



Captain H. S. Jackson and Ensign Wilson

Wilson Gets Ensignship

PENSACOLA, Fla., 16 March 59—Aviation Officer Candidate Alger L. Wilson is presented his commission to Ensign, United States Naval Reserve, by Captain H. S. Jackson, USN, C. O. U. S. Naval School, Pre-Flight, upon completion of sixteen weeks training at the U. S. Naval School, Pre-Flight Naval Air Station, Pensacola, Fla. Ensign Wilson is the son of Mr. and Mrs. Charlie L. Lewis, (step-father) of 73 Bradley Street, At-

lanta 12, Ga. He graduated from Morehouse College, Atlanta, Ga., before entering the Naval Aviation Officer Candidate Program and was procured through NAS Atlanta, Ga.

He is now assigned to the U. S. Naval Auxiliary Air Station, Saufley Field, Pensacola, Fla., undergoing primary flight training on the path to his Navy Wings of Gold.

Merrill Travel-Study Grants Given

Each year Merrill Travel-Study Awards are made possible by Mr. Charles E. Merrill, Jr., of Boston, Massachusetts, son of the late Charles E. Merrill, Sr., of the New Brokerage Firm of Merrill Luncy, Pearce, Fenner and Beave (now Smith). To date, some 20 students have benefited from these grants, and as many faculty persons have also been recipients of these awards which enable them to broaden their horizons through travel and contacts with other cultures.

This year, after careful screening of students with good academic records, favorable personality traits, and excellent campus citizenship records, the Morehouse College faculty committee charged with selecting six students to receive these awards for traveling and study in Europe during the academic year 1959-1960, has announced its selections.

The following students will receive the coveted awards of \$3,000 each: JAMES W. COMPTON, age 20, a junior from Aurora, Illinois whose major is History, minors are education and political science, and who plans to study in England and/or France; NELSON K. McMILLAN, an 18 year old Senior, and early admission student from Monroe High School in Albany, Georgia, who is majoring in mathematics and minoring in German, and who

will study in Austria; JOSEPH J. RODGERS, 18, Sophomore, from Richmond, Virginia, who intends to major in French and minor in education and English and plans to study in France; ASHTON G. WARD, a 17 year old Sophomore from Westside High School in Chadbourne, North Carolina whose major is chemistry and minor is mathematics, expects to study in Germany; LEROY WILSON, age 19, Sophomore, attended Beach High School in Savannah, Georgia, and who intends to major in chemistry and minor in mathematics, also expects to study in Germany; JASPER C. REGISTER, 22, a Senior from Valdosta, Georgia, who has a major in sociology and a minor in religion, who will study in England or France.

The two alternates chosen by the committee are Melvin D. Smith, and Herman Allen, both Sophomores.

Also going to Europe this year on a Merrill Award is Joseph Patterson, a Senior, who was chosen last year but was unable to leave then.

Two students from Spelman will also travel in Europe on the same program. They are Delores Betts, a former Tiger's Choice (Wednesday, February 18, 1959), a Junior from Danville, Virginia and Herschelle Sullivan, also a junior.

Bennett College Choir Visits Morehouse

The Bennett College Choir of Greensboro, North Carolina visited Morehouse for its annual Concert. The group of forty young ladies arrived on Morehouse's campus at 8:00 a. m. Saturday, March 21st.

In preparation for the group's arrival, the Morehouse College Glee Club assembled in the Infirmary, where they assisted in the cleaning of the rooms, brought items to add to the young ladies' comfort, made beds, etc.

On Saturday night, the ladies were escorted to the "Artist's Models' Ball" in the Physical Education and Health Building following the dance a "hot coke" session was held in the "Glee Club" and the Choir. Again, the Club with the preparation of

for the session.

On Sunday afternoon, March 22nd, at 4:30 p. m., the Choir, under the direction of Mrs. Mary J. Crum, performed for a packed audience in Sale Hall. The program consisted of classical and national spirituals, and a quartette, composed of Bernice Green, Marion Ruby Starks and Eunice Jean Gerst, Lola Campbell, Carolyn Bennett, Diamia and Lady Ann Shivers. The pianists for the group in-

cluded Lois Johnson, Carolyn Bennett and Marion Simmons. The group performed in very high style.

Monday morning, March 23rd at 9:00 A. M., the Bennett College Choir and the Morehouse College Glee Club together sang sacred music: "Rejoice In the Lamb," "In the Year that King Uzziah Died," and "Alleluia."

As a climax to the sacred song service, Mrs. Crawford joined the Morehouse Glee Club as soloist for a rendition of "Triumph All Ye Ransomed."

Earl Mills

About Campus

The beginning of Spring is the time for cleaning. It is also a good time for determining and re-evaluating goals and principles. There is a variety of goals in the More-

house student body. Some are here to learn the subject matter of the Humanities, and, the Social or Natural Sciences. Others are here to prepare themselves for solving economic and social problems that will arise in later life. The majority of us keep our academic goals in mind. We are constantly developing the knowledge and techniques that will prove extremely valuable in later occupational endeavors. But what about our moral principles? They remain undefined and seldom evaluated.

On March 26, all of the escort privileges at Spelman were suspended indefinitely. This, like all other similar incidents, produced a variety of tales and a major disturbance in general. One variation of what happened said that all Spelman students had been placed on strict probation and that no one could leave the campus. Mrs. Irene Asbury, Spelman's Dean of Women, was the recipient of countless unfavorable comments, all of which were spoken by persons who either don't know or fail to realize what the problem is.

Mrs. Asbury is working for a re-defining of moral principles by (Continued on Page 6, Col. 1)

Mills

Artists Meet at Atlanta University

Artists, fine and commercial, members of College, University and School Art faculties, art students, friends and appreciators of Negro Art met at Atlanta University on March 28-29, 1959, in order to establish a closer liaison and explore how to help each other and the younger artists; to view the Atlanta Show and Repository of Negro Art and to make plans for the role that Negro Art can play in observing the Centennial of the Emancipation Proclamation. The idea, conceived by a small group of Chicago artists and first circularized among artists who have at one time or another submitted works to the Atlanta Show, met with enthusiastic enough response as to set the dates for this meeting.

A number of outstanding Negro artists served as speakers and panelists. Every opportunity was provided for artists to participate in the deliberations and discussions.

The theme of the Conference was "A Renaissance is inspired in the Negro Artist." The theme was discussed by panelists who thought in terms of the **Artist and Society** and the **Potential Contributions of the Negro Artist to Society**. Issues concerning the **Responsibilities of the Art Patron**, **Current Trends in American Paintings**, **The Place of Art in the Curriculum**, **Methods of Improving the Position of Negro Art and Artists**, **Problems of Artists**, **Widening Opportunities for the Young Artist**, **The Negro Looks Ahead to 1963**. These points of departure were presented by dedicated artists, who graciously accepted the invitation to share their views and experiences on the listed subjects of discourse.

Representatives at the Conference from the Atlanta University Center were Lloyd McNeill, Cartoonist for the **Maroon Tiger**; Daniel Mitchell, art student, Clark College; Dr. Rufus E. Clements, Advisor; Miss Eugenia V. Dunn, Assistant Dean of Women, Spelman College; Chairman-Host Committee; Mrs. Helen M. Coulbourn, Publicity; Jenelse Walden Holloway, Co-Chairman Host Committee, Painter, Chairman Art Department Spelman College; William V. Harper, II, Art Department, Clark College; Freddie Henderson, Art Department, Spelman College; Olivia Potter, Art Student, Spelman College; and Johnnie T. Smith, Art Student, Spelman College.

Lin Tua. The turning point is the ballet production of "The Little House of Uncle Thomas." Tuptim, wishing to escape with her lover, delivers a moral against slavery and thus displeases the King. The latter sends the secret police to find the escaped slave girl and

Students Aid in Registration Drive

Students from Morehouse, Spelman, Morris Brown, and Clark are helping in varying manners to help the All-Citizens Registration Committee encourage Negroes to register. The Committee has divided the city into segments that are being canvassed by Committee members and many students from the University Center. Announcements are sent to churches, and perhaps the most unique but surprisingly effective method is the stationing of persons at the Fulton County Courthouse. This is the time of the year when persons must buy automobile tags and pay taxes. Persons stationed at the courthouse approach all the Negroes they see and ask them if they have registered. If the answer is "no," the person is asked to consider registering now that he is at the courthouse. It has been reported that many people have been happy to register upon being approached. Some said they had been intending to and others said they just had never thought about it.

Mr. Tobe Johnson, a very active member of the All-Citizens Registration Committee, is in charge of the Morehouse effort. Mrs. Horace Mann Bond, who is in charge of this particular section, has praised the work done by Mr. Johnson and the other members under her direction. Mr. Johnson has informed the **Maroon Tiger** that there is still a great need for help in the campaign. Any Morehouse student interested should contact Mr. Johnson.

her lover. While Anna and the King are resting from the dinner party given for the visiting British dignitaries and an exhausting session of dancing Western style, the secret police bring in Tuptim to be beaten. Anna interferes, and the (Continued on Page 6, Col. 1)

AMS Players Present "The King and I"

Students from the several institutions in the Center and from the several high schools in Atlanta eagerly awaited the overture of "The King and I," which would herald the performance of the first musical ever presented by the AMS Players. Of course, it was not opening night, but there were all the excitement and hubbub as a myriad of conversations competed madly for attention.

Mr. Baldwin Burroughs, director, gave a few preliminary remarks and the audience impatiently sat through the opening bars of the poorly-played overture.

The first round of applause came after Johnnie Popwell's solo, "Is a Puzzlement."

"Getting to Know You," sung by the King's children and wives in school, caused the audience to

burst into spontaneous applause. The Heir Apparent to the throne and Anna's son sang "Is a Puzzlement" and drew a third round of spontaneous applause.

The story of "The King and I" is a familiar one to all lovers of Rodgers and Hammerstein.

The main plot involves the King, a lovable tyrant, and Anna, a strong-willed widow with a

small son.

The King of Siam contracts for Mrs. Anna Leonowens to tutor those children whose mother are "in favor with the King."

The sub-plot involves Tuptim, a slave gift from the ruler of Burma and Lin Tua, her lover.

Anna educates the King's children and wives and also abets the love affair between Tuptim and

1898 THE MAROON TIGER 1959

Preston M. Yancy, Jr. Editor

Robert Williams Managing Editor, Walter McDaniel Asso. Managing Ed., Lloyd McNeil Art Editor, Lee Ernest Loder Exchange Editor, Winson Coleman Associate Editor, C. Frankhimer Lyles News Editor, Louis Barnett Business Manager, Joseph St. Amand Associate Editor, Ernest Brown Sports Editor, Nathaniel Griffin Feature Editor, Marvin Richardson Asso. Bus. Mgr.

COLUMNISTS Earl Mills, F. Boyd Williams, Allen T. Clark, Quinton Davis, James Knox, Jr., Harvey Boyd, Jr. NEWS: Charles J. Trotman, Virgil McDonald, Samson Holloman, COPY: Charles Morrison, Oscar Jones, Tommy Burton, James Henderson

"It Seems to Me"

Aspirations Can Be Realized Only By Successors

A senior, in what is supposedly his final semester, is confronted with many concerns. Among my concerns are the problems of student affairs, especially those with which I have had most intimate contact: the debating team, The Maroon Tiger, Student Government, and the journalistic fraternity, etc. It may be said that things went well before we came; our being here didn't change it much and our departure will not be extremely noticeable. On the other hand, it may well be that Morehouse has embarked upon another course of conquest, and what we do, say, and think may be instrumental in determining the outcome of such a course.

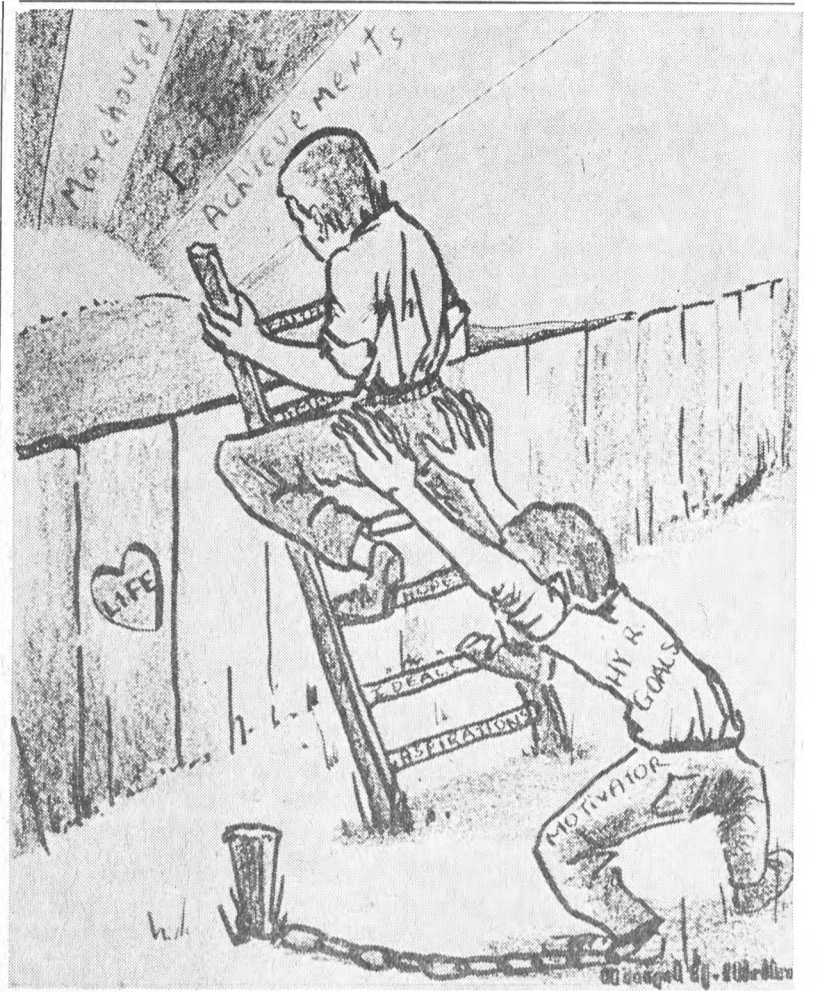
Contact with the alumni indicates that Morehouse improves as the age of the alumnus to whom you are talking increases. "No days were like the good old days," they say. That's debatable, of course, but I don't want to be able to make such a statement twenty or thirty years from now. I want the aspirations I have for Morehouse to be eclipsed by accomplishments far beyond my dreams. I only want to be truthfully say: "I was hungry and stole to satisfy a basic need. Should he have been able to instill in me after us an undying hunger? In our society, the dynamics are such that one may easily be deprived of the essentials for survival. It is for this reason that we, too, are guilty, even though we did not actually go the stealing. Why should we so often point the finger of guilt at another when we ourselves may be equally as guilty?"



Yancy

I don't hold that my ambitions and aspirations are altruistic; I ask that you consider these opinions. Debating at Morehouse has come into the "big time." We are virtually members of a national forensic society and we have been invited to several top tournaments because we gained respect in the circles of top collegiate debating. I wanted to go to West Point. God knows I did; as much as I ever wanted to do anything. However, because of inadequacy, we couldn't. I want the time to come when going to West Point will not be the chief concern. I want going to West Point to be as certain as the regional tourney was for us. I want the chief concern to be adding another national championship to our credit. Some of the men with whom I have had the pleasure of debating will be as great as any who will ever come, but the calibre of the team must continue to move up. It is my wish that student government become meaningful and productive. I want political leaders from every level of government to attribute participation in Morehouse student government to their abilities to represent highest ideas well. I wish that getting into the Journalistic Fraternity and on the Maroon Tiger staff would become accomplishments in themselves. I want the Tiger to graduate top flight journalists to the best papers and magazines every year, and I want the paper to be among the best college papers anywhere. I hope our little four pager will be further surpassed than the present yearbook surpasses the old pamphlets which contained the final senior edition of the Maroon Tiger and was a substitute for a yearbook. I want this to be twenty, thirty or forty years from now.

Can this be? Will next year be better than this? Will our mistakes and short-comings be overcome, and will our dreams be perpetuated? I say it can; but it will not accidentally come to be. Progress is slow and painful. There is no place for apathy and complacency. Only dedicated and conscientious men can make further progress possible. This was to be a Cub issue of the Maroon Tiger;



It had to be killed because no one met the deadline. Only at times has student government moved even in the right direction. Journalistic standards, both for the Maroon Tiger and the Alpha Phi Gamma Journalistic Fraternity are much too low. A damnable atmosphere of apathy persists. There has been disgusting response to the literary magazine effort. Dedication and determined concern, why hast thou forsaken us? Why dost thou seem so far away? Come forth, men of determi-

nation. Reach as ye climb, and when you have reached your goal, leave challenging footsteps behind. This is my charge to you, the underclassmen of Morehouse. If you do not respond, may you never gain pride. May you be forever pestered by a feeling of inadequacy, insecurity, and inferiority. Let dissatisfaction disturb your every effort to sleep. May the ghosts of aspiring Morehouse Men everywhere haunt you through all eternity. This I so will. May the Divine grant it so.

Letters To The Editor

The following letter was received from a student who had been inspired by listening to Dr. Shappley, noted astronomer:

On an isolated and lonely peak at Mount Polomar, California stands an observatory which houses the gigantic sixteen and one half foot (two hundred inch) mirror refracting telescope. An intricate physical instrument designed by curious human minds to probe the depths of the Cosmos, to plot the vast geography of the Universe, to answer innumerable questions that have plagued the minds of men for untold centuries, and to pacify the thirst for knowledge on the impact of the universe on mankind. But this masterpiece of human craftiness is not alone in the field of astronomical research. The concave 60 foot diameter radio telescope owned and operated by the English government in South Africa is the ear behind the eye at Mount Polomar. While the refracting telescope of Mount Polomar peers one million light years into space, the radio telescope of South Africa listens equally as well receiving wavelengths from eight inches to ten yards in length.

What do these instruments mean to modern man? Only the instruments themselves can answer this question, and the time required to do so is immeasurable. First of all, they can glorify the past by giving due credit to the ancient astronomers, show the sufferings of Copernicus in establishing the grim truth of the heliocentric theory which moved the earth from the center of the universe, put a smile on the lips of Johann Kepler, who formulated the laws of planetary motion; give to Sir Isaac Newton the title of being the greatest of all scientists, the discoverer of the three laws of motion, the universal law of gravitation and the inventor of the calculus; show man the truth in the insight, and justify or fail to justify the hideously complex calculations of Albert Einstein, founder of the theory of relativity, and dedicated laborer on a unified field theory.

To present day thinkers these instruments may give solutions to such puzzlers as "is the universe finite or infinite?" in its expansion where is it going i.e., what is the direction of its expansion relative to the earth? If either of the former questions is answered what consequences will this have on future mankind?

We will wait, we will listen, we will see.

James A. Davis

We Are All Guilty

"Crucify him! Crucify him!" This was the crowd condemning Jesus to death long ago. They pierced his side; they nailed actual nails.

Yet, who can deny that today we crucify him too? Every time we forget to love our neighbor as ourselves; every time we break the Ten Commandments, we also

crucify him.

So you see, guilt is not always confined to the immediate ones who are condemned. Our lives are much more complex than yours to really establish a record to delve beneath the surface of our accomplishments far beyond my

Would you, without condemning a man for his bread? The man, perhaps, was hungry and stole to satisfy a basic need. Should he have been able to instill in me after us an undying hunger? In our society, the dynamics are such that one may easily be deprived of the essentials for survival. It is for this reason that we, too, are guilty, even though we did not actually go the stealing. Why should we so often point the finger of guilt at another when we ourselves may be equally as guilty?

Especially is this dedicated to you—friends and neighbors—the men of Morehouse who will in the future (we hope) realize that you too have a responsibility to keep the Morehouse-Spelman relationship what it ought to be.

Marge Durrah

Some Notes on Talks on Freedom at Morehouse

By DR. CHARLES JONES

It seems that freedom is necessary from earliest days of our existence. Try pinning an infant's arms to his side and see what happens,—he yells. Try keeping a six year old inside a yard. The elementary school boy looks forward to more freedom in high school; the high school boy looks for more freedom in college. In college, we look forward to freedom when we get out and go to work. Always we are looking for more freedom.

It is my intention in these days to ask a few questions about freedom from a practical point of view. Since we take Jesus as our starting point in religion and this is Religious Emphasis Week we shall ask 1) Was Jesus really free? 2) Who tried to take his freedom away? 3) Was he successful in always keeping his freedom, and, if so, how did he do it?

I shall use four actual instances in his life when someone or some group tried to "take" him. If you should say to me, "Somebody took me for five dollars last night." I'd know what you meant. You'd mean that five dollars you were free to spend last night you are not free to spend today. The four times when the Bible reports Jesus as "taken" or rather when someone tried to "take" him may be instructive for us.

1)

Jesus and his friends were together just prior to his going to Jerusalem, where he cast out the money-changers and challenged the whole system of graft that was going on. When he told his friends, Peter turned to him and this is the way the Bible read: "And Peter took him and said, 'Master far be it from thee to go Fury' looks like another hit rack- (Continued on Page 6, Col. 1)

Personality Portrait

Paging Walter McDaniel

This issue we are interviewing one of the unsung personalities on the campus. Mr. McDaniel has given unstintingly of his time and efforts during his stay at Morehouse; however, only those persons who have worked with him know and appreciate his many unheralded contributions.

McDaniel, a senior psychology major from Miami, Florida, who is minoring in elementary education and Spanish, has the dubious distinction of being the first Morehouse student ever to do student-teaching on the elementary level.



One of the inevitable questions which the interviewer asks is: "Do you have a hobby?" McDaniel lists stamp-collecting as his hobby; however, his friends know that he collects old pennies—1959, 1958, 1957, etc., and that the only stamps with which he is familiar are those on his correspondence.

"Mac," as most of his friends call him, is secretary for the dean of the School of Religion, the Ministers Union, the Senior Class, the Social and Cultural Affairs Committee, Alpha Phi Gamma Journalistic Fraternity, temporary associate Managing Editor of the Maroon Tiger, and Copy Editor for the Torch. Although his typing duties keep him quite occupied, he finds the time to engage in his favorite pastime—singing. For several years he has been a val-

uable asset to the Glee Club and the AMS Chorus in the tenor section.

Like the majority of the students at Morehouse, McDaniel likes to play cards during his moments of true leisure. Of course since he is a little retarded mentally, according to his friends, he loses most of the games. However, they allow him to win occasionally in order to boost his morale. Seriously speaking, McDaniel has a certain lack of sophistication which causes his friends to accuse him jokingly of being retarded.

Many students are grateful for the tutorial sessions in Spanish which McDaniel conducted until his other curricular and extracurricular activities forced him to stop. He feels that these sessions benefited him as well as the other students, although he will be teaching on the elementary level, not the high school level.

It is a mistake to say that McDaniel is a classicist in music taste; for although he likes anything from Beethoven to Bo Diddley, the further from either end, the better. He has missed only a few dances at Spelman and More- (Continued on Page 5, Col. 3)

Justice at Last

On Thursday and Friday, March 26 and 27, no Spelman student could have visitors. The students were informed that the suspension of privileges was indefinite. Laughing madly as Willies and Willierines went sadly about, Preston Yancy reflected. Confirmation of the report complaints have been made about tight skirts led to further ridicule. At any rate here it is:

After much exaggeration and ridicule, suspension was lifted Saturday, March 28.

Long have the degenerate practices of kissing, hand-holding and loitering about the dormitories and libraries persisted at Spelman and Morehouse Colleges. We of the **Tiger** are of the opinion that these practices are immoral, corrupt. Such activity during the Spring of the year can lead only to love and marriage. Thus it is commendable that there is a movement to circumvent these moral wrongs.

At this printing we understand that the subversives are being sought out by a well-trained band of gestapo and secret police. The committee on un-Spelman and un-Morehouse-like activities is working around the clock. It has further been reported (sheer rumor, of course) that the most dastardly crime of wearing tight dresses has been protested. Those of us who cling **relentlessly to our** Victorian morals say "thank goodness"; we hope this evil practice will be circumvented. If it is not being investigated we urge that it shall be next on the agenda.

While we are urging, we further urge that every effort be made to uproot every sprout of these trees of evil and immorality. Let not a sapling remain. First of all, visiting hours are entirely too long. An hour and a half a day and an extra night for juniors and seniors is going a bit too far. Thirty minutes a day with every three couples well chaperoned is more than enough. Telephone hours are disgraceful. They amount to nearly three hours on weekdays and all day Saturday and Sunday. Two minutes per person per day would be quite sufficient. We of the **Tiger** further recommend ankle length dresses and starched non-revealing blouses, separate seating and water fountain; and calisthenics should be introduced into our systems. Then, and only then, will we destroy the malignant cancer that would destroy our way of life. Prevent love at any cost; the world looks to us for leadership.

Fight diligently on then, ye guardians of virtue. Remember nothing good was accomplished without a struggle. Social probation may not be enough. You may need to campus-bound or dormitory-bound or room-bound everyone. Excommunication, inquisitions and tarring and feathering cannot completely be discarded. The **Tiger** backs you in the name of justice. You have just begun to fight. Right will win! Our dignity can, must and will be maintained. You have nothing to lose.

Note—see About Campus by Earl Mills for saner comment on the basis of official and factual information.

lest we go mad

Molette and Mills

Well, friends, and we use the term loosely, here we are again. This time we decided to write some pro-Morehouse propaganda for a change. Anytime someone writes favorable propaganda about a place it is customary to dig up seven wonders of same. Our hard working and efficient research staff were set to work looking for seven wonders at Morehouse. They found four. Our

information was obtained through the Random Sample method; consequently, the ideas expressed herein are not necessarily ours or anyone else's, except, of course, this guy Random Sample. If there is any controversy over the data in this article, they may be discussed further with Mr. Random Ellsworth Sample in room 102 Unit III.

THE FOUR WONDERS OF MOREHOUSE

Mr. Scott and his mangy menagerie—Mr. Scott, our able and courageous nightwatchman may be recognized by his GI coat, his badge (number 714), his pipe (Sherlock Holmes styles), and his colt peacemaker forty-five calibre revolver. Mr. Scott is best recognized, however, by his assistants, better known as his mangy menagerie. Even when one is out of sight of them, this canine crew may be recognized by the noise and the stench they exhume. It's a wonder they don't drive us all mad from the odor and barking.

Dining Hall—(grit palace), this fabulous pigsty, reeking with the aroma of rare and exotic gourmets' delights, serves only the fin-

est in meats, vegetables, fruit, pastries, and grits. Some of its most popular dishes are souse meat, collard greens, French fried sweet potatoes, pineapple right-side-up cake, and the house specialty, grits. (No gravy, no butter, no nothing, just grits. It's a wonder we ain't all dead).

The Hot Dog Man—Mr. Larry McFarland, fondly referred to as the vendor of brick bun hot dogs, is a hero on our campus. Many a dining hall-starved Morehouse Man has been rescued by the tasty morsels from Mr. McFarland's red and white chest only to wind up dying of ptomaine poisoning instead of malnutrition.

Graves Hall—One of the chief dormitories of the college. This building has four stories above the basement, is beautifully faced with white marble and has modern conveniences. This edifice was constructed in the late 1880's and condemned in the early 1950's. It's a wonder it's still standing.

Anyone desiring to sue us for libel, slander, defamation of character, etc., please contact Mr. Random Ellsworth Sample in room 102 Unit III.

Lack of Truth Root of The Crisis

"The world is out of joint," Shakespeare had Hamlet say. Since all times have been crucial to those living in that particular age, I suspect that men have sighed and will always sigh in dismal dismay, "These are critical times."

I do not know why these are critical times to other men, but I should like to present two propositions which I consider to be at the roots of the crises of our time: (1) The estrangement of original ideas; (2) The regard for this estrangement as the original idea.

Hegel believed this first proposition to be inevitable. He stressed the idea of "creative alienation" which arises out of the creative work of any mind. This idea referred to the creations of man, in which instances, Hegel held, an arrangement arises between the creative mind and its creation.

This is probably most evident in language. Heineman says, "Language is our creation, but our words . . . somehow form a realm of their own, cut off from the

speaker or writer." Maybe this is an explanation of why the foreign languages are difficult for many to learn easily. When learning, let us say, French, "la chaise" brings to our mind the English "the chair," instead of an apparatus designed for sitting.

Since Hegel held that certain alienations were inevitable, I shall not emphasize my first proposition for what I term "our crucial times." I feel that although this proposition is inevitable, it is regrettable.

We need not involve ourselves with the existentialist's contentions that certain ideas have lost their ground in human existence, however true and relevant this may be in my efforts here. But instead, let us become concerned with common examples of estrangement.

After man's ideas become separated from their originality, the fact that men ignorantly revere the alienation as the original lies at the base of the crises, I am in- (Continued on Page 5, Col. 4)



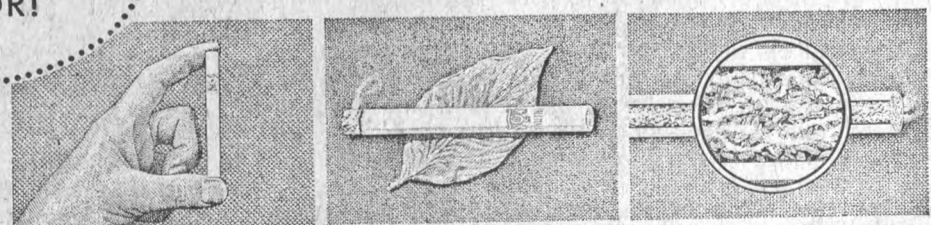
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We Fail To Meet Needs

A few days ago in the Morehouse dining hall, an incident occurred that motivated my writing this article.

It was during the breakfast hour when the incident occurred. A student, desiring another order of bread, got up from his seat to get some but, when he reached the serving line, he was told that he could not have any more.

The individual became angry and picked up an order of bread, and threw it on the floor. After having been told of the incident, one of the supervisors in the dining hall approached the individual and said: "Don't come back until I send for you."

To me, it meant nothing to say that, for the individual's "NEED" had not been met. I define this "NEED", as an "electro-chemical lack." Now, it seems to me, that if we are going to meet the needs of the individual, we ourselves must first meet certain requirements:

1. An awareness of certain basic needs

Among these needs are: food, sex, love, clothing, and shelter. These are basic needs. All of these must be met, first, if we are to attempt a development of the total individual. We must be aware of the existence of these needs to the point whereby, when an individual's reactions are contrary to the "norm," we can say that

the person acted in that manner because his needs had not been met. But there must be an awareness on our part as to the importance of our aiding the person in meeting his needs.

2. A willingness to aid the person

It is not enough to say that an individual is in need of something. We must be willing to help the person meet that need. We must never say to an individual that what he has is harmful to the person, unless there is a willingness on our part to show him what is not harmful to him; and thereby point a way through their dilemma. This, to me, is the essence of education: Taking that which the individual has and showing him how to build on it, or tearing it down and building a completely new philosophy.

The error I find with most teachers and educators is that they can beat the world telling you what not to do; but are unable to tell you what to do. It is not a question of right or wrong. It is a matter of "pointing a way" and allowing the individual himself, to either accept or reject what has been said.

When this happens, I believe we shall be on the road to meeting the "NEEDS" of the individual. And thereby develop the total individual.

Harvey Boyd, Jr.

Writer Scorns Greek Action

These birds were really there that night in Unit 7. It was the Saturday before Easter Sunday. They were a special variety of birds called "Greek Bird" and that night they really revealed their level of civilization and culture. At nine they were civil and modulant as the "would-be Greek birders" cleaned their big birders rooms and polished their big birders' shoes. At ten they conducted some all-Greek bird business such as making out checks to the "United Bird College Fund" or "The National Association for the Advancement of Birds." At eleven they introduced into the session a few spirits that came not from the Holy Writ. They broke out copies of the school hymn and the Greek bird hymn and, staggering to their feet, they drooled through these honored, sacred hymns. At twelve they saturated the air with profanity and obscenities of a true Greek variety. One Greek bird (a would-be engineer, using major studies as an indicator) staggered and fell after having made an asinine remark. His Greek bird friends laughed as an English major abused his English and as a pre-ministerial student called "Parson" started a sermon based on a comic book. They sang! They sang with vodka; they sang with gin, with scotch, with wine, with dirty words, with jokes, with depraved remarks about each others' parents; they sang loud and long and lewd.

these Greek civilized birds. One Greek, (a middle class, city fellow) regurgitated in Unit 7's hall on a pledgees' foot. . . . "Clean it up" was the remark. Praising the over-sexed male, scorning the virtuous female and satirizing the religious world, all this, done by Greek birds on Easter Sunday Eve.

Amid the stench of vomit and rattle of bottles, these Greek birds will find their ways to chapel and class on Monday, Thursday and Tuesday. They will applaud when some one demands equal rights for all birds regardless of color. They will pray piously that all birds may live as one in a "great integrated Ovafauna" some day.

Ever too soon these Greek birds will don black robes over expensive three buttoners and four buttoners as they prepare to be graduated from a bird house that is someone's pride. Soon they will take their Greek bird pins into some unicellular business and finish their spineless existence in that way. These Greek birds will probably be our future leaders and conversely the determiners of our future.

Some of these Greek birds will change and find better values. Some will not change but will be come more adroit in fooling the world. At any rate most of our Greeks are purely and obviously for the birds.

Campbell

Morehouse College Glee Club Tours

In the conglomeration of college choirs and glee clubs in the United States the choirs of the small Christian colleges usually remain overshadowed by the greater universities. However, from the refines of the shadows, a tiny ray of light is seen throughout the northern and southeastern states of the nation. The source of this light is Morehouse College—where music is a most cherished pastime and the presence of the Morehouse College Glee Club is thoroughly acknowledged.

Each year the Glee Club of Morehouse College tours the southeastern states in hopes of sharing with others, in regions far removed from Atlanta, the inspiring music from which they receive so much inspiration in producing. Under the direction of Wendell Whalum, the traveling

glee club, consisting of forty men's voices, with quartet and soloists, and accompaniment of piano and organ, is fully equipped to render concerts void of monotony to even the most restless listener. The repertoire ranges from the complicated contrapuntal works of Bach to the rhythmic harmonies

Jrs. & Srs. Win Swim Meet 72-52

On March 21, 1959, the Freshmen and Sophomore met the Juniors and Seniors in the annual intramural swimming meet. The Juniors and Seniors emerged victorious, 72-52.

In the 50 yd. freestyle, the winner was Alfred Andrews (Jr. and Sr.) in 32.5 sec.; second was Richard Pindle (Jr. and Sr.)

The 100 yd. free style was won by Richard Pindle in 1.25 min.; second was Joseph Mitchell (Jr. and Sr.)

Johnny Popwell (Jr. and Sr.) won the 200 yd. free style in 3:27.-3 min.; second was Walter Maynard (F. and S).

In the 50 yd. breast stroke the Juniors and Seniors took first and second places in the form of Lloyd McNeill in 39.5 sec. and Joseph Mitchell, respectively.

The 100 yd. breast stroke was a repetition of the 50 yd. breast stroke with Lloyd McNeill and Joseph Mitchell in first and second places. McNeill turned in a time of 1.36 min.

The 50 yd. butterfly was won by Johnny Popwell in 44 sec.

Raymond Sewell (Jr. and Sr.) won the 100 yd. backstroke in 1:44 min.

The Meet was co-ordinated and supervised by Charles "choo choo" Wilson; assisted by Joseph Pauline as starter.

The intramural sports program shows the following activities scheduled for the coming weeks:

1. The Cake Relay, a track meet in which cakes are given as prizes;
2. The Annual Intramural Track Meet;
3. Soft Ball Competition
4. Badminton Competition.

of the Negro spirituals or the wailing, mournful sensations of the spirituals of the Saint Helena Islands. Interspersed between these two extremes is a variety of folk, calypso, and contemporary works which display expressively the versatility that the performers evidently possess.

The director, Wendell Whalum, a native of Memphis, Tenn., is a graduate of Morehouse College and received his Master's degree from Columbia University. He has done recent study at the University of Iowa, and is a very accomplished organist. His ability as a director can never go unnoticed, for it is so conclusively exhibited in the impressive performance of the glee club.

The quartet, composed of four members of the glee club who have each done solo performances, is quite capable of rendering concerts apart from the glee club. Its repertory consists of comedy arrangements and serious compositions that are well calculated to entertain the listener.

The accompanists, Clarence Robinson, Atlanta, Georgia, and Michael Tucker, Durham, North Carolina, are both music majors and both possess qualities that indicate brilliant futures in the field of music.

The concerts which will be given by the Morehouse College Glee Club on their tour will command the attention of music lovers and will offer interesting musical experiences for both the inexperienced laymen and the trained musician.

The Student Council Sends Representatives To Highlander

The Morehouse College Student Council and The Maroon Tiger team up to send two representatives to The College Weekend Workshop at Highlander Folk School, Monteagle, Tennessee, on April 3-5.

Lee Loder and Willie J. Wright will represent Morehouse College. (Continued on Page 5, col. 3)

Morehouse Ties Harvard in Debate

Harvard University met Morehouse in debate for the first time Monday, March 30. The resolution: "That The Further Development of Nuclear Weapons Should Be Prohibited By International Agreement," was upheld on the affirmative side by Kenneth C. Aldrich, junior, and Edward Pinikus, senior, of Harvard. Morehouse upheld the negative side of the issue, and was represented by Preston Yancy and Boyd Williams, both seniors.

Dr. Robert Carney of the Department of Business Administration, Emory University, rendered the decision a draw. He stated that the decision was made because of the almost perfectly balanced arguments of both sides.

Both Harvard and Morehouse had debating engagements following their afternoon meet. Morehouse met Fort Valley State College and Harvard debated Emory University. The debate was enjoyed by approximately 550 persons.



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Writer Cites Honor Societies

Continuing the series begun in the last issue of the M. T., we present more National Honor Societies having chapters on the Morehouse campus. The last of this series will be in the next issue of the M. T.

MAROON TIGER QUESTIONNAIRE

1. BETA UPSILON CHAPTER OF PI DELTA PHI, National Honorary Society in French.
2. The purpose of Pi Delta Phi is to foment a wider knowledge of and a greater love for the contributions of France to world culture.
3. Founded in 1906.
4. University of California, Berkeley.
5. Seventy-three (73) chapters.
6. Unknown.
8. Nineteen (19).
8. Three (3).
9. There are five classes of membership: regular, special, honorary, associate and alumni. Active membership shall comprise regular and special members currently registered for courses at Morehouse College or Spelman College as undergraduates and graduate students in French registered at Atlanta University.

Regular members include students from Morehouse College or Spelman College (and any graduate students from Atlanta University) who shall be nominated on a basis of high scholarship and with a specific minimum amount of academic work in French.

Special members include Morehouse students not majoring in French Studies, but who have studied advanced French as an elective, have excelled, and who otherwise meet the requirements for regular membership.

See Dr. E. A. Jones.

MAROON TIGER QUESTIONNAIRE

Full Name of Organization—Beta Kappa Chi.

Purposes—to promote interest in the Sciences and High Scholastic Achievements.

When Founded—1924.

Where Founded—Lincoln University, Pennsylvania.

No. of Chapters—45.

Approximate Membership—567.

Local Membership—Active—Alumni.

No. of Chapters in Negro Colleges—45.

Requirements for Membership:

1. Completion of at least 64 Semester hours of college work; 17 of these in one of the sciences.
2. A grade average of B in the science area.
3. A general college average of B.

See Dr. H. C. McBay.

CAROLYN CRAWFORD



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Refreshingly lovely Carolyn "Carol" Crawford is our Tiger's Choice for the second time. (Friday, Dec. 19, 1958). As we stated at that time, she is very active in Spelman student activities. The picture in the December issue was blurred due to the fact that it was blown out of proportion. We feel that any person as lovely as Carolyn deserves to be Tiger's Choice again, although we know that photography can not do justice to her beauty.

They Called It Justice

Coronet Magazine
By WILLIAM BERNARD

And, finally, there was the case of the man who was accused of burglarizing a woman's home. "Your Honor," the defense attorney told the presiding judge, "it's true my client removed a purse from the plaintiff's bedroom table, but that doesn't make him guilty of burglary. For burglary, a man must break and enter. My client did break a window, but he never entered this woman's home. All he did was reach his arm through the window."

"A man's arm isn't his whole self," the lawyer went on glibly. "It would be unfair to punish the whole man for what his arm alone did."

The judge smiled. "Taking your argument into consideration, I hereby sentence the defendant's arm to a year in prison; he can accompany it or not, as he chooses."

Undeterred, the attorney turned and nodded to his client. The convicted burglar stood up, unfastened his wooden arm, laid it on the table and strolled but of the courtroom to freedom.

Personality Portrait

house in the three and a half years that he has been here, and is widely sought out for the cha-cha's, the meringue's, and any of the latest dance crazes.

After graduation from Morehouse, McDaniel plans to return to Florida to perpetuate the high ideals of education and prepare future Morehouse students.

Student Council Sends

The theme for discussion this year is: "Building Campus Leadership in Integration."

Highlander Folk School is a residential adult school for the development on an unsegregated

basis, leaders among school, church, labor, farm and civic groups in the South.

Highlander is on a 200 acre Cumberland Mountain farm with a lake, fields, and woods making possible hiking and other outdoor sports and activities.

Assisting the Highlander staff in recruiting participants is a Student Committee in which the following people represent the respective colleges: Willis Butler, Tuskegee; Arthur Walker, Dillard; Freddie Lue Clark, Lane; and Phyllis Eddleman, Fisk.

Lack of Truth

clined to believe.

If you will agree that the most threatening problem of the times is the economic controversy between Capitalism and Communism, I shall try to show that this "cold war" has its roots, deep down, in the alienation of ideas.

According to the **Communist Manifesto**, the aim of Communism will be realized when "class distinctions have disappeared, and all production has been concentrated in the hands of a vast association of the whole nation" . . . They further declare, "We shall have an association in which the free development of each is the condition for the free development of all."

Democratic capitalism's ideals would not support the doctrines of "exploitation," and "class antagonism," which Marx said was typical of capitalism.

Thus it seems that the antagonism of the two ideas results only when one (including Marx) fails to see that both of the systems have ultimately the same goal: insuring everyone of a share of the state's economic production.

Democratic capitalism endeavors to reach its goal through individual creativity; Communism, thru "a vast association" of the people in a state-less, class-less society.

As I see it, only the means to

the end are in conflict. Then, if the means are creating the conflict, the alienation or estrangement is quite obvious.

The survival of the human race or any other living thing is being threatened merely because "mature," "sophisticated" men have failed to see that they both (i. e. in theory) went to the same place, but fight to decide which way they should go. What does it matter?

Of course, I have taken Marx out of context, have given no evidence that I am cognizant of human motives, have appeared inconsiderate of many factors which are necessarily involved in my argument. But the ideological alienation of which I am thinking does not follow a simple, easily traced digression from original ideas.

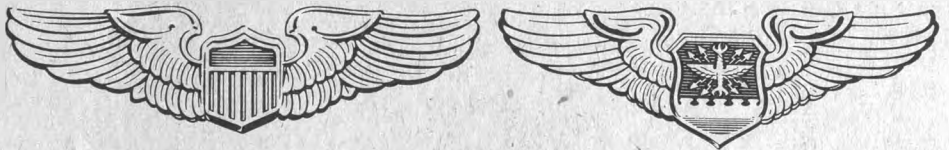
Instead, it meanders, branches, sidewinds, and arrives at the present in the form of two radically opposed doctrines, both of which, theoretically and originally, had a common goal.

This crisis, like most current crises, is coated with hypocrisy and superficiality.

This "cold-war" is the big problem of estrangement; little ones are important, too. I consider the following to be examples of estrangement which show how certain ideas have drifted from their original purpose: Some cereal companies fill their boxes of "Crunchies" and "Munchies" with prizes, toys, and various other things, leaving little room for cereal; some comic strips are political, leaving little room for comedy; some colleges emphasize sports more than the academic aspects.

You perhaps can think of many more examples of estrangement and alienation, but the serious fact of the matter is that we are constantly, with each estrangement, losing contact with reality.

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AMS Players Present

King, broken in spirit, takes to his bed. Anna prepares to return to England but Lady Thiang brings word that the dying King needs her. The king turns over his Kingdom to the Heir Apparent and dies, after hearing his young son make sweeping reforms in the government. Anna, confident that her work has not been in vain and aware of her suppressed feelings for the King, remains to carry on.

The University Center shall not soon forget this production. Mr. Burroughs, Mr. Cochran, Mr. Whalum, Mr. Harper, and their respective student assistants are to be commended for a difficult job well done. It is the opinion of this reporter that special acting honors and acknowledgements should be given to Mrs. Howard Zinn for her delightful portrayal of Anna; to Johnnie Popwell for his believable portrayal of the lovable but tyrannical King; to Joseph Towns for his forceful, magnificent portrayal of the Prime Minister, and to Anna Lois Clay who, in the ballet sequence, did a creditable job as Eliza. Although there were certain acting and musical weaknesses, recognition must be given nevertheless to Mrs. Nece Harper, Miss Lenora Taitt, Thomas Perkins, Master Arthur Banks, Jr., Carlton Molette, and to the host of dancers, singers and strong men.

About Campus

the students. This is her point: There is too much petting and necking on our campuses. Kissing is perfectly all right and expected, but when the experience reaches the point of a sexual ecstasy, the result is a show that should not be performed in public. The patting, rubbing, and body gyrations that accompany extreme petting should not be seen in front of a college dormitory or in a house lounge. It is not necessary to have a sex orgy in order to enjoy a kiss. Mrs. Asbury has a difficult job. Moral principles cannot be legislated; they must come from within.

The problem is hardly as trivial as it seems. In spite of the fact that only a few couples are responsible for these "Sex Shows" it is the duty of all of us to curtail the situation. Lectures or regulations on how to act will not solve the problem. Good moral principles must be inwardly felt and fulfilled automatically.

Many things contribute to a problem like this. The major fault lies in the 'cooped up feeling' that causes over-activity when no administrator is looking. Many students feel that social opportunities are so few that it is best to take full advantage of those we have. A change is necessary; but the change must be controlled. Spelman and Morehouse are in a period of transition. The 'cooped up feeling' is beginning to dwindle but is doing her part; we have yet to do our's. Let's begin by first evaluating our moral principles and cleaning up our actions.

Letters: Notes on Freedom, Dr. Jones

to Jerusalem'. Notice Peter was not an enemy but a friend, and here is a friend trying to take away Jesus' freedom of action, his freedom to follow his best judgement. In the Greek language the word from which this "take" is translated means "to absorb." So in reality Jesus' friend tried to absorb or swallow him up.

Need we say more? Do not our friends, our parents constantly "take" us? They say they do it for our own good, they don't want us to be foolish or get hurt and advise us to avoid our difficult Jerusalem. It is difficult to resist this swallowing up.

You will note that Jesus did not let Peter "take" him. He retained his freedom of moral action say-

ing, "Get thee behind me, Satan. It is necessary that I go down to Jerusalem!"

2)

Here's another instance — The Bible says that soldiers came and "took" Jesus. Now the Greek word used in this instance means "to seize forcibly," or "to seize eagerly." Not many of us have had this experience. Some of you may have. When this happens seldom can you do much about it. They may jail you or confine you. That is what they did to Jesus.

Note when that happens he said, "This is your hour! But the hour comes! In our own words that means "You've got me now but justice will prevail."

Now it is possible to lose one's physical freedom, but in the process you need not lose your inward freedom. They may confine your body but not your spirit. At least it was so with Jesus.

Surely you have felt this. The governor of Georgia and his legislature may pass physically restrictive laws but they can never restrict your inward freedom. You need never inwardly submit. You may say to them all "THIS IS YOUR HOUR . . . BUT THE HOUR COMES!"

3)

Now look to a third instance—it says in the gospel that Pilate "took" Jesus. Here the Greek

word for take means "to carelessly take". It is the same Greek word used when the woman "took leaven and put it in the meal." Pilate was the representative of the State.

Well, does not the government take us? It takes us in the form of cash money just about this time of year as we pay income taxes. It may take some years of your freedom in military service. And when it does so the government will do that impersonally, not caring about you as an individual.

What shall we say when the government "takes" us? Shall we not say there are some things due the government? Taxes ought to be paid the government. It is the only way we can do together the things we cannot do separately—like educate, build roads, care for the aged and dependent folk. And more and more we shall probably find more things the government ought to do in the fields of hospitalization and the government may "take" more taxes. Jesus recognized Caesar had some demands to make on us saying "Render unto Caesar the things that are Caesar's."

But the one thing the government ought never be given is your conscience, your right to speak freely, your right to criticize the government. As Jesus put it "Ren-

der unto Caesar the things that are Caesar's but unto God the things that are God's."

4)

Finally, one more instance — The Bible reads this way "The devil took Jesus to a high mountain." Now the Greek word for "take" here means "to play host to" or "to entice."

What does it mean when it says the devil played host to Jesus? It was no outside being that would entice him. It was something deep inside himself. Go back and read that story. Jesus was facing the problem of basing his life's work primarily on material success, or fame. He was facing the problem of whether to do his work forthrightly with his people or try to get his work done by misleading or tricking them.

And we all face the loss of our freedom of moral action to ourselves. How many of us have trouble in making security or comfort our God; fame our aim? It was at this point Jesus had to speak sharply to himself saying, "Man shall not live by bread alone but by every word that proceedeth from the mouth of God." And, "Thou shalt not prove the Lord Thy God."

And if we remain free to choose our work and our way of doing it we shall have to stand firm against the inner assault that

would cause us to give way to the desire for security, fame or success.

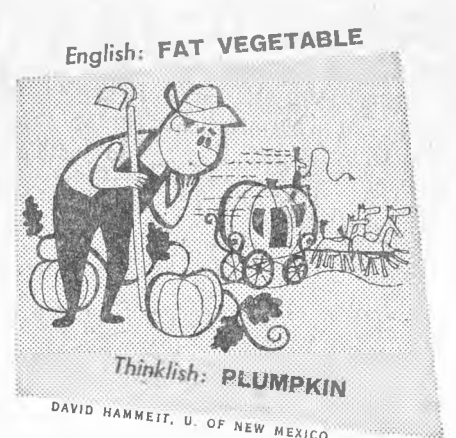
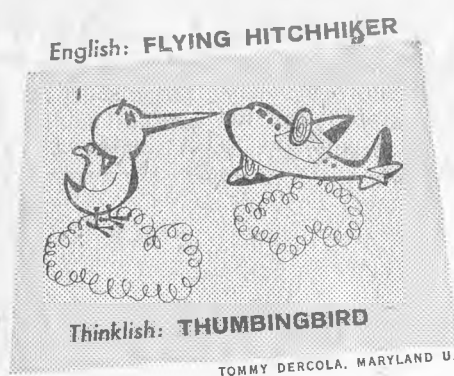
What then do we learn from these four instances?:

- 1) That physical freedom can not not always be guaranteed. It can be forcibly taken away.
- 2) That no one can take away the inward freedom. They may bind our bodies but not our souls.
- 3) That one of the biggest threats to our freedom is our own selves.

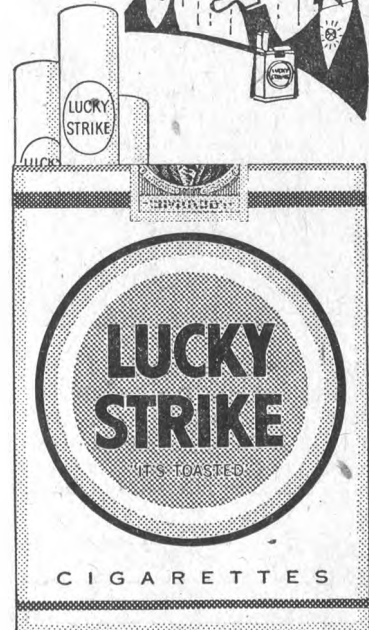
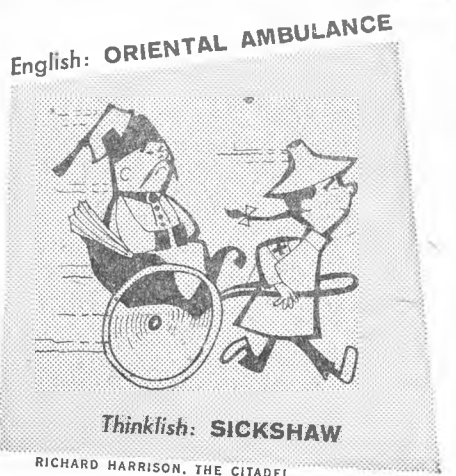
What was it that enabled Jesus to maintain this freedom? 1) He believed in the power of truth. When Pilate (the government) would "take" him, his answer was "I bear witness to the truth! He could have tried to wriggle out of the clutches of Pilate but he would not equivocate because he believed the TRUTH was his ally. Do we dare face the government of Georgia and of North Carolina never shrinking from the witness to the truth? We will dare only as we believe the truth is more powerful than any State or government!

2) Jesus put himself under strong discipline. Why was it he did not lose his freedom in terms of seeking for security, a high standard of living, fame? Because he knew how to say NO to himself.

THINKLISH



Thinklish translation: These guys are so far out, they wear space helmets. They never ask, "How High the Moon?" They know. When there were seven of them, they were a *heptet*. But since they've added a man, simple arithmetic makes them a *rocket*! Naturally, when they take ten, they take Luckies. Like anyone else (square, round or what-have-you), they know all about the honest taste of fine tobacco. Consensus: flipsville!



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