

Wolverine Observer



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No. 6

HUNDRED TWENTY-EIGHT SCHEDULED TO GRADUATE



This is a view of the luncheon honoring the Morris Brown Woodrow Wilson Fellows Mary Ann Smith and Eddie Rhea Walker. Invited were Administration heads and top ranking honor students of the various classes. Standing is professor Roger Maccato of Emory University who was speaker on this occasion.

Honor Students Hear Dynamic Speaker

Arthur J. Levin of the Anti-Defamation League called upon Negroes to improve their self-image which he said is a negative one as he spoke for the Honors Day program at Morris Brown College Friday morning.

Levin noted that when we look at our society and observe statements in the Declaration of Independence and the Bill of Rights about freedom, we realize that they are mere golden words. The Anti-Defamation League official went on to say that the negative image on the part of Negroes causes them to believe some of the labels put on them.

Mr. Levin suggested that to solve such problems, our rights should be honored by all. He suggested three ways to do this: 1. Court decisions and legislation removing the barriers to freedom. At this point he advocated that block voting is at times necessary, because a group should vote for its own interests; 2. Education was suggested by the speaker as a means of getting to learn and know more about one another; and finally Levin advised that Negroes improve their self-image via of schools and other institutions. He cited the Montgomery boycott of buses and the student movement as examples of a positive image.

Mr. Levin concluded his talk by saying that man must free himself from the shackles fear and other shackles. Said Mr. Levin, "You must love yourself before you can love your neighbor."

Mrs. Zenobia Terry, registrar, cited figures on 83 students who were honored for high academic achievement. Certificates and scholarships were awarded by Dean Wilson and President Cunningham. Three students, Caressa T. Malcolm, Rudolph Smith, and Daisy L. Woodson, achieved straight "A" averages for the first semester of 1960-61.

Mr. Hubert To Get Ph.D.

G. Johnson Hubert, Associate professor and chairman of the music department of Morris Brown College has completed the requirements for his doctorate in music education at Columbia University and will be awarded the degree at the next convocation.

Professor Hubert who joined the Morris Brown faculty in 1948 was graduated from Morehouse College

The Class of 1961 of Morris Brown College, hereafter to be known as the Class of '61, is soon to join the ranks of those who have left the hallowed halls of the "Maker of Men."

One hundred and twenty-eight Seniors are scheduled to receive their baccalaureate degrees on Wednesday, June 7, 1961. Included in this number are those who finished their requirements last summer and during last January.

The Seniors held the Senior Exchange Day on Tuesday, May 9, 1961. Members of the Senior classes of the four colleges of the Atlanta University Center were speakers. They were: James Felder of Clark College, Annie R. Borders of Spelman College, and Leon Thompson of Morehouse College. Barbara Wooten spoke for the Seniors of Morris Brown. The speakers were introduced by Billy Richardson, Senior Class President of M. B. C. Other participants on this occasion were: Odelle Mason, Emma J. Clay, Doris Perdue, Lauta Brown, and Dolores Johnson. The theme of the occasion was "New Frontiers: Challenge to Future Leaders."

The Senior class officers are Billy Richardson, President; Charlie Windham, Vice-President; Geraldine Bell, Secretary; John Godbolt, Assistant Secretary; Mildred Taylor, Treasurer; John Kenneth Mitchell, Business Manager; and Dr. E. Edmondson, Class Advisor.

in 1938 receiving the B.A. degree; and was awarded the M. Mus. degree by New York University in 1948. During the school year of 1958-59, Hubert was a Danforth Fellow at Columbia.

Before joining the faculty of Morris Brown College, Mr. Hubert was a teacher in the public school system of Atlanta. During his tour of duty in the armed services of the United States, he directed a choir for the special services department.

In addition to Professor Hubert's duties as professor and chairman of the music department at Morris Brown, he has done several arrangements which are often sung by the college chorus. He is to resume his duties at Morris Brown in September.

Gala Junior-Senior Prom Is Just Around The Corner

The Junior-Senior Prom is in sight. Hearts are fluttering with excitement at the thought of it. Gowns are being planned for it. The young ladies are already being overheard discussing whom they hope will escort them and how many dances they hope to have on their dance programs. The men are thinking in terms of corsage prices and "tux" rental prices.

The Prom date has been set for June 2, 1961 (Friday). We don't know, at the moment, what the theme and motif will be, but we are sure that the Juniors have wonderful plans.

M.B.C. Graduate Research Collaborator

Dr. John Thomas, a 1940 graduate of Morris Brown College, has been appointed Research Collaborator in the Medical Department of Brookhaven National Laboratory in Upton Long Island, New York.

Brookhaven Laboratory is supported by the Associated Universities, Inc., in cooperation with the Atomic Energy Commission, and provides facilities and funds for guest scientists to engage in research.

Dr. Thomas is a native of Rome, Georgia. His elementary and high school education was completed in the public schools of that city. He is a member of the St. Paul A.M.E. Church in Rome.

While at Morris Brown, Dr. Thomas was an honor student and student assistant in the department of biology. He is a member of Phi Beta Sigma Fraternity.

Upon graduation from Morris Brown, Dr. Thomas served a stint in the United States Army. From the Army, he entered Meharry Medical College. After graduation from Meharry with the M.D. degree he practiced medicine for a period in native home town, Rome. Later he was appointed to the faculty of Meharry where he is presently associate professor of internal medicine and director of Hubbard's Heart Station.

Currently, Dr. Thomas is engaged in a research study of the precursors of hypertension and coronary artery disease in Meharry Medical College for medical students and nurses.

majoring in Biology and minoring in Chemistry. Because of her excellence in these fields, she has been awarded a Woodrow Wilson Fellowship. Miss Smith has rendered service to both her school and community. She is the executive secretary of the Committee On Appeal For Human Rights and secretary of the Student Council. She works diligently with the Student Movement and has helped to establish better relationships between schools here in the University Center, as well as having helped in the strife to breakdown racial barriers. She is a member of the Beta Kappa Chi Scientific Honorary Society and the Alpha Kappa Mu Honor Society. She is president of Gamma Zeta Chapter of Delta Sigma Theta sorority.

Mary Ann has a warm personality, an engaging smile and is well liked by everyone. Her leadership ability is one of the most rewarding factors of her character. She has the ability to organize and produce. She has been very successful thus far, and we Brownites wish her much success in the future.

CIVIL RIGHTS CURRENTS

Washington, D. C.—The Supreme Court held last week that a privately operated restaurant situated in a publicly owned parking garage in Wilmington, Del., could not refuse to serve Negroes.

Chapel Hill, N. C. — Complete cessation of picketing of both Chapel Hill theaters was announced last week by University of North Carolina students, as reports spread that the management of one of the theaters was willing to integrate over the summer and the other would follow suit.

Champaign-Urbana, Ill. — University of Illinois students joined townspeople last week in a protest against alleged discrimination in the hiring practices of a newly-opened J. C. Penney store.

Washington — Top government officials from the President on down, did some tough talking here about their plans to secure for Negroes and other minority groups more jobs in the Federal Government and on Government contracts.

Mobile, Ala.—The U. S. Department of Justice has filed suit against the Dallas County Board of Registrars and the State of Alabama, charging discrimination against prospective Negro voters.

It was the first voting rights suit filed by the Kennedy Administration.

Decatur, Ga.—Dr. Martin Luther King, Jr., is walking a legal tight-rope, but without the prospect of spending the next six months in jail unless he violates his probation.

Charleston, S. C. — Charleston will desegregate its municipal golf course rather than close it. Mayor Gailliard has urged everyone to abide by a federal court integration decree "with courtesy and understanding."

Nashville, Tenn.—National Student Association support for the sit-ins came in for criticism from Vanderbilt's student government last month, as solons at the Nashville school passed a resolution which noted "opposition to NSA's action in support of the commendation of the sit-ins."

Middleburg, Va. — A story of quiet, peaceful racial desegregation was unfolded to President Kennedy

as he sat with his head bowed at Mass last week.

Danville, Va.—Eight high school students joined four other Negroes in Danville's lunch counter sit-ins as the demonstration spread to a second variety store last week.

If U. S. District Judge Robert L. Taylor approves a plan offered last week by the city school board, Negroes may be admitted to one all-white high school here, next September.

Augusta, Ga. — Entertainer Ray Charles cancelled an appearance at Bell Auditorium last month, after learning that he was to appear under segregated conditions. Students at Paine College had sent a telegram informing him of the situation. Mr. Charles said that "I feel that it is the least that I can do to stand behind my principles and help the students in their fight for their principles."

Philadelphia, Pa. — Eighteen members of a newly-formed chapter of the Congress of Racial Equality (CORE), including a number of college students, picketed a downtown outlet of the Horn and Hardart restaurant chain last week.

USNSA
CIVIL RIGHTS
NEWSLETTER

PEACE CORP AND DEFERMENT

Peace Corps Volunteers can be deferred from military service under the present Universal Military Training and Service Act.

This is the opinion of Lt. Gen. Lewis B. Hershey, Director of Selective Service. His views were outlined in an editorial in the Selective Service Bulletin.

"The relationship of the Selective Service System with registrants who become members of the Peace Corps can be handled administratively," Hershey wrote.

He said the classification of registrants in the Peace Corps "can be handled as any other registrant engaged in activities in the national health, safety, or interest."

When they return home, Volunteers could qualify for further deferment.

Important factors listed by Hershey for consideration when the Volunteer returns home include his age, his physical condition, his marital status, the regulations which apply when he is released "and whether or not the registrant on his return from service with the Peace Corps engages in an activity which permits him to be deferred in the national health, safety, or interest."

Hershey concluded: "The fact that the registrant has been a member of the Peace Corps will not prevent him from qualifying for further deferment, the same as any other registrant who is engaged in activities vital to the national health, safety, or interest."

COMING EVENTS

Semester examinations begin (ugh) May 25, 1961
Baccalaureate Services June 4, 1961
Class Day:
Alumni Day June 5, 1961
Commencement Day June 7, 1961

READ ALL ABOUT
THE CREATIVITY
OF A MORRIS
BROWN INTERN
TEACHER—PAGE 3

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1960-61**

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AN APPLIED IMAGE

By CALVIN N. MATHES

The Merriam-Webster Dictionary says that an image is "a likeness or imitation of any person or thing, or a picture presented by the imagination." Some images are attached to people because of their appearances. You see them and they present a certain picture to your mind. This picture is created in your mind because the person's appearance is associated with preconceived ideas which have already been instilled in your sub-conscious by the early process of experience through the teachings of parents or other persons who influence your way of thinking.



An image is that which has been such a formidable adversary for the Negro down through the years. For ages, the Negro has been associated with the image of the color "black." The color "black" is not bad in itself (indeed "black" is only a sound, communicating an idea which has been assigned to the image of certain light rays which are a perception of the sense of sight), but is associated with various objects of negative nature. Any dictionary reveals the assorted evil that has been associated with the word black as may be observed by the definition of black itself.

Black (adjective)—(1) wholly dark; of the hue of soot or coal. (2) Dismal; gloomy, (3) Belonging to a dark skinned race. (4) Dirty; (5) Sullen. (6) Wicked. (7) Involving forbidden practices. (Webster's Dictionary). This is in direct contrast to the comparatively favorable psychological perception of white.

White (Adjective)—(1) of the color of pure snow. (2) Innocent; pure. (3) clothed in white; as white friars. (4) without evil intent; as a white lie. (5) Having a light-colored skin; as a white man; composed of or controlled by white men; as white Australia. (6) Bloodless; as a white war, that is waged through propaganda, or economic blockade (Webster's Dictionary).

In addition to the centuries of the process of associating adversity with the word black, there has been attachment of other epithets to the people who in any way resemble those of African origin such as lazy, backwards, unintelligent, boisterous, immoral, sensual, etc. The historical position of the Negro has tended to lend a pseudo-actuality to these categorical descriptions.

The American Negro, uprooted from the protection of his own African world-view, has been placed in the position of seeing things through the "white" man's eyes. He has been "brain-washed." Therefore, generally, some Negroes subconsciously believe all of these things about themselves. It is virtually impossible for a Negro to believe that his skin could have just as well been assigned another designated mode of description in the order of things. How does he know that his hair, nose, mouth and other features are not the epitome of beauty instead of those of the "white" man. The American Negro would not go wrong if he should begin from the premise of the familiar adage of the ancient Greek philosopher Socrates—"Know thyself."

The world has only recently begun to acquire a more favorable derivation. The odds against those of Africa are formidable. No effort should be spared in setting the image into a new perspective. Every opportunity must be taken to create a new mode of perception.

WHAT'S BEHIND COLLEGE CHEATING

By RUDOLPH SMITH

The problem of cheating in college is a serious one that merits our most sober concern. Even though the problem goes beyond the college campus, and reflects a national malady—the corrosion and decay of national morality, we cannot afford to be guilty of complacency for the fact that we are suffering from a national sickness does not absolve us of our personal, moral responsibility. Our duty is to help solve the problem, not to enlarge it.

What then are the more specific causes behind cheating in the classroom and how can they be remedied? Some students cheat because of inadequate preparation

for exams. Whether it stems from laziness or the inability to use his time wisely, the student who is unprepared finds no recourse but to cheat to avert failing. Others cheat because of a lack of confidence in their ability. Having grown up leaning upon others, and with the leaning post removed upon entering college, cheating becomes a convenient prop, a crutch by which they hobble through college. Then there are those who cheat from force of habit; it is ingrained. Such habits are difficult to break and this one is no exception.

A fourth reason, and probably the most important, is that of desperation. In a class where only two exams are given during the semester by which grades are determined, a student, feeling the odds are against him, is often driv-

en to cheating. Usually there is a very large amount of subject material to be mastered and he feels handicapped. Not too long ago a senior who had made a low score on the midterm exam lamented the fact that his only chance to pass the course would be to score 100 on the final exam, for he needed to make a "C" to pass the course, and graduate. He was somewhat bitter and frustrated because there would be no other tests before the final to give him a chance to build up his average. What will he do? Cheat, if possible, for he wants to graduate.

Here I think the administration and faculty can and should help, for it does appear that taking only two exams during the semester can put a student at a distinct disadvantage. Faced with a "do or die" situation, an overabundance of subject material which he must know, but usually doesn't, and the prospect of failure, he most likely will resort to cheating to avoid "dying." Would not a student have a much better chance of passing a course and be under far less pressure if he were given at least four exams during the semester? Or given some credit for regular assignments, reports, or for classroom discussion, which would add to his chances of passing the course. If such suggestions are not practical, perhaps the use of optional questions on the main exams might help. The burden of my discussion here is that grades based on the results of only two exams, place the student at a disadvantage, and often drive him to cheating. Is it too much to ask that a student be given more than just two chances to pass or fail?

Now despite all that has been said in regard to cheating, in the final analysis the problem of cheating must be resolved by the students. The prime responsibility for creating a climate of moral integrity rests upon each student individually. Only as growing numbers of students develop a personal code of honor can the collective impact of a moral conscience be felt on the college campus. This task is yours and mine.

'Unfinished Revolution'

By R. L. WHITE, JR.

In their search for peace of mind, equality of opportunity and economic security the depressed and denied citizens of the world have made great strides forward in an unerring attempt to secure those rights that they have for so long been desiring.

There are no greater assets than having freedom of mutual association, freedom to meet economic needs and freedom to enter into social contracts for the purpose of intellectual and cultural growth.

The wind of freedom, equality and justice is blowing over the face of the world and like every wind that blows, it removes those things that have no real foundation or base to which they may grasp. This "New Wind" will remove such hideous obstacles to world order as: colonialism, imperialism, prejudice and the "disease" called ethnocentrism. These are only a few of the malignant ideas that have to be righted before men can live more coherently.

The world has grown immensely smaller through technological improvements. The results are faster transportation, more communication among nations, individuals and groups (et al). We can no longer hide the race antagonism and lynching that take place in America; they make headlines in Moscow. This serves as a powerful propaganda weapon for the Russians, who seem to be ahead in the psychological Cold War in an effort to win the minds of men.

"Africa for the Africans," "Yankee no, Castro Si," and "more civil liberties for the Negro in America," are great self-determining forces in the world today. It is up to the "have's to meet the have-not's" half way in their search for personal freedom.

Science

Science reveals the secrets of God.—Unknown

THE FINAL EXAMS

About this time of the year, everyone is preparing for the final examinations. But often the wrong techniques of studying are the main causes for many students failing the final tests. Some are victims of over-studying; others don't study enough; and still others study the wrong material.

A more active approach involves checking over material and testing yourself on it. Here are some general suggestions you may find helpful in organizing your review:

1. Answer any questions that have occurred to you. Your text may list questions at the end of chapters. Be sure to answer each one.
2. State the general principles of historians or philosophers, the aims of artists or writers, or the scientific principles which underlie the material you have covered.
3. Prepare evidence that will make such abstract statements concrete. Be able to know how certain laws were applied, to name the works in which certain theories were first expressed, etc.
4. Explore the relationship between a man's work or ideas and those of his contemporaries and successors. Know the place of a prominent figure in a general movement.
5. Make comparisons among the men, books, theories, and events that are important to the material being studied.
6. Define basic terms. For instance, give the definition of the "oxidation-reduction method" or the "Industrial Revolution."

You might want to use all of these suggestions for one test or two for another, depending on the nature of the test. The important thing is that you ask yourself pertinent questions and answer them without consulting your book. When you can do this, you are then ready for your examinations. So, go out now and "wax-out" on your final exams.

WANT ADS:

A few more telephones in the dormitories, especially in Sarah Allen Quadrangle.

A revised menu, and better prepared food.

Some matrons who are more thoughtful.

Some instructors who are less self-centered and more aware of the qualities inherent in each student.

A recreation center, and availability of the present equipment. A place more conducive to chapel and worship services.

Co-op opened all day Saturday, and until 7:30 during the week.

Fraternity and Sorority material in the book-store (Caps, sweaters, etc.)

Quietude in and around the library.

An active student council.

A division of work placement in the personnel office.

An infirmary that will meet the day's requirements.

Mentally alert students.

More information concerning scholarship possibilities, especially for the Junior Class.

LOOK—OUT!!

By JOSEPH BOYCE

This is perhaps my final word in the Wolverine Observer. I take this opportunity to congratulate the Crescent Club of Eta Chapter of Phi Beta Sigma Fraternity for, "unwittingly" (I will accept a challenge for my choice of words) inviting the most illustrious speaker I have heard on the subject of Fraternity Organizations for the two years that I have been exposed to such activity on Morris Brown's Campus.

I cannot reiterate Dr. Samuel William's discourse, but some of his ideas I will try to reproduce and incorporate in this column. In an academic atmosphere, why should a fraternity or sorority resort to such "silly" actions as having its initiate walk around holding a book or some symbol which in reality is nothing beneficial to the individual? Why should the dog count every block on the pavement or walk around at 4:00 a.m. in the morning shouting nothing of

any educational value? Why not have the dog recite "part of Shakespeare," in fact why should that big brother have that little brother staying awake for a whole week or more making paddles which are used on the "posterior anatomy" of the probate rather than give the latter some academic assignment and a test at the end of it? Dr. Williams pointed out that a student who is going over usually goes down in his grades. Most of the time he or she cannot stay awake during class hours.

The speaker corroborated a passage of scripture in which Jesus upbraids Martha. Martha, Martha, you are busy about many things, but not about the right things. He stated that we are caught up like Martha, in a web of activism wherein we do not take time out to ask ourselves, "why?" Why did I join the Fraternity or Sorority? What should be the function of this or such an organization, are some of the questions we should be asking ourselves, and we should attempt to answer such questions by the initiation of such movements as would raise the standards of education to meet society's needs, and the challenge of tomorrow. It seems to me that one avenue in which the fraternity has lost itself is in building up false prestige.

As it is with the fraternity, so it is with most of the functions of college life. A mass system of activism aimed in the wrong direction is the picture which haunts me.

Dear Editor:

The National Student Association is pleased to extend to you an invitation to attend the Fifth Annual Student Editorial Affairs Conference which will be held from August 16-20, 1961, at the University of Wisconsin. The enclosed brochure will give you all the information necessary for registration procedure.

This conference brings together editors from all over the country to discuss the many issues confronting the student press today. Distinguished speakers from the professional press and education will address the group and will discuss with you the importance and problems of your position.

The conference immediately precedes the National Student Congress during which delegates from 395 member schools of the U.S. National Student Association will mandate the policies for the Association for the 1961-62 year. You are also urged to participate in this event in addition to the Editors Conference. Both the conference and the Congress are open to member and non-member participants. Student editors from non-member schools are termed "observers" at the Congress but have the same privileges as the member school editors at the pre-Congress Editors conference.

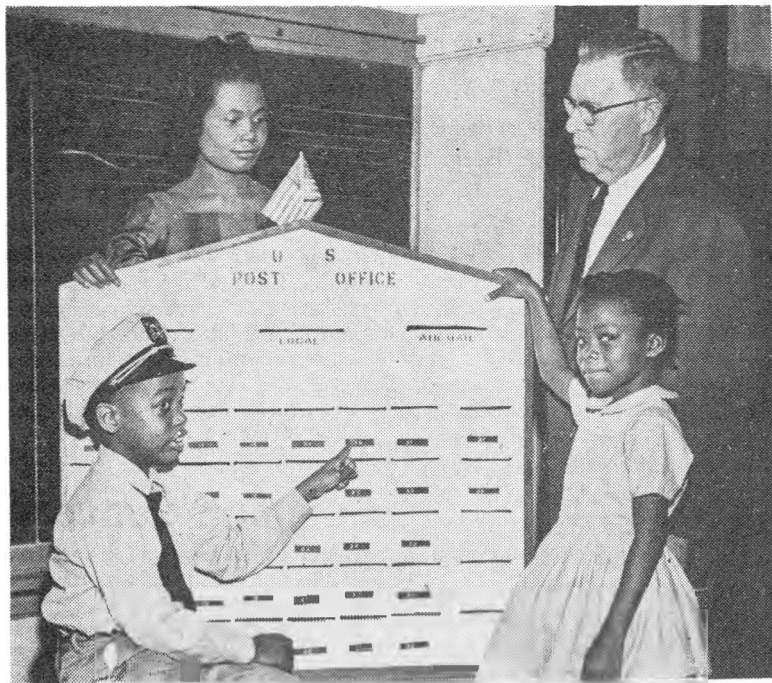
Return the postcard attached to the brochure in order to obtain registration material. A press release is also enclosed for your use. We look forward to meeting you at these important meetings.

The Staff, USNSA
Sincerely,

The Wolverine Observer wishes to apologize for the mistake which was made in numbering the last issue (March-April, 1961). That was the number five (5) issue instead of the number four (4) issue.

During an inspection at Fort Bliss, Texas, a lieutenant discovered a young GI's laundry bag full of books. Being a stickler for having everything in the proper place, he dressed down the guilty private in grand style. When he was just about out of breath, he asked, "Now, how by any stretch of the imagination can you justify having your laundry bag full of books?"

Quietly the private replied, "They're dirty books, sir."



Ollinant Jonas and Brenda Benior explain a mock-up of a letter receiving section of the post-office to Atlanta Postmaster B. F. Sanders as Mrs. Geary looks on.

Success of An M.B.C. Student Teacher

Student teacher Marian Geary was quite successful with her culminating activity at the English Avenue Elementary School "Community Workers." Mr. B. F. Sanders, the Atlanta Postmaster, and Dr. Ann M. Cochran with some of her students were present at the program. The program consisted of recitation songs and the dramatization of some of the roles of some of the public servants. This program climaxed a period of study and activity in which the students became acquainted with the duties of public servants such as police, firemen, and postmen. Mrs. Geary was teaching a second grade class under the supervision of Mrs. E. L. Anderson.

NEWS FROM THE YEARBOOK AND NEWSPAPER WORK SHOP HELD AT FAMU

The yearbook and newspaper workshop was held at Florida A&M University on March 2-4. At this workshop we were mainly concerned with the problems that various high schools and colleges were having with their school yearbooks and newspapers. There were several consultants from various newspaper firms to aid and give instructions as to how we may overcome these problems. It was brought out that it is in good form to change the method of organization of the yearbook and the newspaper. We were also given new hints and ideas about the yearbook and the newspaper and we were granted the privilege to do actual work on what we talked about. We organized a yearbook and Workshop Newspaper which was printed and released.

On Saturday morning we were given a tour about the campus and to various points of interest. On Saturday afternoon the awards dinner was held and the awards were given to the schools that held first place.

On a whole the trip was very interesting as well as course of travel to reach the city of Tallahassee, Florida. While in the city, there was a major Sit-in strike by the students of FAM University.

From the Reader's Digest IT PAYS TO INCREASE YOUR WORD POWER

By WILFRED FUNK

- (1) **restive**—C: Restless; uneasy; fidgety; as, "The crowd grew restive." Latin restare, "to stay back, resist."
- (2) **craven**—B: Cowardly; full of fear; as, a craven attitude. Latin crepare, "to break."
- (3) **deferential** — D: Respectful; having regard for the opinion or wishes of another; as, a deferential manner. Latin deferre, "to bring down."
- (4) **inchoate**—A: In an elementary

stage; recently begun; rudimentary; as, an inchoate civilization. Latin inchoare, "to begin."

- (5) **usurious** — D: Pertaining to high interest—or usurious rates—for the use of money. Latin usura, "use."
- (6) **discursive**—C: Rambling; digressive; shifting from one subject to another; as, a discursive speech. Latin discurrere, "to run to and fro."
- (7) **grandiose**—B: Impressive; imposing; pompous; as, a grandiose gesture. Italian grandioso, from Latin grandis, "full-grown, large, great."
- (8) **inviolable**—D: Pure; unbroken; unimpaired; as, an inviolable right. Latin inviolatus, from in-, "not," and violare, "to violate."
- (9) **implicit** — B: Understood, though not specifically stated; implies; as, an implicit agreement. Also, by transference, unquestioning; complete; as, implicit faith. Latin implicitus, from implicare, "to fold in, entwine."
- (10) **athwart** — A: Crosswise; across; as, "A shadow lay athwart the path." From a-, "on," and Old Norse thvert, "transverse."
- (11) **gargantuan** — C: Gigantic; huge; as, a gargantuan task. From Gargantua, a giant prince in the satire by Rabelais.
- (12) **portentous** — A: Ominous; threatening; as, a portentous sign. Latin portendere, "to foretell, impend."
- (13) **secular**—D: Worldly; referring to temporal rather than spiritual affairs; as, secular schools. Latin saecularis, from saeculum, "age, world."
- (14) **extraneous**—B: External or foreign; pertaining to that which is outside; as, extraneous influence. Latin extraneus, "foreign."
- (15) **dogmatic** — D: Excessively
- (16) **furtive**—A: Stealthy; sly; secret; like the actions of a thief; as, a furtive glance. Latin furtivus, from fur, "thief."
- (17) **copious**—C: Abundant; ample; plenteous; as, a copious supply. Latin copiosus, from copia, "abundance."
- (18) **sentient**—B: Capable of feeling and sensation; as, a sentient being. Latin sentiens, "feeling."
- (19) **insatiable**—D: Greedy; not capable of being satisfied; as, an insatiable appetite. Latin insatiabilis, from in-, "not," and satiare, "to satisfy."
- (20) **stentorian** — C: Extremely loud; loud-voiced; as, stentorian tones. From Stentor, a herald of the Trojan War, whose voice, Homer said, was "as loud as that of 50 other mentogether."

Vocabulary Ratings

20-19 correctexcellent
18-16 correctgood
15-14 correctfair

The Junior Class

The Junior class of Morris Brown College is now working toward the election of the student government for the school term 1961-62. The candidates from the Junior class are as follows: President, Alton Robinson, Willie Mae

Keith; Vice-President, Vera Smith; Corresponding Secretary, Evelyn Lynch; Recording Secretary, Phyllis Peterson; Treasurer, Eunice Paradise; Business Manager, Jacqueline Ponder.

We are asking that all Juniors please attend all of the meetings and help your class to be the best Junior class in the history of Morris Brown.

Helen Louise Berryhill
Reporter

A Word of Thanks To Dr. Lionel Newsome

The members of the Aurora Pledge Club of the Sigma Gamma Rho Sorority, would like to express a word of thanks to Dr. Lionel Newsome, professor of Sociology at Morehouse College, for his active participation in their program on March 20, 1961.

Dr. Newsome immediately accepted the role as speaker on this occasion upon the request of Mrs. Lillie R. Hillmon King, Parliamentarian of the pledge club. The members of the Aurora pledge club feel highly honored to have had him as their speaker.

Members of
The Aurora Pledge Club

AROUND THE CAMPUS

By SHARRON STRICKLAND

The members of the Morris Brown College Choir are bursting with enthusiasm about the European tour. No other choir in the city is more deserving of such a tour than the Morris Brown College Choir under the direction of Mr. Colonius Davis. Among the countries which they will tour are France, Germany, Israel and Italy.

Everyone enjoyed and is still talking about "The Emperor Jones," the play in which Earl Griggs, better known as "Tank" took the spotlight. It has been said that "Tank was a natural emperor." We had several guest players from the Atlanta Morehouse-Spelman group. They were William Greene, Johnny Popwell, and Allen Brown. William Greene was excellent as Mr. Smithers. Mary Ann Dean performed well also as the star of "Before Breakfast." Both plays were extraordinarily good. Mr. Clarence Seniors works diligently as stage manager of most of the plays presented here at Brown.

Have you taken a look at the new dining room in the Home Economics building? Well, it is simply beautiful. The Home Economics Department really has a hospitable atmosphere about it now.

Our hats are off to all the pledgees of all the sororities and fraternities. They made beautiful displays that demanded the attention of all persons within viewing distance.

Reverend Robinson and Mrs. Bryant, we Brownites would like you to know that we don't think that you are hard of hearing and really appreciate your service in the Co-op.

Book Review of the Month New University Thought

By DOLORES JOHNSON

The book, "New University Thought," is actually something new and different. Its origin came about as a result of the dissatisfaction of a group of young intellectuals, students, and professionals with the small amount of emphasis placed on the most crucial questions which confront us in our present day society.

It is published four times a year, where-in it treats, not only local issues, but national and international issues as well.

The issue in point is the spring edition. Many vital topics are included, however, the one that interested me most was "Cities in Trouble" wherein the author, Joseph S. Clark, emphasizes the facts that the manifold problems besetting American cities today are of major concern. The method which the author uses is quite simple. 1. He states the problem—"How can we get enough money

and enough sensibly-organized, responsible government to get rid of our public squalor?" 2. He gives statistics, facts, and background concerning the problem. 3. He, then "suggests" a possible solution to the problem. Here he mentions President Kennedy's proposal of a new Department which would be specifically concerned with Urban affairs as a possible answer. This is a very good book for college students to add to their collection. Although it is young, it has the strongest possibilities of survival. My ratings?—Excellent!!

ELEGY TO DR. MITCHELL

By ANDREW MAKHENE

Death has cast his fatal reflection across a vast fraternal pond. Big Brother Mitchell exchanged positions to seek and meet his God beyond.

His manhood with Sigma changes places for higher honours and none to fear.

His life and soul interplaces with God's Fraternal atmosphere.

The Brownites are counting your labours Dr. Mitchell in faith of cloudless heart. Each depicting your toiling years with accuracy, as the days depart.

The Allenites are also rising to say praises for your deeds. And sincerely emphasizing fulfillments of God's dire needs.

Well done, Dr. Mitchell, soldier of God. You have laboured and set the pace. You have contributed greatly to the human race.

Portrait Of An "F"

RUDOLPH SMITH

He sat in class
Notes unkept;
Professor lectured
As he slept.

And in the dorm
Books scattered;
More sleep to him was all
That mattered.

At night no time
To study,
For he played cards with
His buddy.

Semester's end
Crept with time;
Need I tell you the end
Of my rhyme?

—Rudolph Smith

"Thoughts of the Day"

By ARTHUR WILSON

The greatest handicap.....Fear
The best day.....Today
Easiest thing to do.....Find a Fault
Most useless asset.....Pride
The greatest mistake.....Giving Up
The greatest comfort.....Work well done
Most disagreeable person.....The Complainer
Greatest need.....Common sense
Best gift.....Forgiveness
Greatest knowledge.....God
The greatest thing in the world.....Love

United States Air Force Academy

COLORADO SPRINGS, Colo. (I.P.)—The United States Air Force Academy, now in its sixth year of service to the nation, has developed a broad and challenging academic curriculum for its students, designed to best carry out its mission of producing Air Force leaders of the future.

Department from the traditional approach to service academy education, in that its cadets are bound to certain courses and no more, the Air Force Academy, in early 1957, developed a program of curriculum enrichment to challenge its cadets to advance academically as fast as they are able.

The Enrichment Program allows qualified students to meet prescribed curriculum requirements by transfer of credits, validation examinations or acceleration. In the time thus made available they may take substitute elective courses or extra electives over and above the prescribed semester-hour load. This opportunity to broaden their knowledge or to specialize has been

greeted enthusiastically by the cadets and led to the unprecedented award in June of last year, of double majors to seven of the 66 cadets of the Class of 1960 who graduated with majors.

Covering four areas: Basic Sciences, Engineering Sciences, Public Policy and Humanities, these majors are so designed that in most cases gifted students with no prior college-level work can complete them by the extra elective method alone.

THE HUMAN HEART

ALVIN WATKINS

There's a heap o' love in the human heart

If we just dig down a bit
It's the masterpiece of the Mighty Hand

And He gave His best to it
There's a heap o' good in the most of men

Just underneath the skin
And much would show that we never see

Could we only look within
There's a lot inside that we never see

And perhaps we never know
'Til fortunes turn and we're down and out or sickness strikes us low

But the heart is right in the most of men

When the truth is really known
and we often find that the heart is kind, that

We thought was cold as stone
We sometimes tire of the road so rough

And the hill that seems so steep
And we sometimes feel that hope is gone

And we sit alone and weep
And then when our faith is burning low

And we lose our trust in men
True friends appear with a word of cheer

And so I claim that the heart of man

Is about what it ought to be
For it's made of goodness thru and thru

Could we look inside and see
God made all things, and He made them well on this true and perfect plan

But He did His best in the greatest test when He made the heart of man.

—Alvin Watkins

Woman's College Launches South Africa Study

LYNCHBURG, Va. (I.P.) — Fourteen students at Randolph-Macon Woman's College may soon be experts on the most expertless political hotbox in the world. They're members of the college's recently launched course on Africa South of the Sahara—one of the first classes of its kind at any women's college.

Dr. Shirley Strickland, course instructor, has gone to extensive efforts to make the course informing, stimulating, and valuable. An assistant professor of sociology and anthropology, she spent all of last summer doing tribal research at New York's Public Library. Earlier she attended an African Symposium with Ralph Bunche, noted African authority, Julius Nyerere, chief minister of Tanganyika, and others.

During Dr. Strickland's New York research she was able to find and purchase a rare 20-volume set on basic cultures. In addition, she recommended 35 other books which were obtained by the R-MWC library. These, combined with the college's regular materials on Africa, provide substantial information on at least 20 major tribes and countries. Few college libraries have more.

The last half of the course will consist almost entirely of student reports and discussions of current events. During the first half, Dr. Strickland lectured on geography, races, and cultures, and the girls read two or three books on related general subjects in addition to those they read for their projects. Complicating their studies are the frequent changes in the number and names of African countries—changes that outdate maps and books almost as soon as they are printed.

ONCE MORE—V D

By GEORGE KENT

A few years ago, it appeared that venereal disease was permanently knocked out. Now it has made a shocking comeback—particularly among teen-agers.

Most of us have been lulled into believing that, with the "sure cure" of antibiotic wonder drugs, venereal disease was done for and finished, an evil like smallpox or diphtheria which would never again be a major plague. We were wrong. VD is back, enough of it to worry health authorities in every country of the world. Unless strong action is taken, it promises to become worse than ever before.

Here are the unpleasant facts:

Penicillin, chief weapon against venereal disease, is losing some of its punch. In 1943, 100,000 units of the drug were considered sufficient to effect a cure for gonorrhea. Today, the germ has become so resistant that doses of one million units are commonplace, and many physicians inject more than two million. Yet in Japan, for example, 30 per cent of gonorrhea cases have failed to respond even to massive doses. In England the failures are almost as frequent. In the United States failures come to about 13 percent, and the number is growing rapidly.

Other antibiotics can be used, but some of these are also losing their power to cure: streptomycin, for example. Eight others are still potent remedies, but these are unfortunately too expensive at the moment for general clinical use.

Meanwhile, as our power to cure diminishes, VD is spreading. The cities of Washington, Boston, Chicago, Houston, Los Angeles and San Francisco report a 200-percent increase in venereal disease over the past two years; between 1955 and 1959, VD in New Orleans rose 818 percent. In that time the number of early syphilis cases has risen 23 percent in 20 states.

The figures for 1959 are shocking: 400,000 reported new VD cases. "Reported" is the key word. Some victims do not recognize the malady or are afraid to go for medical treatment. Others, in states where penicillin can be bought without prescription, or where it is bootlegged, treat themselves. Also, many physicians who treat VD do not send in reports. (Last year, for example, Kansas doctor reported no VD cases whatever.)

Therefore, public-health authorities estimate that instead of the reported 400,000 new cases of VD, there were actually between two million and four million. This approaches the peak VD year of 1948 when comparatively few incidents went unreported. These figures make VD our most widespread communicable disease.

"The rise is absolute," says Dr. William J. Brown, chief of the VD branch of the U.S. Public Health Service, "in every category across the country — male and female, poor and rich, young and old, Negro and white, urban and rural."

Abroad, conditions are not much better. At a recent World Health Organization conference, 16 countries reported a frightening comeback of syphilis and gonorrhea. In Italy syphilis cases have tripled. In Denmark they have doubled. England seems to have kept syphilis from increasing a great deal, but its gonorrhea rate has gone up faster than that in the United States.

One hideous aspect of the U.S. record is that teen-agers account for more than one fourth of all reported victims. More than half of the new cases are in the 15-to-24 age group. T. Leroy Richman of the American Social Hygiene Assn. estimates that there is probably more VD among people under 20 than ever before in the history of the country. New York reported a 78-percent rise in number of early syphilis cases among the teens. Half of those attending public VD clinics throughout the nation are kids, many of them only 15 and 16. There were even 3000 cases of venereal disease among children between the ages of 10 and 14—that is, 3000 reported cases. Although there are fewer girls than boys among the victims, their numbers are catching up rapidly. And more girls of 17 and 18 are being infected than

women of any other age group.

Penicillin has undoubtedly reduced the total social cost of VD. Even so, last year 4000 died of syphilis. (This, once more, is a reported number; since doctors when possible avoid writing the shameful word on a death certificate, the total must be appreciably larger.) Also, we spent 12 million dollars to treat and maintain our syphilitic blind, 48 million dollars for those rendered incurably insane by the disease. The cost in other disability, and in maimed and feeble-minded offspring, is impossible to estimate.

The ravages of gonorrhea are even more difficult to assess. This disease can cause arthritis, heart disease, liver and kidney trouble—even death—but it does its chief damage to the reproductive organs. In women its symptoms are slight and may elude detection. A woman may infect her sexual partners and remain unaware of the disease until it is deep in her body and she has become sterile.

For such reasons, Dr. R. R. Wilcox of St. Mary's Hospital, London, considers gonorrhea a greater problem than syphilis. "The figures indicate a world-wide failure to control the disease," he says.

The responsibility for the spread of VD lies in promiscuity, in false confidence in the antibiotics and, most of all, in public indifference to the problem. The appearance of penicillin, promising one-shot painless cures, loosed a flood of optimism. Everybody got the idea that VD was finished; early, total eradication of it was predicted. Researchers gave up the hunt for a true immunizing agent and turned to other fields. Specialists left the task of diagnosing and caring for the venereally diseased to the general practitioner. On the mistaken theory that blindness from gonorrhea was no longer a menace, hospitals in many countries quit putting silver nitrate in the eyes of the newborn.

The United States had an excellent system—easily the best in the world—for dealing with VD. But in view of the optimism, Congressional appropriations for control were trimmed from about 12 million dollars to three million dollars per year. (Recently, however, these funds have been creeping up again.) Staffs of public-health investigators were reduced, clinics shut down. Today 21 states have no public-health facilities for diagnosis and treatment of VD. There are no longer the abundance of warning posters and instruction pamphlets, no longer as many lecturers going from school to school.

If we are to reverse this trend, we will have to provide more treatment stations. And we must educate young people to the dangers. Considering the early age at which some teen-agers acquire VD, such preventive instruction might perhaps be extended down to the freshman and sophomore years of high school. Also, to control syphilis, we can insist on more widespread blood testing—already compulsory in many states as a prelude to marriage.

Meanwhile, the job of stopping potential VD epidemics falls to the staff of the U.S. Public Health Service. Whenever a case of VD shows up, they must try to unearth the history of a score, even a hundred or more, of sexual contacts and bring all the diseased to treatment. That the incidence of VD is not higher is a tribute to the skill and hard work of these health sleuths.

Take a recent case in a prosperous New England community of 52,000, which had no prostitutes and a low VD rate. One day a mar-

ried woman went to her doctor for a minor ailment; and the physician, after taking a blood sample, discovered syphilis in a primary stage. Examination of the husband followed: he also had it. Questioned privately, he reluctantly admitted sexual contacts with seven other women. The Public Health Service was called in, the seven women were immediately examined for infection and they in turn named other contacts. The circle widened until it included 112 men and women—20 teen-agers among them, the youngest 13 years old—and a total of 61 sufferers from venereal disease. So far as health authorities could know, they had discovered all the persons involved, seen to it that all the infected were sent to clinics for treatment and stopped an epidemic. But any one of the persons interviewed might have left out a name. And that one name could be enough to start another epidemic of infection.

In inquiries of this kind, speed is of the utmost importance. With any delay, the circle of infection can spread at an alarming, ever-increasing rate.

Obviously, the job of the investigators demands persistence and tact—particularly since they have no police powers, cannot arrest anyone or use any form of coercion. They are specially trained in a school conducted by the U.S. Public Health Service.

The struggle against syphilis and gonorrhea is a continuing one, and not always successful. These ailments are rooted in strong human emotions and in human weaknesses; not even the most strenuous efforts of our health departments, though their manpower were 100 times as large, will by themselves be sufficient to stop VD. Any ultimate solution lies with ourselves. VD among the young is only another symptom of the malady we call juvenile delinquency—the failure of family and community to provide discipline and a healthy, sanely happy pattern of living. These are failures we must correct, if we are to wipe out this dread disease.

14th USNSA Congress Set for U. of Wisconsin

The 14th National Student Congress of the United States National Student Association will be held at the University of Wisconsin, Madison, August 20 through 30, 1961, USNSA President Richard Rettig announced recently.

More than 1200 representatives from 400 colleges and universities in the U.S., foreign student organizations, educational associations and youth organizations are expected to attend. Theme of the Congress is "The Expanding World of the American Student."

The National Student Congress is a comprehensive workshop for the exchange of ideas, techniques and programs on student problems, as well as the ultimate authority on all policy and programs for the USNSA.

Each USNSA member school is entitled to from one to seven voting delegates and an equal number of alternates, based on the official enrollment of the school. Schools which are not members of USNSA are invited to send official observers to the Congress. All student participants must be certified by the student government and administration of the school which they represent.

Representatives from faculty and administration of all schools, from the college and professional press, from educational associations and student and youth organizations, and from foreign student groups are especially invited to attend and observe the Congress, according to Rettig.

Three special conferences are scheduled prior to the Congress for student body presidents and college newspaper editors of all U.S. schools, and for NSA Coordinators from USNSA member schools.

Ethiopia's Historic Role In Africa

By ANDY MAKHENE

Ethiopia by virtue of being the oldest independent state in what was one time "The Dark Continent of Africa,"—and now, "The Emerging Africa," has played a historic role by cherishing her freedom and above all, by maintaining her country herocilly against forces of imperialism, colonialism and exploitation by foreign powers. Eventually, her dauntless stand for freedom and human dignity has had a greater impact and influence in the continent of Africa. This very passion for nationalism and independence had ostracised Ethiopia from the world of scientific progress and discovery, commercial and cultural exchanges. But since the reign of the present Emperor, the country has made tremendous strides in scientific progress, cultural exchanges and commercial enterprises.

At this juncture, let me give you a vivid picture of Ethiopia. It is bounded on the Northeast of Africa by the Red Sea; East by French and British Somaliland; Southeast by Somalia; South by Kenya and North by the Republic of Sudan. It is 457,150 sq. miles in area, population about 22 million. It is mainly on the high, central plateau, with elevation from 5,500 to 9,000 feet. It has temperatures that are free of pronounced seasonal variations. This gives the greater part of Ethiopia one of the world's best climates. Its exports are: fruits, coffee, hides, vegetables, skins, oilseeds, cereals, etc.; mineral deposits: vermiculites, asbestos, mica, sulphur, potash, salt, lead, copper, manganese, iron, platinum, and gold.

The present Emperor is the 255th monarch of the Solomonic line; he ascended the throne on November 2, 1930. He gave his country its first written constitution in 1931. It was later revised in 1955. Today the Parliament consists of two houses, the Chamber of Deputies (lower house of Parliament), and an upper house, the Senate. The spoken official language is Amharic. The population is predominantly Christian. There are few Mohammedans and adherents of other faiths. The constitution provides for complete freedom of religion, speech, press, and assembly, and also guarantees equality of civil rights for all citizens irrespective of color, creed, or race.

In 1896, the Italians attempted to conquer Ethiopia but failed. The defeat of the Italians ushered in a new era for the whole of subjugated states (or races) in Africa, because it destroyed the old myth of white race as being superior and unconquerable for all times. It also gave rise to anti-imperialism and anti-colonialism movements in Africa.

A second attempt was launched by the imperialist forces to crush Ethiopia, under the leadership of their beloved Emperor, Haile Selassie, who waged, without assistance, and implacable struggle against superior forces with a firm resolve to allow no appeasement to the protagonists of imperialism on the continent of Africa, or to grant them any hope for concessions which could later serve as a means for subjugating Ethiopia's brothers in Africa.

Ethiopia took the lead by these two victories and Africa replied by shaking the tenacious shackles of imperialism when Liberia in 1847 gained its independence and was followed by Ibya in 1951. Thus, it will be observed that Ethiopia's heroic stand against colonialism and Fascism and the sacrifices that she made for the course of national independence and international justice occupy a memorable place in the annals of the African continent. Ethiopia has thus far been in the frontline in the freedom struggle in Africa.

Events will prove that even in her time of trial and struggle, marked by a critical stage of world history, Ethiopia has defended the cause of the freedom of Africa. Ethiopia has indeed enhanced her international prestige in the contemporary world under the able leadership and guidance of his Imperial Majesty. It played its role as only the active Bandung and Accra powers, with the aim of consolidating the independence of Africa and Asia for the purpose of liberating the entire continent. Ethiopia has been independent since known history.

Common Concern

Cedar Falls, Ia. — (I.P.) — In a letter to the Editor column of Iowa State Teachers College newspaper College Eye, H. W. Reninger of the Department of Languages, Speech and Literature, points out that "As academic standards move upward over the nation and classroom seats become fewer than the prospective occupants, students are required to use their intellectual endowment or to become lost in the race.

"The students who clearly belong in college because of such endowment confront the New Education with better work. Those who swing on the periphery of academic life because of indolence or lack of endowment become desperate enough to try to beat the examination system. So the stories circulate: the stolen key, the forced transom, and the rifled wastebasket.

"One solution to this problem, the mechanized solution, suggests more security, better locks, more policemen, destroying the stencils, typing the examination sheets in the darkened basement and keeping them under the mattress with the government bonds. Considering the nature of most examinations, this mechanized solution is currently necessary.

"The better solution, I believe, examines the examination: it comes from the educator, not the policeman. The better solution argues that an examination is a teaching instrument designed to teach while it examines, and that an examination which tests exclusively belongs on a police sergeant's desk, not a professor's. It argues that an examination is a teaching device of equal status with the syllabus, lecture, textbook, and college library—a device that teaches and examines for the values inherent in the course.

"As the course is built, the examination is built, as the course advances, the examination advances; as the course develops the power to use its facts, the examination increases that power. The examination which fails in these respects is a mechanical taskmaster, a weaving scarecrow to frighten children on a windy night.

"We can examine for a command of facts, the power to use them, and the values created by the fused experience—what else? The examining devices used to achieve such ends are available to any teacher—and thief-proof without a lock. The testing for facts can be done periodically throughout the course in a series of five-or-ten-minute quizzes scored by machine or student assistants.

"The basic examinations can be designed to require the student to use those facts and to help him locate the values inherent in the course. Can the student do these things? That is the test.

"Such an examination consists therefore of a series of problems which develop, say, from 1 to 20 precisely as the course has developed. The problem—the examination sheets—are given to the students days, perhaps weeks, before the examination is administered. On examination day the instructor selects, perhaps, six of the problems to be written upon, and the writing begins.

"The preparation for writing such an examination is a creative, thoughtful act, and can be done as the course itself progresses. The real test is: having the facts, what can the student do with them? If he does not know the facts, he will

(Continued on Page 6)



ANNA VITA is caressed by an adoring BEN E. JOHNSON as he declares his love for her in this tender, electrifying scene from the provocative interracial drama "ANNA'S SIN," a George Morris presentation, and Atlantis Films, Inc. Release. "ANNA'S SIN" deals with a moving love affair in Rome between a distinguished American Negro actor and a lovely Italian girl. The picture, probably the most outspoken interracial story to date, portrays for the first time on the American screen, a full-fledged romance between a Negro male and white female, with the Negro winning the girl.

I.P. REPORTS

NEW YORK, N. Y.—(I.P.)—The recommendation made by President John F. Kennedy's Task Force on Education that the disclaimer clause of the National Defense Education Act be eliminated and that the Act be renewed recently received support from the Barnard College Trustees. Announcement of the Trustees' action was made by resident Millicent C. McIntosh, following the issue of the Task Force report. Barnard has repeatedly refused to participate in the National Defense Education Act because of the objectionable "affidavit of disbelief" required of all students accepting federal loan funds. Last year, two elected undergraduate groups, Student Council and Representative Assembly, also adopted resolutions opposing the loyalty and disclaimer oaths of the NDEA.

DURHAM, N. C.—(I.P.)—Duke University recently announced plans for the establishment of a distinguished professorship in Russian Affairs, made possible through a substantial unrestricted gift from Miss Doris Duke, daughter of the founder of the University.

In announcing the gift, President Deryl Hart said, "The decision to establish this special chair was based upon the need to encourage at this time a wider understanding of history, ideology, economic features, and political structure of Soviet Russia and the Soviet Empire.

"The problems involved in American relationships with Soviet Russia in the critical years ahead," Dr. Hart added, "place a particular responsibility on universities such as Duke, which have the needed orientation and necessary facilities to encourage research and training in foreign and international affairs.

"These obligations are recognized in the utilization of the generous gift from Miss Duke to establish the distinguished professorship. It is hoped that other benefactions will make possible the creation of additional professorships in international affairs."

PRINCETON, N. J.—(I.P.)—A new Special Program in East Asian Studies designed for students who wish to gain a sound understanding of the languages, historic contributions and contemporary problems of one or more Asiatic nations, will be introduced at Princeton University next fall.

Under this program selected students may spend a year in the Orient living with the people of

the nation selected, studying their culture and learning to speak their language as well as studying it. This year abroad, arranged in most cases at the end of the sophomore year, will not be counted as one of the undergraduate's four years at Princeton.

The heart of the program, according to Dean of the College, Jeremiah S. Finch, who presented the recommendations to the faculty on behalf of the Committee on the Course of Study, is the five-year innovation. Most large programs of Asian studies have few undergraduate majors, and those they attract often miss much of what their college has to offer in Western studies, the faculty report states. Such undergraduate studies service graduate programs — normally a two-year M.A.

Instead of following this pattern the Princeton five-year program seeks to further the integration of Asian studies with the liberal arts curriculum as it now stands. It shortens the over-all doctoral program while intensifying and deepening undergraduate training.

To be eligible for admission to the program a student must have satisfactorily completed the requirements for admission to one of the University's cooperating departments and a two-semester course in one of the languages of East Asia. He must also have gained some understanding of Asian history, thought, culture, or institutions normally gained through an introductory course in Asian studies. The language selected will ordinarily determine the area of specialization in the preparation of his senior thesis.

The program will be under the general supervision of the Committee on Interdepartmental Programs in Oriental Studies whose members, from the Departments of Art and Archaeology, Economics, History, Oriental Studies, Politics, Religion, Sociology, and the Woodrow Wilson School of Public and International Affairs, will be appointed by President Robert F. Goheen.

When the Board of Trustees approved the five-year plan, it also, on recommendation of the faculty, changed the format of the University's Special Program in Near Eastern Studies to make it parallel by adding the year abroad.

Answers to "It Pays to Increase Your Word Power"
By WILFRED FUNK

- (1) **restive** (res'tiv) — A: relaxed. B: deceitful. C: restless. D: grasping.
- (2) **craven** (kra'ven) — A: dishonest. B: cowardly. C: dark. D: slavish.
- (3) **deferential** (def'er'en'shal) — A: marked by disagreement. B: deduced by inference. C: questionable. D: respectful.
- (4) **inchoate** (in'ko'it or in'ko'ate) — A: in an elementary stage. B:

- unable to express oneself clearly. C: weak. D: chaotic.
 - (5) **usurious** (u'zhoor'ius) — A: crafty. B: pertaining to marriage. C: openhanded. D: pertaining to high interest for the use of money.
 - (6) **discursive** (dis'kur'siv) — A: coarse. B: complaining. C: rambling. D: profane.
 - (7) **grandiose** (gran'di'os) — A: optimistic. B: impressive. C: generous. D: handsome.
 - (8) **inviolate** (in'vi'olate) — A: calm. B: excited. C: brutal. D: pure.
 - (9) **implicit** (im'plis'it) — A: private. B: understood. C: incredible. D: definitely promised.
 - (10) **athwart** (a-thwort') — A: crosswise. B: flattened out. C: just ahead. D: following.
 - (11) **gargantuan** (gar'gan'tu'an) — A: awkward. B: savage. C: gigantic. D: resounding.
 - (12) **portentous** (por'ten'tus) — A: ominous. B: lacking in humor. C: important. D: extremely heavy.
 - (13) **secular** (sek'u'ler) — A: ensuing. B: wicked. C: carefully chosen. D: worldly.
 - (14) **extraneous** (eks'tra'ne'us) — A: exaggerated. B: external or foreign. C: circumstantial. D: false.
 - (15) **dogmatic** (dog'mat'ik) — A: angry. B: powerful. C: vicious. D: vicious. D: excessively opinionated.
 - (16) **furtive** (fur'tiv) — A: stealthy. B: nervous. C: jerky. D: quick.
 - (17) **copious** (ko'pi-us) — A: sad. B: drenched. C: abundant. D: stout.
 - (18) **sentient** (sen'shent; -shient) — A: unusually wise. B: capable of feeling. C: brief. D: old.
 - (19) **insatiable** (in'sa'shi'a'b'l; -sha'b'l) — A: hungry. B: exhausted. C: thirsty. D: greedy.
 - (20) **stentorian** (sten'to'ri'an) — A: infuriated. B: dictatorial. C: loud. D: grim.
- Adjectives, precisely used, add color and force to your speech and writing. Check the word or phrase below nearest in meaning to the key word. Answers are on the next page.

DEVOTED TO THE STUDY OF HELLENISM

WASHINGTON, D. C.—(I.P.)—Fulfillment of plans for an inter-university world center devoted to the study of the classical Greek tradition will be made possible by a recently announced \$5,000,000 Old Dominion Foundation grant. The property and activities at the Center, to be named the Center for Hellenic Studies, will be administered by the Trustees for Harvard University near Dumbarton Oaks.

The grant will supply the necessary financial support for staffing the Center and for providing fellowship and publication assistance to advance teaching and research concerned with classical Greek culture and the Hellenic tradition. In residence at the Center will be a small number of younger classical scholars, chosen by a group of Senior Fellows drawn from the faculties of leading universities. While the Senior Fellows will continue to discharge their regular duties at their respective universities, they will meet frequently with the Juniors and will in essence constitute a senior faculty of the Center.

The Center is not envisaged as a large one; there are expected to be about six to eight Junior Fellows, and a somewhat smaller number of Seniors. In addition to the resident Junior Fellows and the non-resident Senior Fellows there will be a resident Director of the Center and, from time to time, one or two resident senior scholars on annual appointment to share with the Senior Fellows their function as a faculty of the Center.

The group of Junior Fellows will be small and as currently planned will number about six young, distinguished post-doctoral scholars who are in the process of preparing studies on humanistic subjects related to Hellenism or perhaps occasionally including one or two younger men completing their doctoral dissertations.

The periodic meetings of this small group of Senior and Junior

Fellows are considered one of the most important features of the Center. Thus the Center is expected to become a group of older and younger scholars held together by a common interest in Hellenism. Normally the term of a fellowship will be for one year, but with the possibility of renewal for a second year. Old Dominion Foundation, which was established by Paul Mellon in 1941, has as one of its main interests the promotion of the humanities and liberal education.

WASHINGTON, D. C.—(I.P.)—Federal financial aid is critically needed to help the nation's colleges and universities educate increasing numbers of young men and women, the American Association of Land-Grant Colleges and State Universities declared in a statement released here. The Association, in a series of resolutions passed by its governing Senate:

—Asked Congress to enact legislation providing direct financial aid to states for college and university buildings under a plan requiring matching funds from the states; plus a direct "academic facilities loan" program for those unable or unwilling to join in the grants program.

—Called for continuation of the present Colege Housing Loan Program, and asked that a long-range program would be set up under which new funds would become available.

—Voted its opposition to establishment of new Federal degree-granting institutions, and to any national policy that might encourage the setting up of research centers apart from universities.

—Also opposed proposals which would give parents or self-supporting students direct tax deductions for tuition and fees paid colleges. This is "unsound from the standpoint of fiscal and educational policy," the educators said.

—Asked that more information as to possible benefits be secured and studied before possible establishment of a Federal scholarship program. The Association also called for increased support for graduate students; for placing Federal research grants on a basis that will assure continuity to staffs working in the Federal interest; for expansion for scientific research programs of the Federal government, and for renewal of the \$20,000 top limit to any one institution participating in the student loan program.

NEW YORK, N. Y.—(I.P.)—A research psychologist declared recently that "programmed learning"—known by its critics as "machine teaching"—breaks open the bottleneck of the student-teacher ratio which is of such "critical dimensions in education today." There is no doubt, he said, that programmed learning is effective.

Dr. Donald A. Cook, research psychologist at the National Institute of Mental Health, outlines his views in a recent issue of the Columbia University Graduate Faculties Newsletter. He states that traditional humanists, examining the new concept, express concern "which seems to blend the prophecy that 'it won't work' with the fear that it will." Nobody expects the teachers to be replaced, the article said, yet there is uncertainty as to how their roles may be altered in the new situation.

"The evidence so far," declared Dr. Cook, "is that effective programming makes for more creative students, and the teacher may rightly suspect that his status-giving control over his subject may be challenged." The sober evaluation of the limits and optimal conditions governing the place of programmed learning awaits careful research, the expert said.

The report enumerates the advantages of the program that have become clear since its inception:

- 1. Programmed learning allows the student to know where he stands at all times, and quickly

enough for the appraisal to effect the behavior that produced it.

2. The cycle can occur dozens—or even one hundred or more—times an hour in which teaching and testing are blended into one process. The teacher, freed from drudgery, can offer the student individual attention.

3. The student proceeds according to his own ability. The dull student is not embarrassed and the gifted student is not held back. If a student is ill, he doesn't fall behind, and if he moves to another school, he takes his program with him.

4. If the machine records errors a teacher can inspect the student's record before conferring with him, and can thus know the particular difficulty.

In some machine models, the article points out, the response cannot be altered while other specialized versions will not advance the program if an answer is incorrect. The most advanced devices will shunt the student into special remedial programs if he lists a wrong answer. Some machines keep an automatic tally of right and wrong responses.

"If a given section of a program generates errors for many students, there is something wrong with the programs," Dr. Cook contends. "It can be corrected by rewriting the frames or inserting additional frames to 'thin out' the material. Thus the very device which provides feedback to the student also provides feedback to the instructor."

AMES, Ia.—(I.P.)—Electronic devices will be used at Iowa State University in a "direct attack" on the problem of poor spoken English, Dr. Albert L. Walker said. The electronics approach will start in 1962. It will allow the students to correct errors in their spoken English through repetition of the right forms and through reading aloud.

"This emphasis on spoken English seems sound, in view of the fact that most troubles with English go back to a social environment which has made bad speech habits into a facet of personality," Dr. Walker explained.

Iowa State has tried out "non-collegiate," or high school level corrective courses in Freshman English, and has discarded them as "ineffective." It also has abolished the practice of putting students who are poor in English into "low" sections, and finds they do better when they try the regular course in the company of classmates who are better prepared.

However, there is evidence that many entering students in agriculture, who seem to have low aptitude for English courses, "have a long-run potential not reflected in entering tests. Therefore, although a relatively small number of poorly prepared students will not improve under any method of instruction, new ways of motivating and teaching the others must be tried out."

POINTS TO PONDER
John Ciardi:

Literature is one of the central continuing experiences of the race. It is no cultural ornament. Through literature, the voices of mankind's most searching imaginations remain alive to all time. One needs to hear Job lift his question into the wind; it is, after all, every man's question at some time. One needs to stand by Oedipus and to hold the knife of his own most terrible resolution. One needs to come out of his own Hell with Dante and to hear that voice of joy hailing the sight of his own stars returned-to.

No man is even half-civilized until those voices have sounded within him. A savage, after all, is simply a human organism that has not received enough news from the human race. Literature is one most fundamental part of that news.

—Saturday Review

Seneca:

When a man does not know what harbor he is making for, no wind is the right wind.

(The Reader's Digest)



In the picture standing (left to right) Moses Wilkens, Cecil Fredd, Clayborn King, Robert Foster, Donald Cambridge; sitting (left to right) Winfred Benson, Julius Perry, Leonard Anderson, Benny Williams.

M. B. C. Placed Third In SIAC Track and Field Championships

By An Observer

It was a balmy Saturday afternoon (May 13, 1961) on the Atlanta University Athletic Field when the hard-driving Morris Brown field and track team tied for third place with the Fort Valley State College team.

The superior strength (size of school, financial budget, etc.) of the Florida A. & M. Rattlers garnered them the crown in this 24th annual S.I.A.C. Track and Field Championships. The Rattlers rolled up a total of 87 points while the Clark College Panthers trailed in the No. 2 spot with 41 points. Morris Brown and Fort Valley recorded 11 points; Morehouse College, 7; Benedict College, 5; Alabama A. & M., 3; Tuskegee Institute, 3; South Carolina State College, 3; Alabama State College, 2; Fisk

Too Boo Or Not To Boo

Does the preceding impress you as a strange title? By way of acknowledgement, it is rather novel. Nevertheless, it all came as a culmination of observing behavior at a concert in Stone Hall Auditorium Monday morning, May 15, 1961.

As a fine performance as one could witness in any place, given by the finest of cultured performers, was the occasion for much mumbling, foot-shuffling, giggling, excessive and hypocritical hand-clapping, and other forms of crudeness on the part of some of our fellow students. The students, upon first observation, could have been favored compared to a herd of captive young wild animals fresh out of their habitat. Let us be thankful that this could not have applied to all of them upon closer observation.

For the sake of truthfulness, and out of all due fairness to the Freshmen, Sophomores and Juniors, we must say that some Seniors were among the guilty. Let up hope that these Seniors were only feeling ill; or that they were otherwise distressed. Well, isn't it true that one can always hope?

Despite the aforesaid uncouthness, one could not help but enjoy the fine and sensitive performance given by the Morris Brown Music Department (a faculty concert). The Concerto in G Major—Cimarrona for Flute and Oboe was by Dr. Edwin Christian, flute; Mr. John Heard, oboe; and Mr. Colonius Davis, piano. The Sonata for Clarinet and Piano was by Alex Templeton. The Petite Piece (Debussy) was by Mr. Charlie Cox, clarinet and Mr. Colonius Davis, piano. The Etude

In D Flat Major (Liszt) was by Mr. Tranas Long on the piano. University, 2; and Bethune-Cookman College, 1.

One of the FAMU Rattlers' trackmen, Robert Hayes, broke a record when he hit the tape in 20.1 in the 220-yard run. The record broken was that of Tuskegee's Mozell Ellerbe which was set in 1938.

The individual winners included FAMU's Hayes and Clark's Curtis Crockett. Hayes breezed across to win the 100-yard run in 9.5. Crockett won both the shot put and discus throw with to strong swings. William Hannah, Morris Brown, and Arthur Walker, Morehouse, who tied in the high jump; Frank Murray, Florida, one mile run; Paul Penson, Florida, 440-yard run; Edward Jinks, Florida, 120 high hurdles; Samuel Rivers, Florida, 880-yard run; Charles Holmes, Florida, two-mile run; Acey Peters, Florida, 220-low hurdles; Robert Finley, Benedict, pole vault; Clifford Mosley, Fort Valley State, javelin throw; and Henry Clark, Clark College, running broad jump, were the other individual winners.

The events Saturday were the culmination of a two-day spectacle.

Other Brownites who participated in the events were Donald Cambridge, Leonard Anderson, Winfred Benson, and Julius Perry in the 440-yard relay; William Johnson, Bennie Williams, Jamie Wilson, and Clayborn King in the one mile relay; John Godbolt, discus throw; and Albert Sharpe, shot put.

The Wolverine Observer salutes the M. B. C. wearers of the spikes, and wishes them the best of luck next season.

Prayer

A prayer takes only a moment, but the rewards are eternal.
—C. B. Gaustad (Mrs.)

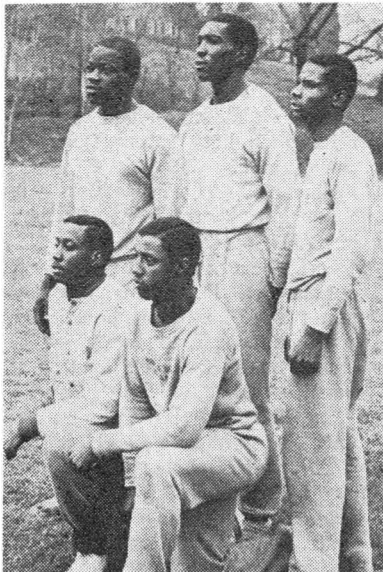
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In this picture, standing left to right, are John Godbolt, Simon Herbert, and Rufus Hunley; sitting, left to right, are Joseph Rayson and Selbert Moton.

What Is The Ideal Club?

What kind of club would you consider the ideal club? Would you consider a club that possesses the following characteristics to be an ideal organization:

- Unique programs,
- Never collects dues,
- Contributes money toward your education,
- Free and regular social activities.

Yes, such a club is coming to Morris Brown College and you can be a part of it. Just look for the "Rush-Party" sponsored by the UNCF Pre-Alumni next semester (1961-62).

Henry Hill, president

SOMETHING ALL COLLEGES SHOULD DO

TEMPE, Ariz. (I.P.)—A bill to tighten qualifications for student government officials was introduced recently in the student senate on the campus of Arizona State University. Bill 153, setting new scholastic requirements for Associated Students positions, was introduced by the Activities Control Committee.

The bill would require "that a 2.00 cumulated scholastic index be maintained by all students in elected or appointed ASASU positions." Currently, only elected officers must have a 2.00 index, and it is a requirement only for election, not for continuation in office.

Dean of Students W. P. Shofstall called the bill "one of the most important we have ever had in promoting student-faculty relations."

Under the proposal, the ASASU Secretary would present a list of all students on boards, committees, and other ASASU jobs to the Dean of Students in the first week of each semester. The Dean would notify the Executive Council within one week as to who is ineligible to serve.

When an elected position becomes vacant because of failure to meet scholastic requirements, the Executive Council would appoint a new officer within three weeks. The student senate would have to confirm the appointment.

Action At George Washington University

Washington, D. C.—(I.P.)—The recently launched bi-partisan effort to create a University cultural foundation on the campus of George Washington University, sponsored by the Colonial Campus Party and Students for Better Government, aims at developing an organization which can insure:

Creation of new cultural activities, and continuity for a well-developed cultural program.

"There is an immediate need for such an organization," spokesmen for both parties said. "There is a demonstrable lack in the number and caliber of cultural activities which runs concurrently with a general student desire for them."

There is a need for starting a program of symposia, concerts, lectures and debates given by outstanding diplomatic, political, literary, philosophical and artistic men of stature, they indicated.

COMMON CONCERN

(Continued from Page 4)

fail. To succeed, he will not pick locks, he will pick his brains. He will (and he does) gather with fellow students to discuss solutions to the problems; the students pick each other's brains instead of the instructor's, and this shift can be profitable whenever some students are brighter than the instructor. "The examination as a memory marathon must be secured with locks; the examination as a teaching device can be scattered forth to work its yeasty way. Is the student imagination nourished by unleavened bread?"

CULTURAL STUDY AT SHIPPENSBURG

Cultural Study at Shippensburg..... Shippensburg, Pa.—(I.P.)—Shippensburg State College will become a center for the study of the culture of India in keeping with a new plan announced by Dr. Charles H. Boehm, state superintendent of public instruction, to utilize the 14

State Colleges to strengthen the Commonwealth's education in world cultures.

Under the plan, each state college will expand its library to include special collections and exclusive exhibits on one of the world cultures. The resources of these library-specialized activities will be available to the students and faculty of the other state colleges and to private colleges and universities.

Each state college also will specialize in the history, geology and geography of the countries in their respective service area. While Shippensburg will deal with the culture of India, Cheyney will have Central and West Africa; California the Slavic cultures and Hungary; Millersville will have Germany and the Scandinavian countries; Boonsburg will have China; Kutztown will have the Soviet Union, and East Stroudsburg will have South Africa and East Africa.

Indiana will specialize on Latin America, Spain and Portugal; Mansfield on Iran, Iraq, Jordan and Saudi Arabia; West Chester on Israel and France; Edinboro on Burma, Laos, Malaya, Viet Nam, Cambodia, Indonesia and Korea; Lock Haven on Turkey, Pakistan and Greece; Slippery Rock on Japan and Italy, and Clarion on the British Isles.

Margaret Culkin Banning:

In the devotional classic "The Imitation of Christ," Thomas a-Kempis tells the story of a man who was so filled with anxiety and fear that he could not bring himself to act. As he wavered back and forth in his uncertainty he thought, Oh, if I only knew, then I should have the courage to persevere.

And presently, wrote Thomas, he heard within himself this answer from God: "And if you did know, what would you do? Do now what you would then do, and you shall be very secure."

This very practical rule of living destroys worry and apprehension about both big and little things. For example, you cannot be sure that a friend will enjoy visiting you—but you would ask him if you were sure. Very well, then—invite him as if you were sure! Or, you can't be sure you will succeed in a job even if you put in extra work, but how can you satisfy yourself without proceeding as if you did know you would succeed?

The result may not always be what you hope for, but the sense that you have done the best you can to make things work out, and have given opportunity itself a chance, does produce in yourself that inner peace which is the best kind of security.

—This Week Magazine

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