

AVON BUICE

Baptist . . . Sure

Mercer University—Georgia Baptist Institution . . . This was made very clear to every student attending chapel exercises last Tuesday morning when our president-elect George B. Connell made his debut as president before the student body.

Major Connell read to us parts of reports submitted by the trustees of this institution, and almost exclusively, these people, whether ministers or not recognized this fact and asked that Georgia Baptists, and their ideals not be forgotten in the planning of this institution's program of work under the new administration.

It was brought to light, that Georgia Baptists support this institution to a tune of over \$100,000 each year.

President-elect Connell further told us that as long as Georgia Baptists are the supporting foundations of Mercer University that their beliefs and reasonable and practicable desires would be carried.

He was exactly right.

We will have to follow their direction as long as we are a privately owned institution and should we not approve, I wonder whether or not we are in the right institution.

On the other hand, those not active in the theology departments of this school should not be expected to think as some of those more devout and set in their beliefs in the direction of religious viewpoints.

Mercer was founded to further Christian education, and I sincerely believe that these principles should be and will be carried out as long as Mercer is in existence.

Mercer is a Baptist Institution, and should act like one, but at the same time more consideration should be given the law student, the business major, the dramatics student, and the entire student body and their opinions. Surely it is possible to obtain a Christian education without pointing our whole plan of activity toward the theology department.

Blood Drive

Blood—the fluid of life . . .

Needed by thousands of men on the battle fronts of the world.

Given to them by us—the students at Mercer—in order that they might live—the true Christian spirit.

Mercer students gave the Red Cross a total of 204 pints of blood for use in the far East Tuesday, while more than twenty more signed pledge cards offering to help.

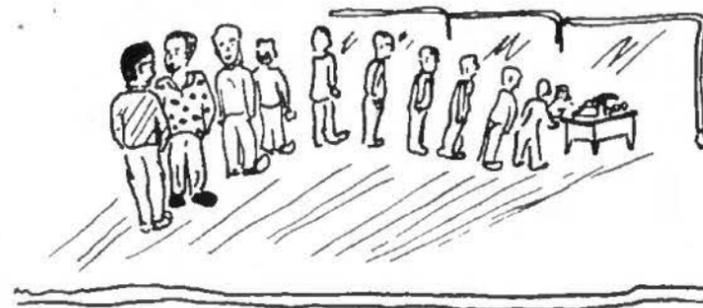
This was very good sure, and it is shown by the letter on the front page that the Red Cross appreciates it. But, of nearly one thousand students, more than one-fifth of the student body should be willing to give to such a worthy cause.

The Mercer Cluster

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As We Gave



Oh! There is nothing to it . . .



Oh . . . h . . . h . . . !

CAROLYN McELVEEN

Comprehensive Concentration

It's time to wake up from your dreamy spring state of mind to the "cold, hard facts of life," which are still true in 99 degree weather. Namely, there is little over one week until exams.

In case you read the previous sentence in the same frame of mind as you have blankly "read" all of this quarter's history assignments, or if your roommate is begging you to go out to Lake-side, or if the radio a couple of rooms away is blaring "In The Good Ol' Summertime," let us repeat this startling bit of information which the X-Filled calendar reveals: After exactly seven more days of classes, there will take place a brief 3-day period of examination.

To all the unsuspecting students this is probably a shocking blow—that is, to all students except the seniors, who have, by this time, become rather shockproof. Whether education consists of unlearning what you have already learned or whether it is a process of finding out how many things you don't know, the Senior usually feels that he has reached the acme of both. "After comprehensives what else could they ask me that I don't know?" Seven more school days will answer that question, but we have a few to pose here on this subject of comprehensives.

The general consensus of opinion on this subject seems to be that these examinations have both good and bad points. Here we shall mention a few of the "pros" and "cons" and the questions which they logically leave in the student's mind.

First, concerning the test itself: It is supposed to be a good indicator of general comprehensive knowledge. These questions arise in the student's mind: Can any one examination of this sort give a true picture of a student's comprehensive knowledge? Isn't a portion of it purely guesswork? Even granted that it does give a true picture, why should a student's graduation from Mercer depend on tests over subjects which he has

not even studied here?

As for the administration of comprehensives: Certainly it seems logical to test the student after he has had fullest opportunity to study the subjects involved. But hasn't he had this opportunity before his last quarter here—when much general knowledge has been forgotten in the process of concentrating on a major and minor for two years? Would not earlier administration be more beneficial in many ways? Not only would it help the student to note his deficient areas of study, but also help him to definitely ascertain his major and minor fields and also discover what type of knowledge he is lacking in these?

Granted—that it is very difficult to cope with all the individual problems certain to arise in this sort of testing, it still seems that a few methods of administration could be improved, such as the long hours of physical strain, unnecessary noise, etc.

Then there are the results of such tests: Since most students pass, it is logical to conclude that they are not impossible. How ever most students agree that they could have done better if they had not been under physical strains (such as those mentioned above) and mental strains attached to a test of such significance.

The general purpose of comprehensives seems to be a good one. A student should be encouraged to remember material beyond final exam time but not simply to pass another test. For this seems to imply that the major emphasis of education is placed on testing rather than teaching.

We understand that some action has already been taken on this subject. We hope that it will answer some of these student queries.

From the Editor

The editorial to the right, entitled "Recent Cases" is to be a weekly feature, written by a student of the Walter F. George School of Law. This column appears in order that the CLUSTER might bring in the lawyers' views on matters of student activities and interest.

A letter to the editor appears on the next page, the editor wishes to thank students interested, and will print all signed letters to the Editor so long as space and the writer's use of language permits.

Us and Korea

The stories of the repatriated prisoners of war have attracted much attention lately. As these Americans have returned home they have brought with them tales of torture.

Their stories of death marches, disease, and starvation are indeed gruesome. As I have read of their experiences, I wondered how any of them go back. Some have said that only their faith in God had given them a desire to go on.

It is interesting to note that these were the boys who were being taught Communism, day and night. They had to wade through lectures and pamphlets which said that there is no God. The Communist have long taught that God is only a narcotic to ease men's minds.

We at home never appreciate what we have. Were it not for the newspapers and radio, we would not realize that there is a war going on. The bloody slopes of Heartbreak Ridge mean no sacrifice to us. We are more interested in whether Daisy Mae will remarry believing Lil' Abner to be dead: Or that the Macon Peaches are in third place.

It must indeed trouble these returning soldiers to see the American people so unconcerned over their plight.

American's road is a rough one. Though not necessarily so physically, it certainly is rough morally. We have the Atomic Bomb. The Nevada tests continue. A few Atomic Bombs could possibly end the Korean War.

As we read of the prisoner of war camps and their activity, it seems desirable to end this war in any way possible.

With hope for a Korean Armistice dwindling, is there any other way to prevent all-out war?

This is not a battle of men. It is a battle of ideals—Communism vs. Christianity. Victory will come not to the one with the most Atomic Bombs, but to the one who advances their ideals into the hearts of the most people.

Russia is not pressing war, for by this "Cold" war, they are spreading their ideals throughout Europe and Asia. It is better to convert an enemy to a supporter than to kill him.

Our task? Not to produce a stale-mate in Korea, but to convince the world that we have faith in our American way of life, our leaders, and our God.

Recent Cases

In my exalted position—that is, left front balcony, Willingham Chapel—I have heard rumblings of discontent. It seems that there is a difference of opinion between student and administration as to the desirability of compulsory chapel.

The administration's policy concerning chapel, in theory, seems to be a good one. We were told at the beginning of this year, as we are told at the beginning of each year, that our three chapel periods will consist of a student sponsored program, a religious program, and a cultural program. Though this announcement sounds reasonable enough, it is followed by a surprising number of weeks in which our cultural program consists of another religious program. Religion is the keystone of man's life, but a sermon is not a cultural program. Religion and culture influence and color one another, but they are not synonymous. Why not devote the cultural program to such subjects as music, philosophy, world affairs and the like?

During the religious programs, we have too often the feeling that our guest speaker has pulled a sermon from his back stock to fill up the twenty minutes. Sermons are well and good and have their place, but there is more than this in religion. There is a wealth of material in the field of theology, the reasoning of some of the greatest minds in history. Why cannot the student be given a taste of the true weight and depth of religion, instead of idle admonitions on how to behave?

The suggestions I have made regarding chapel advocate programs acceptable to an audience of better than average intellect, which is what a college audience should be. While we perhaps cannot expect rapt attention for a poor speaker, neither should we expect an intelligent man to speak to the rattle of newspapers and the low murmur of polite conversation. And after all, the quality of a speaker is immaterial if he is only to serve as the background for the morning news.

Here is the basic conflict: If you insult the student's intelligence by feeding him sub-standard speakers and sermons too often without depth, his conduct will reflect it. But the Administration dare not bring us quality speakers if our reception of them would be a disgrace to ourselves and to our school. Perhaps with a little cooperation we could work something out.

—Lloyd Bachelor