

THE MERCER CLUSTER

The Pacesetter of the Seventies



GARY JOHNSON
Editor

JOHNNY TURNER
Associate Editor



CARL BROWN, Business Manager
LYNDON MAYES, Managing Editor

Asst. Editors: John Tyler Hammett, Ron Childs
Executive Editors: Tom Cauthorn, Bobby Phillips

(Unsigned editorials are the opinion of the Cluster and should not be confused with news stories. Signed columns and cartoons are the opinions of the authors and not the Cluster.)

Joe Hobbs

Black Studies Program Misunderstood By Many

Since I was involved in the formulation of the present Black Studies proposal, I feel that as a columnist I must come to its defense against those who misinterpreted its meaning, such as one of my fellow columnists.



There are two areas concerning Black people that are totally absent in our present curriculum. First, there is a total lack of information (facts) concerning the Black contribution in our liberal arts lower division requirements. Few or no Black authors are discussed in our English courses, and there is no adequate covering of Black people in history, music and art. Therefore, I can safely say that Mercer's lower division requirements are totally one-sided and white-oriented, leaving Black students knowing that something is wrong and most white students satisfied with the same old stuff. I must agree that total integration of these courses must occur, but I am afraid that many people do not understand the idea of Black studies. Mere integration of the contributions of Blacks into the present course structure does not in any way constitute the idea of Black studies. This represents what I consider nothing more than an attempt to get a true and accurate liberal arts education.

Black studies is something entirely different, and I feel that a lot of people have not really tried to understand the true meaning behind this move.

Black people in this country represent a unique set of individuals, who have not been able to physically melt into the white American culture because of their racial origin. Therefore, their social evolution has been unique and separate to the trends of the rest of the country. This is also true because of institutional racism. The Black man has been placed at the bottom of everything by his white counterpart. But even in this situation he began to develop an identity that is in its appearance American, but the true basis of which is his Blackness and new cultural identity. The movement of Blackness grew as a distinct culture apart from the normal established way. But in this segregated state of development, the Black cultural emphasis was felt throughout America, and the place where the total American society is today is dependent on that Black influence.

However, it should be noted that although the Black

culture has had a great impact, its importance is still categorically disregarded. What everyone must accept is that Black Americans have had a different set of experiences as opposed to those of the white American. Up until now the education that everyone got was a study of the white American experience. Blacks may not represent anymore than 12% of the population but the Black influence that has been exerted on the social and cultural development of this country is of a far greater magnitude.

In order to study the American experience, we must study two systems, one white and a majority and the other Black, a minority and ethnic. Therefore, Black studies must be defined as a study of a unique set of experiences shared by the Black population of the U.S. and the development of their social attitudes and frame of mind. To encompass this definition, a new set of courses must now be a necessity. Present courses do not and cannot lend themselves to the task of interpreting the Black experience because they would relate that experience on a white bias. New courses can be devoted to this study and

taught from a Black basis, an accurate explanation of the Black experience. The topics of the Black experience need the time and study that total courses and a major can provide.

Whether or not the study of the Black experience becomes segregated is totally up to the white students at Mercer. Blacks have had courses in white studies all their lives and now will be enrolled in the Black courses in order to have a true look at the Black experience, thus giving them a balanced outlook on the total American experience. Therefore, Black students are in the second and last section of studying the total American experience. If the white students of this university want a balanced look at this American experience, they will also enroll in these courses. It should be noted that Black studies' departments all over the country attract as many whites as blacks.

What I do hope is that people who are sincere in the questions about a Black studies department will talk to those of us who know what it really is and the purpose for which it stands.

Students Deserve Voice

Mercer Faculty Denies Students Admission To Meetings

The faculty of Mercer University has voted to deny students admission to faculty meetings. The proposal from SGA only asked for permission to be present and a voice in the meetings, not voting power. The faculty at Mercer is tending to express an attitude that is prevalent in many schools where progress and student ideas are feared. The students at Mercer are tired of poor courses, poor departments, and poor facilities, and it must be pointed out that the students are not looking for an easy road, but a better education. In this respect of allegiance and dedication to better education, the students seem to be passing the faculty's own concern. When are the faculty of Mercer going to learn that the students at Mercer give a damn about their education, with many of its poor qualities at Mercer? The students at Mercer want change for the better, while the faculty sits in a tightly snug security blanket of mediocrity and refuses to hear that many of their courses are a poor attempt at intellectualism and serve no purpose at Mercer except to provide bread for the children of some poor professor. Student participation in faculty meetings would bring many of these poor pitiful teachers to light, and that would be bad, real bad, even though the students only want a better education for their money, not being afraid to call black, black, and red, red. With this type of attitude Mercer is surely to remain on its present level and never see the progress of a first rate university.

Unwarranted Criticism

Last week the Atlanta Constitution carried an article, "Rights Lawyers Charge Carswell 'Hostile'", which landed a devastating attack on Mercer's Law School.

Labor Lawyer of the United Auto Worker's union, Stephen I. Schlossberg, described Carswell, Supreme Court nominee and Mercer graduate ('48), "as a graduate of the third best law school in Georgia". He stated that the Mercer grad possessed a "pedestrian mind" and "an undistinguished judicial record."

The Cluster feels that these attacks by Mr. Schlossberg are unwarranted. The charges degrading Mercer's Walter F. George School of Law are inappropriate and such mud slinging tactics would not become the basest ward politician. Mercer has proven its ability to produce capable and successful graduates in the field of law. One needs only to look at the record.

From the Editor

Mercer Needs Real Community

Concern for the masses is good, but I think that concern for the individual is of much greater value.

Today I see Mercer in great turmoil as a result of its fraternalism. There is so much group identity and group concern that concern for individual fellow men is frequently impeded or overlooked entirely.

To make the picture more vivid, let us examine the realistic situation. Here at Mercer there is fraternity on one side, the unaffiliates on the other. There are Blacks here and Whites there... conservatives younger and liberals over here... faculty in right field and students in left field.

We are becoming identified by the group. We think as groups. And instead of a real community, we have merely a combination of factions bunched together in the same locality.

If I could do one thing different in my four years here at Mercer, I would approach the black-white situation differently. When I came to Mercer, I attempted to think of the masses. I crusaded on the mass scale. It is only now that I come to realize the faults in my approach and the injury that I have probably caused. If I had

approached the situation from an individual standpoint, I think the masses would have come along.

I think that if Mercer is to ever merit or achieve this ideal of a real community, the

Inhabitants of Mercer University are going to have to reverse their procedure of mass first, then individual. If the individual concern is ever attained, mass consideration is inevitable.

LITTLE MAN ON CAMPUS



"I UNDERSTAND THE STUDENT COUNCIL HAS TAKEN SOME BOLD NEW STEP ON INTEGRATION."

Food Funds Misplaced

by Ron Rogers

America has a \$900 billion gross national product and a \$200 billion federal budget. There are more than six million persons in families with less than \$300 per capita yearly income. Three billion dollars annually is paid in the form of subsidies to relatively few farmers not to grow food because the United States can produce far more than paying customers can eat. About 1/5 of the amount paid in subsidies is spent on helping the approximately 15 million critically poor. Although the Department of Agriculture's programs were advertised as the salvation of the small family farmer, nearly all of the benefits have gone to the wealthiest farmers. In 1968 the largest 264 commercial farms received \$52 million in payments, the same amount allotted to the 540,000 smallest farms. Only 18 percent of the poor make use of either the food stamp or food commodity programs. A major issue could be made of the lack of and improper implementation of school lunch, breakfast and milk programs. Only two of the more than six million school children from families at the rock bottom of poverty receive free or reduced price lunches. Last year military related spending exceeded \$106 billion which was more than all federal, state, and local expenditures on health, hospitals, education, old-age benefits, welfare, unemployment and agriculture. Martin Luther King compounded the immorality of the war and the domestic social crisis when he pointed out that this nation spends \$50,000 to kill a Vietnamese soldier and \$53 a year to help a poor person.

MERCER CLUSTER

MERCER CLUSTER STAFF 1969-70

Managing Editor	Lyndon Mayes	Asst. Business Mgr.	Mary A. Becker
News Editor	Elijah Lightfoot	Typists	L. Fleem, Y. St. Denis, E. Poole,
News Staff	K. Shaw, K. Bryant,		B. J. Bandlow, T. Ursey
	M. Weinstein, G. Copeland, J. Parker, M. Sweet,	Copy Editors	Tyler Hammett, Glenda Tully
	D. Wood, E. Vance, L. Highnote	Photography	Bob Johnson
Features Editor	Chuck Jackson	Public Relations Mgr.	Raneta Williams, Janice
Features Staff	E. Robinson, B. Davies, D. Brown,		Dawson, Nadine Sherman
	T. Kandler, Alice Burns, Judy Wright, Vivian	Layout	A. Cooper, J. Hatten,
	Southwell, Marsha Matthews, Gens Williams		B. Stanton, Ed Fisher, Andrea Frost, Joe Soquin
Columnists	Ron Childs, Joe Hobbs, Larry	Political Editor	J. Larry Flankston
	Flankston, Allen Wallace, Rocky Wade	Advisors	J. Paine, A. Stansfield
Sports Editor	Los Johnson	The Mercer Cluster is a weekly student publication	published by the students of Mercer University. The
Sports Staff	B. Owens, B. Nottingham		phone number is 743-1511, extension 221. The
Artists	G. Middleton, B. Stanley, E. Hammonds,		address is Box 29, Mercer University, Office room
	F. Campbell		324 and 328 CSC. Office hours are 9:00-5:00, Mon-
Advertising Mgr.	James Boykins		day through Friday. Subscriptions are \$5.00.
Advertising Staff	Marion Murray, Dianne Camp		