

CLUSTER PLATFORM FOR 1937-1938

1. Add typing and shorthand courses, for which credit toward degrees would be allowed, to the Mercer curriculum.
2. Broadcast radio programs direct from the Mercer campus.
3. Reduce the profits made by the campus co-op and sell supplies to students at cheaper prices.
4. Establish a separate publicity department for the University.
5. Better the cooperation between the student body and the University administration.

Show Your Appreciation

The new Hardman Library, now one of the most modern and best equipped buildings on the Mercer campus, should be appreciated by each student to the extent that he is willing to take a personal interest in the proper use and care of both books and building.

The building was reconstructed and refurnished with money given by people interested in Mercer students. Likewise, new books are being bought with money from the same sources. Students can now show their interest in the gifts by their appreciation of them.

Conduct while in the library building, as well as the care of books borrowed from the library, are accurate indexes to the appreciation a student has for the library. Destruction of books and building alike show a student's disrespect for the property of others.

A few suggestions of ways Mercer students can show their appreciation for the new library include these: Don't use a library book as you use your own, unless you happen to be one of the few students who value a clean, well preserved book. Return the book you have borrowed on time; this will save you an expense and the librarian much trouble.

"Silence is golden" is a rule that never fails in a library. When you leave the library for class or when students are coming in or going out between class periods, remember others in the library are continuing to study and should not be interrupted. When you move a chair in the library, lift it up and carry it; don't drag it across the floor, thus scratching the surface.

Cooperate with the librarians in maintaining an orderly, well-managed library. The library is no hall for social gatherings; the new student center is for that. Hours during which the library is open are limited; plan your work so you will not rush the librarians in finding books for you.

Use of the library is a privilege which Mercer students enjoy. You can show your appreciation by never abusing this privilege.

AROUND WASHINGTON

By Marvin Cox

WASHINGTON, D. C.—Deep in the recesses of the massive new Interior Building there is situated a unit of the Federal government that is accomplishing a dual task, both aspects of which relate to young people and education.

First, with technological factors making employment opportunities progressively scarcer, the outfit is aiding in the training of talented students for work in a field, which, while not entirely new, is still in the process of development.

Secondly, while new people are being trained for this field, the public generally is acquiring painlessly and interestingly additional facts and concepts which will make for a more thorough public education.

The organization of which I speak is the Federal Education Radio Project. Within the last few months more than 800 educational radio programs have been broadcast over 87 radio stations situated in 39 states. And most of the programs have been put on by students!

At New York University a Radio Workshop is maintained by the Education Project and selected students from various educational institutions receive training from recognized experts in the various phases of radio. But for every one of the students in the Radio Workshop there are 10 or more out in the states putting on through the cooperation of the Radio Project and its Script Exchange—educational radio shows that have proved to be immensely popular.



COX

Government Spends Large Sum For Education

This obviously violates our sacred national precepts. What right-thinking American would fail to protest when his government considers the spending of one-fifteenth as much on education as is spent on the preparation of war?

But the real import of this subversive attempt to educate the people is seen best in the fifth year of its effect. Then the U. S. government would spend one-fifth as much for education as it did for battleships and stream-lined death machines!

The Senate committee of education and labor has actually reported this bill favorably. The members have said; in effect, "This bill is okay, let's pass it."

Fair-minded Americans, however, will probably exert sufficient pressure to defeat this obnoxious legislation. Tradition shows that the value of war-mangled bodies, broken lives, and scrapped hopes exceeds that of a living, breathing educated youth, so, with tradition to guide us, we may yet overcome this threat to our institutions.

'Know Your Georgia'

By Lee S. Trimble

Manager, Chamber of Commerce
Macon, Georgia

From the first conception of the idea of colonizing Georgia, which was fine and unselfish, our State has had an interesting and colorful history.

On the Seal of State first adopted for the colony was the inscription "Not for ourselves, but for others." Perhaps there has been some departures now and then, from that high-principled motto, but it was a good beginning.

After the Revolution that Seal was discarded, along with many other English ties and forms and a new Seal was adopted, this one bearing the inscription, "For the good of the Republic."

In time that was outmoded, also, and the one in present use designed which bears three pillars supporting an arch; each pillar bearing one of the words, "Justice, Wisdom, Moderation."

We have a State Flag adopted by law which is described thus: "It has a vertical band of blue next to the flagstaff occupying one-third of the flag's area. The remainder of the space is equally divided into three horizontal bands, the upper and lower of which are scarlet in color with the middle band of white. On the blue field is stamped or fixed the Coat of Arms of the State."

The State flower, as you know, is the Cherokee Rose, designated by legislative Act in 1916, and an official song, too long to be quoted here has been adopted.

The official tree for Georgia is the live oak as named by the legislature of 1937.

There is much to be proud of, and some things to apologize for, in the Empire State of the South, but all worthy native sons love her for her history, her virtues and her possibilities.

"Here's to the land that give me birth
Here's to the flag she flies;
Here's to her sons, the best on earth
Here's to her smiling skies."

COLLEGIATE WORLD

(Continued from Page 1)

the U. of South Carolina, is being sued on a libel count by a former German club treasurer who claims that the paper through a column "Muslin' In" accused him of embezzling funds placed under his charge last semester when he was in office in the dance organization. He is seeking \$3,000 because of the following write-up—"— extreasurer of the German Club has been seen driving his new car around the campus."

They say there isn't much change in freshmen this year. You can always tell a freshman girl because she says "stop." And you can always tell a freshman boy because he "stops."

MERCERIAN

(Continued from Page 1)

a circulation of twenty-five hundred he said, and will contain a new feature, "Keeping Up With the World." "This new feature will list the occupation and address of every alumnus from the class of 1871 to the class of 1900. This information was obtained through "tracer cards" mailed to all alumni by the alumni office last spring," said Dr. Stout.

The alumni office requests that all students who know the addresses of alumni to give this information to the office. The alumni office is located on the first floor of the administration building.

CAMPUS CAMERA



Dr. Overton Writes
LEGAL SCHOLASTIC RANK AND SUCCESS AT THE BAR

Editor's Note: Each week, under the general supervision of Dean John B. Clark, the Cluster presents an article by some member of the Mercer faculty on a subject of interest to the students.

By Dr. Elvin E. Overton
Dean Mercer Law School

There is, at the present time, a good deal of discussion and criticism of grading systems. In the professional schools particularly students are asking themselves and their teachers what grades mean. Obviously, there may be imperfections in any system of standards. Obviously, also, it is impossible for everyone to agree as to the meaning of those standards.

Back at the University of Chicago the students used to have a saying which ran something like this: "The A students make the teachers. The B students, the judges; and the C students make a living."

I don't suppose that anybody meant that to be taken literally, but there was a general feeling that there existed no very high correlation between a Law School

student's scholastic attainments and his chances for material success at the Bar.

Even Law School teachers were inclined to give some credence to the generalization. No study, however, had ever been made of the problem. The generalization was apparently the result of the observed fact that some men who led their classes in Law School had a hard time making a living at the Bar, and that other men who trailed the latter classes made marked success at the Bar.

Recently a thorough study has been made of this problem. The survey was carried on with the help of Federal funds and was supervised by the Law School of the University of Wisconsin. Wisconsin is a particularly fortunate choice for the survey. This is true because the University Law School is one of only two accredited schools in the state, and a large



CLARK

THE MERCER CLUSTER

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Letter to the Cluster

Dear Editor:

Now that all this hullabaloo concerning the selection of the Honorable Hugo Black as the ninth Justice of the Supreme Court of the U. S. has reached a somnolent stage and once more the quietude of sane rationalization has been restored to normalcy, what will be the reaction of those who lie smugly with defeat by Friday night's oration: Perchance they will submit to the dedicated will of the majority and withdraw deeper in their shell of conservatism, more determined than ever to waylay Franklin D. Roosevelt and the progress of the New Deal.

It was generally conceded by both factions of the Black controversy that it was one of odious politics and not a Klu Klux Klan issue. This raucous effort to circumvent the true issue and turn it into a national travesty, has been easily detected by the feeblest minds, and those incorrigibles of a decaying capitalistic order have lost even more of their inherent prestige.

But the intrinsic qualifications of Black to occupy a seat on the Supreme Tribunal of this nation are fairly well admitted by all, now that the issue has been penetrated and the facts placed before the public. It would be well that both factions bury their hatchets of antagonism and become united in giving the American people a more consecrated and pious conception of liberty, equality, and human justice for all.

C. H. Caldwell, Jr.
Junior Law Student

proportion of lawyers practicing in Wisconsin are graduates of that school.

All lawyers who graduated from the University of Wisconsin Law School between 1904 and 1931 were included in the survey. These six hundred lawyers equaled about one-fifth of the total State Bar, and gave a representative cross section of the lawyers in the state.

For the purpose of study, all graduates were divided into groups which roughly approximated the ratings in Law School of A, B, C, D, and E. All lawyers were divided into three groups. Those with incomes below \$2000, net; those whose incomes were between \$2000 and \$4000, net; and those whose incomes were over \$4000, net.

Since the survey was made shortly after the beginning of the depression, the first study endeavored to discover what effect the depression was having on the incomes of the lawyers of the various scholastic groupings. The surprising thing was that none of the A men suffered a loss of income during the year under study, while .7% of the B men did suffer such a loss; as did .9% of the C men and 5.1% of the E men.

The differences here are not very great, but it will be noticed that the percentage of men in each group who suffered a decline in net income during the year studied increased as the scholastic ranking decreased.

The next inquiry was to discover how the men of the various scholastic groups compared as to incomes.

It was found that 29.9% of the A men were making less than \$2000 a year, net; but 35% of the B men, 41.2% of the C men, 69.6% of the D men and 50.3% of the E men were making less than this amount. In the income group between \$2000 and \$4000, there was no significant variation. About 30% of each scholastic group earned that amount.

It was in the higher income groups (those earning \$4000 or more a year) that the variations (Continued on Page 4)