

# The Mercer Cluster

MERCER UNIVERSITY, MACON, GEORGIA

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## Financing Exchange Student Is Chance To Serve

Mercer social organizations will get a chance to be of real service to the school in helping to bring an exchange student to the campus.

Mercer has no University-sponsored exchange student at present. The addition that such an individual would make the campus is evidence by the impact that other foreign students such as Ejarne Kvinnslund and Fred Mohr have had on the student body, both sponsored by the Rotary Club.

The project can be of even greater significance if considered from a long range view. Should it be a success next year, the project could become a permanent part of the University program.

And if the students show a willingness to support the plan, the administration may in time take more of the responsibility.

So the social groups are presented with a real challenge. If they find it possible to contribute fifteen dollars per quarter apiece to bring such a foreign student the project can very possibly be a success.

With the financial resources that the Greek and independent groups possess, fifteen dollars per quarter doesn't seem unreasonable. The first installment would not be due until next quarter. Budget planning should be able to take care of the rest next year. This is a challenge the social groups cannot let go by. —C. H.

BUDDY HURT



## Sanity At Last

Slowly, perhaps even surely, voices of sanity speak throughout Georgia.

You have probably heard them already. A neighbor says, "I don't know what the answer is, but I don't think we ought to close the public schools."

A state representative says, he wants to keep the schools open . . . an editor pleads for the continued operation of the schools and warns that the closing of them would be a disaster comparable to Sherman's fiery march to the sea . . . names are added daily to the many petitions for public schools sponsored by HOPE.

As yet the voices are still few. Their volume is not great enough to drown out the great cacophony of deceit and demagoguery that has grown into a crescendo since 1951. Men of honesty and judgment and courage are still outnumbered by fools, ignorant men and idiots, who have brought us to our present pass.

But the voices are heard, of that we may be sure. We may even have some sympathy for Georgia political leaders, particularly Ernest Vandiver, who must now face their moment of truth.

Every man who speaks against the closing of the schools makes it that much harder for our elected representatives to close them. Every ounce of pressure brought to bear increases the chances for continued operation of the schools. And with every voice that speaks for public education, the governor perhaps hears his own voice, hears his own words of categorical committal to prohibit racial integration of the public school system.

Even now he speaks firmly, binding himself to a specific course of action when the situation increasingly demands flexibility.

Still, he cannot be unaware it is now harder than ever before to do what he has said he will do. He must at least have some trepidations, some moments of indecision and uncertainty, as the voices grow louder and become more demanding.

The voices are not those of radicals, and they do not make statements that are outlandish and unthinkable. They simply support public education, which has always been considered a recognizable good. It is, in fact, a commentary on the confusion of the moment that a man must be morally courageous for him to support the schools of the state.

Yes, the voices speak. But it is not yet clear if they are enough and if they are in time.

## LETTERS

Dear Haywood,

I would appreciate the opportunity to correct an error of fact in the last issue of the Mercer Cluster. A letter by student Gene Bostick states that Prof. Ray Brewster's "usefulness as a supposedly leader of young people in the academic field has come well-nigh to its end."

This is incorrect, as Mr. Bostick could have learned with more investigation. It is I whose "usefulness as a supposedly leader of young people in the academic field has come well-nigh to its end."

Incidentally, I still have H.O.P.E. petitions for any other useless Professors who haven't had the opportunity to sign.

Sincerely,  
F. Robert Otto

Last week's letter from Mr. Bostick was addressed to the Editor, as an open letter to Prof. Brewster. We regret omitting this information—Ed.

Dear Haywood:

Professor McManus mailed you a copy of the letter addressed to me on January 29, and demanded an apology to Mr. Brewster. Enclosed is a copy of my answer to Mr. McManus. You may print all or any portion, provided, if any portion of any one paragraph is printed, all of that particular paragraph be printed.

I appreciate the space given the former letter, and hope I have not caused you any trouble from any of the profs.

With kindest regards, I am  
Yours truly,  
Gene Bostick

Here is the letter.—Ed.

Prof. Harold I. McManus  
1472 Adams Street  
Macon, Georgia

Dear Sir:

I am somewhat bewildered, and to say the least, awed, by the wrath displayed by you in your letter of January 29 and the telephone conversation between you and me on January 30. Let me say that for anyone to attempt to argue and hicker, especially a learned man such as you, is utterly absurd. I am at a loss as to an explanation for your reprehensible actions.

Mr. (Sic) McManus, you seem awfully concerned as to how the editor of the Cluster got the letter addressed to Mr. Brewster. You have stated your letter was based purely on personal opinion, and not from any authority delegated to you. Therefore, the conditions under which the editor received a copy of the letter should be of no concern to you, unless you are a mere "busy-body". But, sir, for clarification, let me say you have been ill-informed as to how the editor received the copy.

Next, sir you have stated that I have mistaken the identity of Mr. Brewster for that of Mr. Otto. After further examination, you are proven to be quite correct. However, I talked to Mr. Brewster by telephone before I wrote the letter and he led me to believe I was talking to the right person, and did not make an attempt to inform me of the mis-identity.

Further, Mr. Brewster made a vain attempt to convert me to the HOPE cause, and even offered to get me some petitions to circulate. Under such circumstances, sir, I have no apology. To proceed one step further: if the HOPE fallacy had not already been aired, I would direct a similar letter to Mr. Otto.

There seems to be a wide disparity of reasoning in your contention that I have no right to make a value judgement on a Mercer professor. By relation back, sir, just what gives you authority to determine that I have no right to make a personal value judgment when a public issue is involved? Sir, I trust you are not blind to logical thinking and will see the shallowness of your thought processes along these lines.

Mr. (Sic) McManus, you will note in the letter to Mr. Brewster, I also directed my criticism to his colleagues. By the colleague classification, I took it for granted this included you, Mr. Otto, or anyone else circulating a HOPE petition, whether or not they be a faculty member.

Sir, so you will not be misled, let me state I am ever-mindful of my position as a student, and have the utmost respect for the faculty members, almost without exception.

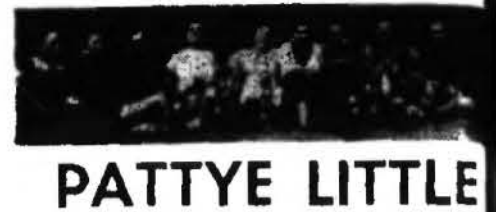
Sir, without regard for your likes and dislikes, I am directing a copy of this letter to the editor of the Cluster with my approval for it to be printed verbatim if he sees fit to do so.

Mr. (Sic) McManus, like Mr. Brewster, your usefulness as a supposedly (sic) leader of young people in the academic field has also come well-nigh to its end.

I have not experienced pleasure in incurring your wrath—but such is the price a freedom-loving people must pay, whether they be a student or the man in the street.

Respectfully,  
Gene Bostick

## FOOTNOTES



## PATTYE LITTLE

Most of us at one time or another in our academic career have asked ourselves, "What's the use of studying anyway?" This is usually in the face of a blue book carrying a lower grade than we expected.



There is a story—about a somewhat dubious nature, but in the interest of having a readable column, search for the facts has been instituted. It concerns an enterprising sophomore heard from one of his cohorts of a test the said cohort to undergo.

The test apparently was scribed in such glowing terms that the student couldn't resist its inducement and so decided that he, too, would take the test.

The fact that he had never enrolled in the class and furthermore hadn't attended even a session of the class did not serve as a deterrent. He was going to take that test.

And take it he did. The teacher, although puzzled at having what seemed to be an extra student, nonetheless gave out the tests and books according to the Mercer Code. (48 Mercer 296)

The fake student took the test and turned in his bluebook (also in accordance with the Code). He did take the precaution of signing a pseudonym.

Now according to the laws of truth or fiction (41 Truth, 159, 82 Fiction 111), he should have either failed resoundingly or made a perfect score. Since this is not presented as the unadorned truth (somebody told us the story) and is hoped that it isn't fiction, we must regret that he did neither.

He did pass the test, with a D minus, which more than could be said for some legitimate students who had been sitting in the class all quarter.

Somewhere in this story, there is a moral. It might be that, if you want to pass a course, never go to class. Or in the words of that immortal and traditional old campus song: "I'll be home for the holidays, Mother, I've been in school too long."

## Tattnall Square:

Insane Drinnon photographer Talmadge (probably the most unlikely name I have ever heard, and not particularly appetizing to those which aren't either), who is noted for his seemingly inexhaustive (except to the listener) library of the worst jokes ever invented, tells about an enormous new electronic calculating machine that has been installed at the city waterworks. It is "filtering man's thinker."

Dear Editor,

Mr. Bostick's letter to Mr. Brewster in last week's Cluster is a good example of putting cart before the horse—or the mouth before brain.

It concerned the H.O.P.E. petition being distributed by Mr. Brewster and brought a sharp attack on Mr. Brewster's activities in this matter and his usefulness as a leader of young people in the academic field.

This was all very well and good—but Mr. Brewster is not the person distributing H.O.P.E. petitions. Tch! Tch! And as for Bostick's opinion of the matter of Mr. Brewster's usefulness, nothing need be said in reply nothing!

Mr. Bostick says that the H.O.P.E. petition doesn't deal with the real issue involved in segregation—integration problem. It may be that he thinks the real issue is the reversal of the Supreme Court Decision. This is a real issue one that needs to be discussed, but the real issue that segregation is unconstitutional is an accomplished fact (Senator Talmadge sees now and it only took him five years!).

Georgia laws prohibit integration and provide for the closing of schools. The real issue, therefore, for Georgians is whether or not children will have schools to attend. H.O.P.E. deals directly with this issue and thus it is not at all nebulous.

I suggest to Mr. Bostick that, rather than criticize those who are trying to do something about this situation, he come up with a plan for the education of Georgia children in the face of closing schools.

Respectfully,  
Billy Brantley