelujah Chorus" by a singing Christmas tree.

We do not mean to call "The Singing Christmas Tree" a bad composition, for it is a very pleasant collection of religious Christmas carols, brought together in an excellent manner. But we do think that it is in no way an adequate replacement for the parts of the Messiah which were missing last Sunday.

The songs collected in "The Singing Christmas Tree" are excellent religious carols, but the Messiah is among the greatest musical compositions of our civilization and an awesome testimonial to the greatness of God and the Christian faith. "The Singing Christmas Tree" is a good composition worthy of presentation and attention. The Messiah is what Handel's contemporaries called "sublime" and is worth of the singular token of respect given it by George II and every subsequent audience in standing for the "Hallelujah Chorus." In editing and jumbling the two together as was done here last Sunday, justice was done to neither composition.

—William Dayton

## The Psychology of Giving

Psychologists have studied the act of giving and—ever more important—what it is like to receive a gift. Their findings reported by Shulton, furnish some helpful answers to the question of what and how to give.

1. A gift should be a symbol. According to Dr. Kurt Lewin, Iowa University psychologist, a gift should represent what you feel for someone, or what you'd like to do for that person. It ought to be a shorthand way of telling the loved one: "This is how beautiful you are" or "You remind me of a desert flower."

2. A gift should be a surprise. Useful and practical, yes, but not prosaic—it should have the spice of the unexpected. Dr. Rollo May, noted American psychologist, believes that the moment of giving should be clearly highlighted and set apart by the gift; it must be a unique moment in the ordinary routine of life. This can be accomplished by the surprise quality of the present: for example, a hardheaded business man giving his wife a book of her favorite poems—or a wife, who knows nothing about the stock market, taking the trouble to search out a book on the subject because it will please her mate.

3. A gift should not create anxiety. A fragile, hard-to-care-for or easy-to-lose present may make the recipient anxious, and destroy much of his pleasure in the gift. An overly lavish present can also create anxiety and embarrassment—if the recipient thinks that you expect an equally expensive gift in return.

4. A gift should be something the other person wants—not something you think he should have. If you know a youngster who's been dying for a new baseball glove, by all means give it to him—even if spelling grades indicate that a dictionary might be more in order. A gift is not medicine, and should not be selected because it's "good" for someone. But what if you can't pick up any hints? Maybe you're not listening hard enough. Psychologists have found that when a person talks about the things someone else has, he often gives away his own yearnings.

5. A gift is a sharing of yourself with someone else. To emphasize this quality of sharing, a gift should remind the recipient of your relationship with him or her. If you both love the scent of lilacs, roses, give THE LADY a perfume like "Escapade" which combines these favorite fragrances. Or perhaps the gift or its wrappings can be in a color the recipient associates with you.

6. A gift should say "quality," no matter what its price. A well-made present of obviously high quality is very flattering—it says: "As far as you're concerned, the recipient deserves the best. No matter what you're buying, you can be assured of good quality if you buy time-tested brands, and items which carry a simple, unconditional guarantee.

7. A gift is an announcement. It should say Happy Birthday, Merry Christmas, or whatever you want to convey. Don't neglect the sight of this function, and don't fail to enclose a card that expresses the sentiments you want to convey. Don't just sign your name to a printed card—a few sincere phrases of your own devising add an extra dimension to any gift.

8. A gift must have a proper setting. Psychologists say that the act of giving must be a bit of make-believe, a little play-acting between two people. This holds true no matter how long you've known each other, or how unsentimental you believe you are. Never hurriedly give something as you dash out the door, or as a peace offering after an unpleasant moment. Be relaxed, establish a pleasant mood, talk about the subject first: "I thought of you this afternoon..." or "I saw the most marvelous..."

A gift can be and say many things. But not if you give money; it will never perform any of the things a gift should do. Worse, it can actually cause resentment—for the other person may take it to mean that he needs cash!

According to some experts, there is no really original gift—you and the giver make a gift original. The thought, the moment, the wrapping—these create a memorable atmosphere and give your gift that something extra that makes it certain to be well-received.

## RANKS AND REWARDS IN COLLEGE TEACHING

The surest thing about college is classes. And the most important thing about a class is often the professor.

A professor is really a teacher, but in college he usually is called professor.

College professors are ranked in separate classes in the professional scale. The prof at the bottom is titled instructor, or lecturer, or perhaps teaching assistant. His natural habitat is the laboratory or introductory course.

He is young, only a year or two out of college himself. (He may be sensitive about his youthful appearance, so treat him with deference.)

The next rank up the scale is a big one: the assistant professor of something-or-other. The title has a ring of permanence about it, but the titleholder must fight and struggle to rise or just to hold his own on the academic ladder. Probably has his master's already, and in some institutions even a doctorate.

Quite often he will be so conscious of his erudition and position that he will use difficult words and complicated ideas simply to impress you. He probably also uses such words and ideas among his faculty colleagues, because he needs to impress them too.

The ASSISTANT PROFESSOR may work you hard. He is determined to teach you something. (He doesn't want you as a blot on his record, if you move into more advanced courses and reveal how little you learned in his basics.)

Next is the associate professor. A man really on his way, he has some years of experience, almost certainly his doctorate, and a thorough grasp of his subject.

The associate professor wants you to learn. He feels it his responsibility when you don't. Get your work in on time. Don't try any excuses—he's heard them all.

And if you work well, you'll earn a place in the presence of the master: the full professor, Ph.D., perhaps chairman of the department. With reverence a student requests permission to enroll in one of his classes. Possibly, the chosen few will gather around a table and wait for gems of wisdom to fall from the master's lips.

Years ago, this great professor won fame with his lectures on Chaucer, or his description of outer space; so, rather than risk a fall, he still uses the same lecture notes. Occasionally, you can pick up a souvenir, as a piece of foolscap crumbles and falls from the dusty page.

There is one other man on the professional ladder. He is the Professor Emeritus, a man retired with the same title as he held in his active years. He may be a living institution, the embodiment of the college itself, the teacher of your teachers.

You may see him strolling about campus, checking books out of the library, or addressing an honor society. Treat him with extreme respect. If possible, quote him in a term paper.

The second category for understanding professors is that of marital status. For most students, the marital status of the professor is of no concern. On rare occasion, however, that status may mean an opportunity for fellowship or learning, an opportunity too good to pass up.

A young single man will often be quite approachable, may spend some leisure time with students, may even want to date one of the girls. A young single woman professor is usually quite unapproachable. For a married professor, the big issue is the amount and nature of home responsibilities.

The third category cuts directly across all the

others. A professor, at any level on the scale, and of whatever marital status, may be a woman instead of a man.

THE WOMAN INSTRUCTOR is apt to be temporary. She is probably a homemaker, or the wife of a graduate student supporting him through school. If so, she deserves sympathy, for it's a hard life she lives. Or she may be a graduate student herself.

The woman associate or full professor is committed to the teaching task as a life calling. Having recognized the usual kinds of professional prejudice against women, she may have studied beyond the ordinary and thus achieved an unusual competence.

Some women professors have put all sentiment out of their lives, thinking that sentimentality is too feminine a trait. Watch out for these!

Others are rather susceptible to sentiment—may favor a particular sorority pin, or even a fraternity pin. One sharp girl, having learned that Miss So-and-So favored Rho-Rho's because she had loved one once, went out and borrowed a Rho-Rho pin for examination day, made a point of asking Miss So-and-So a question so as to display the fraternity pin, and got an A on what the sharpie thinks was a B-paper.

NOW LET'S LOOK at the problems which professors have. They can be summarized in one word: pressure. The most obvious pressure is that of time. Away from the campus, the professor is subject to two strong pressures—his family and its demands, and the pressure of money.

Very few professors ever have enough money. Occasionally a professor depends on writing or lecturing or even an unrelated second job in order to support his family.

The pressures from within the campus are usually the greatest. There is the pressure to know, to keep up with one's own field. In many fields, knowledge is expanding so rapidly that a professor either reads daily or loses touch with current thought.

There's also the pressure to publish. The familiar phrase for the faculty is "publish or perish." The professor who publishes is usually studying, writing, preparing, keeping alert in his field and subjecting himself to the criticism of fellow scholars.

Other pressures come, too. Departmental meetings and committees, extra-curricular activities on campus, the striving for research grants and government-sponsored projects, the special assignment from industry or government agency, invitations from church and civic groups, one's own sense of social responsibility—the list is long.

THE OLD IMAGE of the serene professor, ambling from the library to the quiet of his book-lined study, is a forgotten image on many campuses. Today's professor is a powerhouse under pressure. To know your professor, be alert to the pressures that shape and challenge him.

As classes grow larger, and students increase in number, you become part of the pressure. Yet, you are the reason he teaches—never forget it!

What matters in education is example (the professor's own competence, scholarship, discipline), explanation (he understands those not good at explaining and explains to those not very good at understanding), and empathy (both student and professor putting himself mentally in the other's place, feeling for him, reaching toward him, understanding with appreciation what each hopes to do).

Or, in the words of Heinrich Pestalozzi, "Education consists of example and love—nothing else."

Quoted by The Furman Paladin  
From "The Care and Choosing  
of Professors" By Jamison James