

Honor System Outlined In Programs

Members Of Honor Group Point Out Regulations

Examination procedures under the Honor System were outlined in Chapel on Wednesday and Thursday by members of the Honor Council, who pointed out that the procedures were not hard and fast rules, but customs of long standing aimed at eliminating suspicion of dishonesty on the part of students taking an examination.

No Talking

Nothing other than writing materials should be brought into an examination, it was pointed out, and students should be especially careful to keep their finished papers out of sight, so that casual glances around the room by other students would not create suspicion.

According to custom, no talking is permitted in rooms where an examination is in progress, and students may not leave the room until at least one hour has elapsed. After that time, they may leave if necessary, but they are not expected to remain absent for more than ten or fifteen minutes.

No Monitors

It was also suggested that students who are taking a break in an examination should not enter the dormitories, the library or cars parked on the campus.

As always under the Honor System, there will be no monitors in examination rooms, but, in keeping with the principles of the System, any student who observes dishonest practices is expected to report it. On finishing an examination, every student is expected to write out and sign the pledge: "I have neither given nor received aid on this examination."

IRC Has Elected Its New Officers

Richardson Is President; James, Dixon Serve

Bob Richardson, Southwestern Junior, will serve as president of the International Relations Club next semester as a result of elections held at a meeting of the organization last Thursday afternoon.

The new vice-president will be Jimmie James, and the new secretary-treasurer Richard Dixon. Dr. J. H. Davis continues in office as Faculty Adviser, since the term of that office is four years.

Richardson replaces Toby Bunn, president for the past semester, and James takes Richardson's old post as vice-president. Richard Dixon replaces Frances Freeman as secretary-treasurer.

Projects Chairmen

During the next semester Toby Bunn will hold down the post of Chairman of the IRC Overseas Project, which is assisting Lynx students who want to travel and study in Europe next summer.

Chief Aims

A greater emphasis on programs will be the chief aim of the IRC during the second semester, and the club will begin to meet twice a month instead of once a month as during the past half-year. The executive committee of the club was also instructed to work out a clearer basis for membership and to outline more clearly the duties of the officers and executive committee.

ATO Officers Elected; Cobb Is President

A new set of officers have been elected by Alpha Tau Omega fraternity, to be installed next semester.

Jimmy Cobb was elected president. Other elective officers are: secretary, Bill Boyd; treasurer, Jim Lapsley; historian, James Ratcliff; chaplain, Bob Richardson; and reporter, Andy Orr.

Appointive officers are: social chairman, Bob Edington; athletic chairman, Charles Landrum; and

Sarah Is Rose of Kappa Alpha



Sarah Loaring-Clark, blond and blue-eyed Chi Omega, was named "KA Rose" at the Fraternity's dance last Saturday night. She is the daughter of the Rev. Mr. and Mrs. Alfred Loaring-Clark of 2946 Southern.

Bill Flowers escorted her to the center of the floor, where Jane Phelps (the 1949 Rose) gave her a bouquet of roses.

The KA Old South Ball was held in the Field House, which was decorated to resemble an old southern mansion.

Poll Calls For Separate, Not Equal Treatment Of Races

Most Say To Give Full Legal Rights

96% ARE IN FAVOR

The Opinion Poll on the racial question, consisted of two pages of questions. The first page of sixteen questions was given to the student body four years ago, making possible a comparison of the viewpoints of "then" and "now".

The second page, consisted of eight questions, posed in the affirmative, on such problems as social equality, intermarriage, the poll tax, etc. To each of these, students were required to answer "Yes" or "No" to the following opinions about the main question: "Do you think most people would be willing?" "Do you think the Negroes want this?" "Do you think it would be for the good of the South?" This second page of questions was not given four years ago, and so applies only to the present student body.

Acceptance Rated

This set of questions was compiled by Gunnar Myrdal, a Swedish sociologist, who ranked the discriminations in their order of being more or less accepted in the South. Sociologists have found that, throughout the South, the following order prevails for least to

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Percentile Table of Poll Results

Score	Freshmen Per Cent	Sophomores Per Cent	Juniors Per Cent	Seniors Per Cent
2-2.9	.01 (.00)	.01 (.02)	.00 (.00)	.00 (.01)
3-3.9	.01 (.01)	.02 (.00)	.01 (.02)	.00 (.03)
4-4.9	.08 (.13)	.08 (.09)	.03 (.08)	.05 (.03)
5-5.9	.12 (.16)	.14 (.12)	.15 (.10)	.06 (.12)
6-6.9	.31 (.22)	.16 (.12)	.17 (.25)	.17 (.15)
7-7.9	.34 (.34)	.42 (.44)	.36 (.32)	.39 (.25)
8-8.9	.11 (.12)	.13 (.18)	.27 (.19)	.21 (.31)
9-9.9	.02 (.02)	.04 (.03)	.01 (.04)	.12 (.10)

Here are the results of the poll in table form. Figures range from 2.0 which is a very conservative score to 9.9 which is the most liberal score. Results from the same questionnaire which was given four years ago are printed in parentheses to the right of the percentages compiled in this year's poll. To find how much four years of college improve a person's outlook compare the column of figures printed vertically under Seniors without parentheses and the vertical column under Freshmen which is enclosed in parentheses. These are tabulations of the opinions of the same group of people. This year's Seniors were the Freshman class when the poll was given before.

Barnett Preaches At Munford Church

Special to The Sou'wester

MUNFORD, Tenn., Jan. 18 — Charles Barnett, senior ministerial student at Southwestern College in Memphis, will preach in the Presbyterian Church here Sunday, January 29. Mr. Barnett will deliver the sermon at the regular morning worship service.

Choir To Sing In Hardie Next Week

Will Present Tour Program February 2

Many complaints have reached this department either asking or demanding that the Choir perform more often for the student body. They all point out that if the Southwestern Singers were not the very excellent musical organization it is there would be no complaints, but since the students realize that here we have one of the finest college choirs in the country they feel deprived of enjoying something that actually belongs to them.

We agree and heartily support any movement to have the Singers sing at home more often. We must realize, however, that the choir is one of the best advertising agencies the school has. The administration realizes this and keeps the Singers very busy singing numerous engagements where prospective students may be found.

Early Hour

Dr. Tutill stated that the choir would be very willing to sing twice a week for chapel services if chapel was held at any time other than its present early morning hour.

Will Perform

The one bright spot in the picture is the following news:

On the eve of this year's choir tour the Singers will help the situation by giving for the student body and any friends a concert composed of the tour program for this year. It will be held in Hardie Auditorium at 8:00 p.m. on Thursday February 2. No admission charge.

The program reads as follows:

1. Psalm TwentySchutz
2. Christmas ChoraleSchein
3. O Admirable CommenciumHandl
4. Ad DominumHassler
5. When Jesus WeptBillings
6. O Sacred HeadBach
7. Out of the DustEdwall
8. The Peaceable KingdomThompson
9. (Spirituals)
10. Soon Ah Will Be Done
11. Ev'ry Time I feel the Spirit
12. Ain'-a That Good News
13. There is A Balm in Gilead

This is our chance to hear and appreciate the choir at its best. Let's show them we want more of it.

REGISTRATION DATE IS FEBRUARY 7

Registration for new students as well as for old students who did not complete pre-registration will be conducted in Palmer Hall, between the hours of 9:00 a.m. and 12:00 noon. A list of those students whose pre-registration was approved and whose cards have already been made out will be posted in the cloister and on the chapel bulletin board.

All others must complete their registration on February 7.

Education Linked With Attitudes

The Southwestern student body showed in replies to *The Sou'wester's* Racial Opinion Poll conducted last week in chapel that its mean viewpoint ranks 7.0 on the first section of the Poll. This mean viewpoint is classified by sociologists calling for 'separate and not quite equal' treatment of the races.

Comparison of results on the sixteen questions which constitute page one of the poll, which were also given to the student body four years ago, show that, by and large, student opinion on these questions has not changed at all over that period. However, the Senior students of this year, who were Freshmen when the Poll was given four years ago, show an increased liberality of outlook.

Poll Scoring

Scoring of the poll was conducted by setting up a scale of numbers from 0 to 11, representing the range of viewpoint. Each of the questions on page one have a place on the scale. For example, a student who prefers question number 5, "I place the Negro on the same social basis as I would a mule," would rate a score of 0.0. The most liberal view, represented by question number 8, "Inherently, the Negro and the white man are equal," would rate a score of 10.3.

A scale of Poll results, both for this year and four years ago, showing the percentage of students in each class who rank from 0 to 10, is included on this page, in convenient table form.

North and South

Results indicated a significant difference of opinion between those who have had some Northern education, and those who have been educated entirely in the South. The mean for the northern-educated is 7.5, corresponding most nearly to a preference for question number 16, "The Negro should have the advantage of all social benefits of the white man but be limited to his own race in the practice thereof".

Southern-educated students, with a mean of 6.9, agreed most nearly with question 15, "It is possible for the white and Negro races to be brothers in Christ without becoming brothers-in-law." The mean for the student body as a whole, including all classifications, is 7.0.

You're Invited To 'Books'

Students May Attend Lectures Free

Undergraduates are invited to attend the Great Books lectures. There is no admission fee for students who visit the classes. They are asked not to participate actively in the discussions, however. Professors L. F. Kinney and John Osman conduct Great Books class meetings in 108 Science Hall on alternate Wednesday nights for adults who are interested in learning the thoughts and writings of great authors by studying their books.

Adapt Chicago Plan

These discussions were started four years ago and during the first three the Chicago Plan of Great Books was employed. This plan consists of adopting a series of books each year from a list of a hundred to two hundred fifty which the University of Chicago approves as Great Books.

This year Professors Kinney and Osman are using their own adaptation of this plan which is to concentrate on the writings of one author a whole year. They have begun with Plato. In Dr. Kinney's words they are using this method, "with a view to adding dimensional depth to the experience of the readers who had been surveying the works of the authors."

Letters Rend Questionnaires, Attitudes Toward Race Problem

FIRST COMPLAINS QUESTIONS WERE LEADING OR 'TRIPLE'

(The opinions expressed in the following are not necessarily the opinions of the Sou'wester organization. The first is a stand against the Racial Opinion Poll; the second is in rebuttal of the first.)

The poll which was sponsored by the *Sou'wester* staff consisted of the most fallacious group of questions which I have ever encountered. The learned Yankee Ph. D's who formulated said questionnaire evidently did not have much respect for the integrity, or intelligence of the people who are supposed to answer their questions. Upon analyzing the entire list, one finds that regardless of how the questions are answered, there will be serious contradiction of principles on the part of the person filling out the form. The questions are so vague and veiled in their meaning, that you can be proved to be a "nigger-lover" just as easy as you could a "typical nigger-hatin' Southerner." For expediency sake, I shall limit my eratic expostulation to but the first sixteen questions—the rest tax even my patience to such an extent that it is possible for words to come forth which are not acceptable to the typesetters. Also, it shall be shown that some of the questions may be interpreted to mean the same thing even though they are answered differently. Oh yes, let's not be guilty as those "foul-mouthed abolitionist Bible quoters" were. The primary motive of this letter is to show how any

questionnaire of this type is utterly meaningless. You can not get a true consensus of public opinion by asking such insidious misleading questions and expect a person to give only a yes or no answer.

Yes or No?

To understand exactly what I am trying to expound, I must go over each of the questions, and elucidate on the pertinence or lack of to prove the fallaciousness of the entire list. They are as follows:

1. "The difference between the black and white races is not one of mere degree, but of kind."

If you answer the statement in the negative, then you recognize a pronounced difference between the white and black race. If you answer the statement in the affirmative, then you recognize a "more pronounced difference between the two races. The word "difference" is one to watch. What exactly do the authors mean . . . could it not be a little more lucid?

Tripe?

2. "The educated Negro is less of a burden on the courts and is less likely to become a dependent to but the first sixteen questions—the rest tax even my patience to such an extent that it is possible for words to come forth which are not acceptable to the typesetters. Also, it shall be shown that some of the questions may be interpreted to mean the same thing even though they are answered differently. Oh yes, let's not be guilty as those "foul-mouthed abolitionist Bible quoters" were. The primary motive of this letter is to show how any

If answered in the negative, you recognize an inferiority of the Negro. If answered in the affirmative, then you recognize an inferiority of the white man. Evidently, the object of this peculiar phraseology is to get you to exclaiming the superiority of one race over the other.

3. "No Negro should hold an office of trust, honor, or profit."

This is sheer unmitigated tripe — no one believes it; no, not even the late unlamented Bilbo.

4. "The Negro should not simply be the doormat of American civilization."

Likewise tripe!

5. "I place the Negro on the same social status as I would a mule."

Ditto above.

Low Hiss

6. "The negro should be given the same educational advantages as the white man."

If answered yes, then the poll-takers will assume you are for non-segregation in schools. They leave out the possibility of having separate schools. This particular question is the one that enables them to point their finger and with that low hiss of disgust utter, "typical Southerner."

7. "I am not at all interested in how the Negro rates socially."

Here is really a corker. Four meanings may be derived from two answers. An affirmative may mean that you want the Negro to have social equality, or that you do not care if he is denied even the smallest degree of social equality.

If answered in the negative, it can mean you are interested in either limiting, or forwarding the Negro's social status.

Hippo and Deer

8. "Inherently (i.e. to derive its nature or character from (?), the Negro and the white man are equal."

This is a leading question, and is a deliberate attempt to get the negative proponent to deny certain

Bible teachings. Equality, (socially or otherwise) is gained, not given. The hippo and the deer are inherently the same (nature), but are not equals in ability to run fast.

9. "The inability of the Negroes to develop outstanding leaders dooms them to a low place in society."

When answered true, racial inequality is the scape-goat for the cause of said inability. When answered false, racial inequalities also is blamed for stifling the Negroes . . . you just can't win.

10. "No Negro has the slightest right to resent, or even question, the illegal killing of one of his race."

If true, then the Negro is a victim of abuse. If false, then the Negro has a valid claim for dispersing with such matters intraracially. Could it be that H. S. T. and his Anti Lynch Law had anything to do with this question?

11. "After you have educated the Negro to the level of the white man, there will still be an impassable gulf between them."

. . . can get you involved with the "mark of Cain." Biologists recognize no difference in Negro and white blood. Dermatologists, are able to recognize a difference in skin coloration.

12. "The Negro is fully capable of social equality with the white man, but he should not be so recognized until he is better trained."

Refers to question No. 8. Who is to be the judge of recognition and

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REBUTTAL SAYS COMPLAINT BASED ON IGNORANCE, FEAR

Letter to the Editor

I am grateful to Mr. X for the opportunity of answering him. He is the type of opponent one might wish, but hardly dare to hope for. He uses only two forensic techniques, and these not of the subtlest, and he is moreover, armed against himself from the start with a mailed fist of misconceptions about the Poll itself.

His first objection is to the "Yankee Ph.D.'s" who formulated the Poll. This is an ignorant statement. Page one of the Poll was made by a Florida man; page two by a Swede. Neither of these conditions of birth, I think, particularly favors a Northern bias.

At A Loss

His second objection, reading from "How analyzing" ex-

plicates his method of attack. He says, that whether the questions are answered "yes" or "no" the answer will be at a dialectic loss, inasmuch as qualifications of statement are not possible, and a bald yes or no automatically puts the answer in the position of extremism for either side.

This is an ignorant objection. "No" answers were not scored. "Yes" answers were taken to mean what "yes" is designed to mean, i.e., agreement.

Vacuous Charm

He says, ". . . regardless of how the questions are answered, there will be serious contradictions of principles on the part of the person filling out the form." This has a certain naive, if vacuous charm. It is not the saying of a

man of principle; it is the saying of a man who has too many principles, is pressed to reconcile a few of them, and finds himself unwilling to do so. Who can doubt that this condition prevails throughout our region? Were there ever seen such strange Christians, such odd Democrats? Mr. X quotes, but he will not say what his sources are. Where did "foul-mouthed Abolitionist Bible-quoters" come from? Is it a Northern phrase? Or does Mr. X believe the Bible is not a book to quote?

In Awkward Light

Poor Southerner! Hemmed in on every side by persecutors! By "Yankee Ph.D.'s" who turn out to be Floridians and Swedes. Poor Southerner, every Yankee a Ph.D.! When the important question is

asked, whether to say YES, or NO, "The difference between the black and white races is not of mere degree, but of kind" Mr. X replies, with touching plaintiveness, no matter what I say I will be put in an awkward light; I do not see what the questionnaire means by saying Answer as you think, because I don't think about the problem. But, even so, I do not wish to be called an "ignorant nigger-hating Southerner"; I don't wish to be placed in this awkward position. Therefore I will answer with the pleasing evasiveness which, I have been told, is largeness of view.

Evasive

Mr. X's first technique then, I maintain, is essentially apologetic, and evasive apologetic at that. His

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On The Poll Results

THE SOUTHWESTER'S staff is grateful to the students who filled out the questionnaires on race attitudes which we handed out in chapel last week. Most of the poll sheets seemed to have been filled out frankly and thoughtfully, with horseplay at a minimum.

Your cooperation in our effort to find out what the average Southwesterner thinks about this question is especially fine since so many of you disapproved of the questionnaires, or of the very idea of conducting such a poll.

The most common objection to the poll is that it really won't accomplish anything, any more than other agitation. We'd say to that, that the poll has already done the first thing that we hoped it would do — it has given you and us a scientific survey of just what student opinion on the campus is.

It has accomplished something else, we believe, just by making a large number of Southwesterners ask themselves once more, pointblank, how they feel about this important question. The comment and argument that it has aroused have contributed to that self-inspection. Our purpose in giving the poll was not to crystallize opinion for either view; but on the contrary to cause campus beliefs to be brought out in the light and made subject to change.

We are encouraged too by a point that was brought out in the statistics connected with the poll: the amount of increase in tolerance between the Freshman and Senior classes is large enough that it could not conceivably have come about by chance. In other words, there is some active force at Southwestern which in four years' time brings a majority of its students to change their minds, even if slightly, about their Negro "brothers in Christ."

Isn't it likely that one very important factor in bringing about this change is that college classes and bull sessions and newspaper campaigns and other forms of 'agitation' make the student again and again face his own attitudes and question whether they're the kind he can live with honestly?

Such questioning usually brings about a weeding out of inconsistencies. Some of the inconsistencies we found in grading the poll are so glaring they must have resulted from misreading the questions or simply not thinking about the answer at all. For instance, more than one said he put the Negro on the social level of the mule, but that he also considered the Negro and the white man inherently equal! (If this was a subtle statement of blackest pessimism, please forgive our stupidity in not grasping it.)

But there are more serious inconsistencies, which seem to result from a habitual way of rationalizing or avoiding an issue. We put in that class the expressions of many who were willing to give privileges to educated Negroes but unwilling to educate them.

Another point of view which doesn't seem consistent was encountered in comments. It is said that the Negro problem should be left entirely to the South because it is peculiar to this region. That from people who would hardly say that the problem of the Southern cotton farmer, for instance, should be left entirely to the South for solution — though actually the growing of cotton is far more strictly Southern than the Negro!

In the category of rationalization we put the objection to certain reforms on the ground that Negroes themselves don't want them. This point of view may be held sincerely by some; but when students say they are against giving equal legal rights and protection to the Negro because the Negro doesn't want it — we suspect someone took the easy way out.

A more serious general objection to the project of giving the poll at all is that it is not only ineffectual, but may be dangerous. We have not been told of any way in which a poll of opinions may be dangerous, except that it keeps the question open and causes a lot of argument and comment. We have explained why we think argument and comment may be good things in themselves, assuming that the college age group are not too old and set in their ways to be willing to change their minds when they are given good reason for doing so.

But merely re-opening the question is regarded as an evil. Some people who say they want the Negro's lot to be improved, or who say they believe in the inherent equality of the races, say that we should still keep hands off. Things will come right in 50 or 100 years, just inevitably or in the course of nature, they say.

But we share the disillusionment of the twentieth century, which is supposed to have lost its faith in the happy concept of society as a mass that will rise of its own volition, like a pan of yeast dough. The activity of individuals and groups is the only ferment that can bring about change. If the Negro has reached a significantly higher status in 50 or 100 years than is his now, it will be the result of work and good faith on the part of many people, black and white.

Student Poll . . .

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more acceptable: 1. intermarriage, 2. equality of personal relations, 3. equality in the use of public facilities, 4. political equality, 5. equality in treatment in law course, by police, public servants, etc. 6. equality in securing land, credit, jobs, public relief, etc.

Thus it is seen that intermarriage is least acceptable to most Southerners, and that fewest would discriminate totally against Negroes in the matter of earning a living. More students discriminate against Negroes economically, in the matter of securing jobs and land, while fewer would discriminate against them legally. This reverses, as far as the student body is concerned, the Myrdal ranking of Numbers 5 and 6.

Men Liberal

The male-female breakdown on the Opinion Poll reveals that male students are slightly more liberal than female students on two questions, both on page two of the Poll. The first is number 6, "To allow the white and Negro races to intermarry, if it would mean less social conflict and injustice." The second is question 8, "To dine interracially, and otherwise mix socially, if it would promote better racial understanding."

On both these questions, more male than female students said "Yes" to these subsequent questions, Do you think most people would be willing? Do you think Negroes want this? Do you think it would be for the good of the South? In all other cases, there was no significant difference between male and female opinion.

Average View?

Asked to state whether they considered themselves as more or less liberal than the average or as holding the average view, about 2 to 1 claimed to hold the average view, with a majority of the others claiming to hold a more liberal view than most.

A majority (78%) expressed themselves as believing that the status quo is not perfect and should be improved.

Back to Africa

The types of changes in the status quo suggested, however, were quite varied. Of the entire group of replies from the student body, 23% favored Question 7, calling for ending the race problem by resettling the Negroes in Africa where, in the words of the questionnaire, "they might live the way they choose."

Others seemed to want to change the status quo in 'liberal' ways. This is the superficial indication of the response to Question 2, which calls for abolishing the poll tax, and Question 1, which calls for equal economic opportunities. A majority favored both.

Contexts to these replies suggest that the trend is not so markedly liberal as the percentages indicate. A large number who voted for equal political and legal rights qualified this by saying such equality already exists. It is significant that all those who voted in favor of the perfection of the status quo, voted for these two grants contained in Questions 1 and 2.

Near Landslide

Others objected to economic equality because in general the Negro is not well trained. This objection seems to miss the point of the last section of the question, which says that each should be judged on individual merit.

On the question of equal protection from violence and equal right to a speedy trial, there was a near landslide of approval—96% favored such equality and only 3% vetoed it. (Those not answering the question account for the remaining 1%.) Only one student, a Freshman, gave as his opinion that "no Negro has any right to question the illegal killing of one of his race."

Deadline For Photo Contest Extended

Second Week's Winner Is Bob Edington

The deadline in the photo contest sponsored by The Lynx and The Sou'wester has been extended until February 12.

Bob Edington submitted this week's winning entry, a shot of Dottie Steindorff playing a guitar. Students are reminded that this contest is to select a picture to be featured in *The Lynx*, and which will be published in *The Sou'wester*.

Last week's winner was Winifred Glass' shot of Helen McGee partaking of a bubble bath in Voorhies.

De Rerum Natura

By BOB CRAVEN

One of our readers, Anne Dean, a member of the Happy-Ending-to-Every-Story club, submitted this alternate ending to last week's fable of the white and grey mice. Hats off to her optimism!

"But in the very, very large house with the very, very large number of mice, there thrived one white mouse. This little white mouse was a very, very intelligent white mouse. He saw the ruin and chaos that were enveloping the civilization of the white mice and decided that he would be a very, very brave white mouse, and save his race. This little white mouse arose one very, very gloomy morning feeling very, very hungry. In short, he was starving."

"I'll not sit in this desolate place and deteriorate as my comrades are doing. I'll go forth to the very, very wide world and save myself."

"So this very, very small white mouse packed his tattered clothes in his tattered suitcase and bid adieu to his lazy fellow men. He stumbled over the shriveling carcasses of the other white mice and made his way to the front door of the very, very large house."

Just outside the front stoop, he saw a very, very attractive little grey mouse. Now, the little white mouse had not been inculcated with the idea of prejudice toward the poor little hard-working grey mice, so he greeted the little grey mouse. In short, it was love at first sight. The little grey mouse, also, had escaped the principles upon which race prejudice is built, and accepted the petitions of the little white mouse.

"Now these two little mice, grey and white, were of one accord. They had seen the ravages of laziness and superiority. Together they would establish a better world. Unite was their motto, and they set forth in the very, very strange and wide world to preserve themselves."

"In short, they found a new and better very, very large house in which to settle. They worked ceaselessly, from very, very early in the morning until very, very late at night, clearing out a place in which to establish their new world."

"In a few years the very, very new house was full of new citizens. New citizens who had been invited into the new house by the little mice, grey and white. These new citizens were industrious workers. They built their schools, churches, playgrounds, parks, gardens and houses. They found their families increasing rapidly, but they knew that it was best to replenish the world with the new mice, grey and white. In short, they were greyish-white, and the two different races were longer separate."

"In this new world all was perfection. Each little greyish-white mouse did his own share of the work. Each knew his limitations and his talents and used same in perpetuating the civilization. And they were governed by the little white mouse and the little grey mouse. And their government was for the people's better interests. Each district of mice families had its own representatives in the governing body. There was no more laziness and corruption."

"And all the little greyish-white mice lived in peace and harmony with their fellows."

(This department is open to any more alternate endings to the story of the grey and white mice. What do you have to say about mice?)

Musical Memphis

By JOAN STEWART
Cobb and Huntsworth

The first of this year's recitals given by Senior students of the Memphis College of Music was presented Friday night, January 20, by James Cobb, tenor, and George Huntsworth, pianist.

Mr. Cobb, who is a candidate for the Bachelor of Arts Degree with a major in music, was accompanied by Miss Marjorie Ashcraft. In his first three selections, "Non posso disperar" by De Luca, and Scarlatti's "Sento nel dore" and "All' acquisto di gloria," he exhibited very excellent vocal technique. The exacting "All' acquisto di gloria" was especially well done.

Outstanding Portion
The most outstanding portion of his entire program, however, was the "Songs of The Hebrides," arranged by M. Kennedy-Fraser.

Piano Selections
Mr. Huntsworth, who is a candidate for the Bachelor of Music degree with a major in public school music, began with the brilliant "Fantasia in C minor," by Bach, which he performed very competently.

For the second part of his program he presented "Polichinelle," by Rachmanioff, and Leschetizky's "Toccata." These extremely difficult numbers he played quite well, especially the very entertaining "Polichinelle."

Mr. Huntsworth's closing selection was Mendelssohn's "Capriccio Brillante, Opus 22," with Mr. Myron Myers at second piano.

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Pro . . .

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requisite training. Man is capable of living in peace, but we still have wars.

13. "The Negro is by no means fit for social equality with the commonest white people."

Ditto with No. 3, 4 and 5. What constitutes the "commonest white people," wealth, poverty, health, sickness, intelligence, ignorance, morals?

14. "I would not patronize a hotel that accommodated Negroes." Facetious!

15. "It is possible for the white and Negro races to be brothers in Christ without becoming brothers-in-law."

Let's not get involved — I'm majoring in poly-sci.

16. "The Negro should have the advantage of all social benefits of the white man, but be limited to his own race in the practice thereof."

Answer this either way and I'll prove you're a "typical nigger-hatin' stupid Southerner."

Now that you have studied the poll, what has it proven? Thus is seen that it is designed to prove that we in the South abhor the Negro. The pseudo-findings will probably be reminiscent of the devil's late lieutenant Stowe and her infamous "Uncle Tom's Cabin." "Race-bating" proved harmful before in this country, but evidently it is once again "la vogue."

Con . . .

(Continued from Page 1)

second technique is "tripe." Questions 3, 4, 5, 13, he says, are tripe; "No one believes it," he says. In doing so, he places these portions of his missive beyond, or rather behind, rebuttal. One must simply assume that Mr. X dislikes these questions, for private reasons of his own; dislikes them so much that he need not even resort to evasion, but may spread over the whole topic the sheltering lining of a cow's stomach.

To question 8 he replies, desperately, This is a leading question. Quite so! But leading to what? He says, "a deliberate attempt to get the negative proponent to deny certain Bible teachings. Equality, (socially or otherwise) is gained, not given. The hippo and the deer are inherently the same (nature) but are not equals in ability to run fast."

Tricky-Yanks
Run, Southerner, Run! For Heaven's sake don't ever let it be thought that you might "deny certain Bible teachings." Don't let the "Yankee Ph.D.'s" trick you into that!

I think it would be a pity, Mr. X, if you ever had to "gain" solely on your own merits, that "equality" which, let me remind you, was given you at birth. If you talk about the white man's work and the merits of it, occasionally think, none the less, of his generosity, and self-searching. No one accuses the deer because it can run faster than the hippo; but some men have accused themselves, because of their bigotry, which they saw, and have applauded enlightenment, generosity, and sharp eyes.

Dr. Rhodes: (making physics assignment) "Tomorrow, we'll start with lightning and go to thunder."

"Busy?"
"No."
"Well, lets go to class."
TEN YEARS AGO
Jan. 26, 1940
Rock a by, freshie
On a tree top,
As long as you study,

DR. NICK SAYS:
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Chapel Chimes

By JAMES BARTLETT

When man first inhabited the earth, he lived like a beast. Self preservation was the impelling factor in his life. Anyone outside his immediate small family was an enemy—he was to be exterminated as quickly as possible. As soon as brothers grew up, they moved out and became enemies of each other.

Some time later, for better protection, the sons remained with the father and formed the family group. The strongest (later the oldest) became the leader. Everyone respected his judgement and strength. In addition, living in such proximity, they learned to respect each other — to live together in a semblance of peace and order.

Later, some of the family groups located close to each other came to know and understand each other. Some of these family groups joined together into tribes. Here they learned to respect others who were not relatives. Of course, they had their bickerings and troubles, but they learned to live together—to treat each other as men.

With the Greeks whole cities learned to live together, and, in some cases, confederations of cities. Anyone who "belonged" was respected. Anyone who did not "belong" was fair game.

Romans Come

Well, after a while, the Romans came along and took over the known world. They had a lot of faults and did a lot of harm, but they brought the world closer together. They taught the Goth to live with the Carthaginian, the Burgundian to live with the Persian, the Greek to live with the Jew and Egyptian. These people learned to know and understand each other, but not necessarily to love each other. However, for the normal man-of-the-street, a man was a man, regardless of nationality.

During the time that this intermingling of nations was coming on, Christ came to earth. Christ had a NEW doctrine. People were mingling with all races of the "known" world, but Christ said that was not enough. Christ said that man must not only intermingle, he must LOVE all men. And he must not limit himself to the civilized races, he must extend this to the ends of the earth, to every living creature. Man must love and respect these races and preach the gospel to them.

This doctrine was too much for most men. Man had gradually learned to understand and get along with many races, but to love them — to help them — and above everything else—ALL races—that was just too much.

Of course a few men tried to follow his teachings, but not very many. Christ's followers were called radicals, and everyone who WAS anyone simply ignored them.

Some still try to follow this teaching. The situation has constantly improved, but slowly. Some would like to follow, but are held back by fear or uncertainty. Many partly follow it. These preach, either personally or by proxy, to all races, but they do not love them nor respect them as men. This is not enough. Christ did not like this system. He had a name for these, a name he used VERY scornfully.

Truly the harvest is great but the laborers few.

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New President, Phi Beta Kappa, Homecoming, Who's Who, Forum, Basketball Keep Flashbulbs Popping



(1) Cheerleaders Keep Pep At Peak

Southwestern Reves One Semester Of Campus Activity

Many Outstanding Events Capture Interest

The 1949-50 school year at Southwestern started with the inauguration of a new president. Dr. Charles E. Diehl, who had guided the destiny of the college for 31 years, stepped down in favor of Dr. Peyton Nalle Rhodes. (See picture 5 below.) Dr. Rhodes was vice-president of the college and had been a member of the faculty for 23 years.

Shortly, the 1949 edition of the Lynx Cats football squad opened their season. Throughout a season which was at the same time disappointing, but pointing to better years ahead, chalk talks such as the one pictured below (Number 7) were the order of the day.

Patty Smith (Picture Number 8) was named Homecoming Queen. Lynx co-captains Jack Doyle and Billy Joe Crissamore escorted Princesses Nancy Hill and Jeanne Roberts onto the field at halftime of the game. (Picture 4)

Throughout the football season pep rallies (picture 1) kept student enthusiasm at a high pitch.

Anne Caldwell (Picture 10) was named to represent Southwestern in the 1950 Maid of Cotton contest in a beauty revue sponsored by *The Sou'wester*.

Paula Johnson (Picture 6) was President of the Junior Academy of Science which met on the campus in November during the convention of the Tennessee Academy of Science.

Jimmy Cobb (Picture 3) wrote a new fight song for Southwestern entitled "Roll, Lynx Cats, Roll," which was sung at the season's football finale against Centre. Jimmy's song was printed in *The Sou'wester* and will be featured in *The Lynx*.

Judd Williford (Picture 11) had a hand in just about everything that went on during the first semester. As vice-president of the student body he was in charge of Freshman Orientation, including the Homecoming Day pajama race. Campus co-eds named him their dream boy at the Torch Backward Dance, and the Lynx Cats elected him a co-captain of the basketball team with Bill Coley.

On November 30, December 1 and 2, the Southwestern Players presented the first dramatic production of the year, James Hilton's "Lost Horizon." Walter Lazenby, Louise Tate, and Bob Craven (Picture 13) held leading roles.

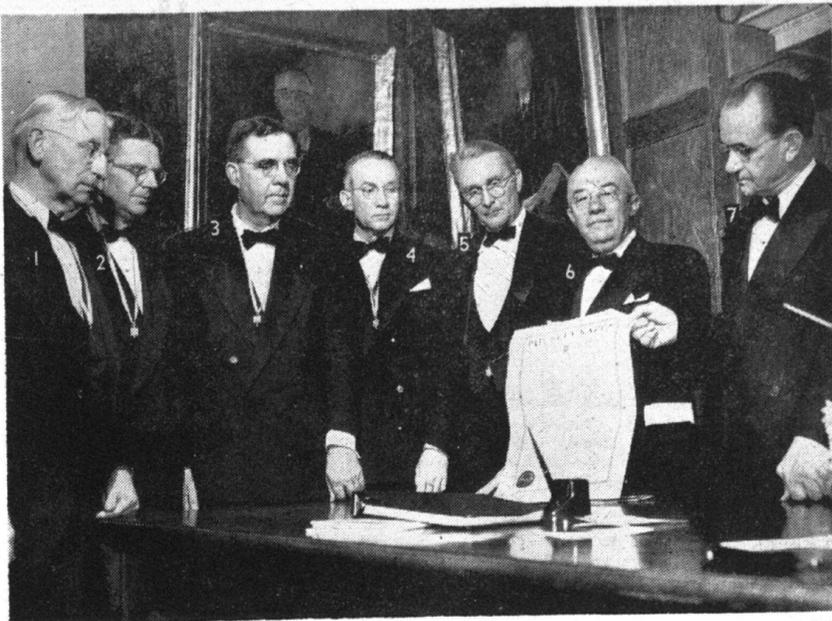
Tennessee Gamma Chapter of Phi Beta Kappa was installed at Southwestern December 5. Dr. Charles E. Diehl, Dr. Alexander P. Kelso, Dr. Shields McIlwaine, and Dr. M. L. McQueen were initiated into the fraternity as honorary members. Dr. Robert Strickler, president of the new chapter, and Dean A. Theodore Johnson, secretary, accepted the charter from Dr. Goodrich C. White, who made the presentation to Southwestern faculty members who are members of Phi Beta Kappa in the name of the United Chapters of Phi Beta Kappa. (Picture 2)

Harold Nance resigned as editor of *The Sou'wester* to take the editorship of the *Tipton County News* at Munford. Bill Rawlins, business manager, had resigned previously, and a new editorial staff was named by the publications board. Louise Osborn was named editor, Millen Darnell business manager, and Bob Starr managing editor. (Picture 12)

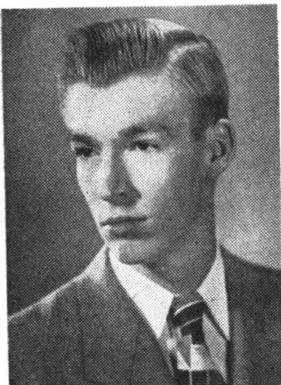
Names of ten Southwesterners who will represent the college in the 1950 edition of WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES were released early in December. They were Jane McAttee, Wendell Phillips, Mary Ann Ramsey, Berta Radford, Ann Brown, Denby Brandon, Irvine (Dusty) Anderson, Bill Brown, Curtis Kent, and Judd Williford. (Pictures 15 and 16)

Virginia Jones (Picture 9) was in charge of the Fourth Annual Intercollegiate which met on the campus during the Christmas holidays. The main subject discussed at the forum was "Student Government, and the findings made an interesting story in the January 12 issue of *The Sou'wester*.

Eldon Roark (Picture 14) sank a basket in the last 5 seconds and scored 13 points to lead the Lynx to a 49-48 win over previously undefeated Delta State.



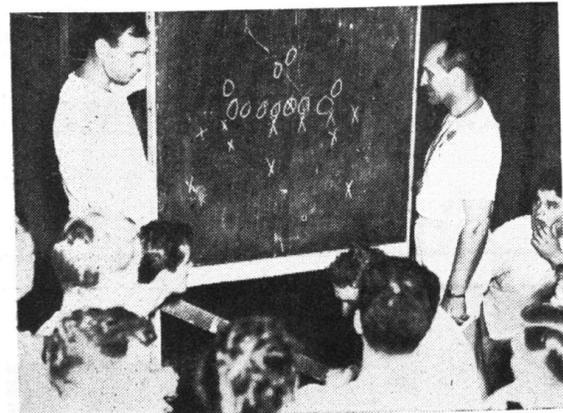
(2) Phi Beta Kappa Officers And Initiates



(3) James Cobb



(4) Co-Captains And Princesses



(7) Chalk Talk For Gridders



(8) Patty Smith



(5) President-Emeritus And President



(6) Paula Johnson



(9) Virginia Jones



(10) Sou'wester's Maid Anne



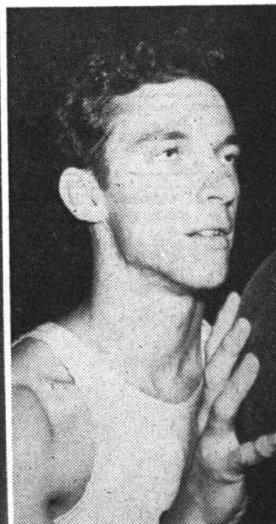
(11) Judd Williford
Dream Man
Who's Who
Athlete



(12) The Editorial Staff



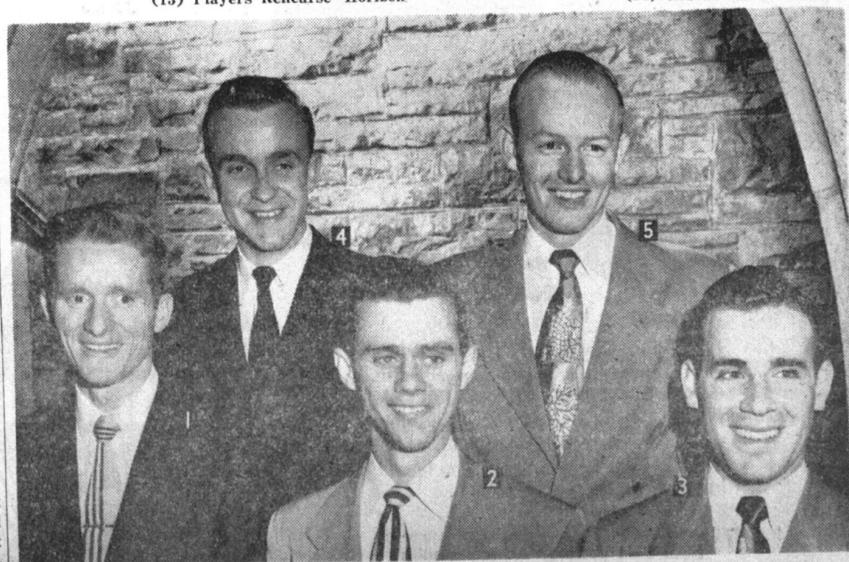
(13) Players Rehearse 'Horizon'



(14) Eldon Roark Jr.



(15) Who's Who—The Females



(16) Who's Who—The Males

In The Sportsman's Corner

By BOB WHITESIDE

This seems to be the do-you-remember-last-semester-when?? issue of *The Sou'wester* so I see no reason why we should not play the game too. There has surely been enough happen in the field of sports to work up a customary far-away look and do a bit of reminiscing.

Remember the Sewanee game?? That was the first football game of the season, The Lynx playing the part of the underdog and fighting their way to a 7-7 tie. "Rat-a-tat" Dumnavant gave a practical demonstration of how the end position should be played that nite. We got a bad break and lost our chance to win the hard way when Sewanee ran the kickoff back for a touchdown.

Smith's Debut

Then came the Central game. We won by a comfortable margin but the "breaks" were against us. "Dr. 123" Mabry had his hands full as some five or six candidates for the purple roll of tape were carried from the game which was rapidly assuming the characteristics of a track meet as The Lynx Cats rolled along. That was the game wherein "One Play" Smith made his debut. In two years of varsity play T. Smith had never carried the ball from scrimmage. His endeavor had been confined to punt returns and passes. Finally someone took pity, he got his chance to carry the ball from scrimmage but a very large and very determined tackle who apparently did not know the significance of the occasion came sifting through the line. Crash!! Mr. Smith spent the remainder of the season twiddling his fingers through the open end of a plaster glove.

Many Injuries

Our old friend the Lynx jinx had singled Southwestern out as his bedfellow for the rest of the season. We were always on the low end of the score by six or seven points. Men hurt and sick so much the insurance company must have checked to see whether they had contracted a football team or a hospital.

The Centre game was a strepti-cockeyed one. A field so muddy that by the end of the first quarter one team could not be distinguished from the other. I remember late in the last quarter an official dived into the tangle of players fighting over a loose ball. As he uncovered the last man he slapped him on the back and said "Your ball son — which tea mare you on." We have seen muddy games, but —

About Face

Then came the basketball season. Our column wore a long face when the boys barely edged out the first two teams when we expected them to win going away. After those games we expected every team they met to kick them from amazing grace to a floatin' opportunity but they did an abrupt about face and we are now inclined to be very optimistic about what the final records for the season will show.

We might recall Dr. Rhodes optimistic remarks at the football banquet concerning the new gymnasium. It seems we are merely a few hundred thousand dollars short of having a gym which will rival the Empire State building in size and the Pentagon building complexity. No mention was made of the groundbreaking date however.

To drop our nostalgic air for a while, here is one for the fact and figure boys. Union college edged out Memphis State who in turn defeated Southwestern, but the Lynx overran Delta State who had previously downed Union. Anyone care to make any predictions???

the Sportlight Is On INTRAMURALS

By BILL BOYCE Sports Editor

SAE remained in the lead of the intramural basketball league as exams force postponement of play with a record of three wins and no defeats. Trailing them is Sigma Nu with two victories and one loss.

The Faculty knocked Sigma Nu out of the unbeaten ranks Tuesday with a last minute 47-45 triumph. Sigma Nu led most of the game, fell behind with a couple of minutes left, and finally tied the score at 45-45 with 30 seconds remaining. Then Dan West's tip-in clinched the Faculty win. West led all scorers with 21, highest total of the year. Bill Threlkeld led the Sigma Nu's with 12.

SAE Wins

SAE won their third straight Friday night from ATO 53-32. Beefy Dumnavant and Ted Fox scored 11 each for SAE and Brady Whitehead topped ATO with 8. Kappa Sigma broke into the win column the same night with a convincing 49-17 victory over PIKA. Johnny Bryant racked up 17 points.

Bugbee Is Elected Student Intramural Director

Members of the Men's Intramural Board elected Gerry Bugbee Student Director of Intramural Activities at the regular Tuesday meeting of the board.

Board members are appointed by the various fraternities and the independent men's organization during the first month of the school year.

Members and their organizations are: Bill Coley, KA; Bill Threlkeld, Sigma Nu; Richard Overman, Independents; Bailey Prichard, SAE; John Pyles, Kappa Sig; Bill Boyce, ATO; and Bob Starr, PIKA.

Old Timer . . .

(Continued from Page 2)

Your grades will never drop, But if you neglect, Your grades will fall, And down will come freshie, Report card and all.

FIVE YEARS AGO
Jan. 24, 1945

The chief musical event of this week was the second concert of the Memphis Symphony Orchestra. The orchestra gave a finished performance of a highly varied program under the beautiful interpretation of Dr. Tuthill, conductor.

Lynx Victory Over Lambuth Seventh Win Of Season

Start Slow, But Score Of 70-51 Is Best Yet

Southwestern racked up its seventh victory in ten starts this season Monday night by trouncing Lambuth 70-51 in Fargason Field House. This is the largest score run up by the Lynx this season.

Southwestern started slowly, but caught fire in the latter part of the first half, and stayed hot throughout the second. At the end of some ten minutes of action, the score was knotted 12-12, but Southwestern took a 32-22 halftime lead. In the second half Coach Clemens made liberal substitutions, but the Lynx continued to increase their advantage, leading by 25 points at one stage. A total of 14 players got into the game for Southwestern, all who dressed out.

Art Derr led the scoring parade with 15 points, garnered on six goals and three free shots. Bill Coley had 13, and Judd Williford and Roy Gwin collected 10 each. For Lambuth Hampton led the way with 12.

In a preliminary game the B team defeated the Seagram Five 31-25.

"You mean you flunked that course again."
"Sure, they gave me the same exam."

Cats To Play Union Here Saturday Night

Lynx Upset Delta Staters 49-48 In Thrilling Contest

Roark's Last Second Shot Is Winning Margin

Southwestern's cage team played its best game of the year by upsetting Delta State 49-48 in Helena, Arkansas, last Tuesday. Eldon Roark, Jr., dropped in a basket with only five seconds left to snatch the game out of the fire. This was the first loss for the Staters after ten straight victories.

The game was close all the way. Delta State led at the intermission 30-26, but the Lynx tied the count early in the second half. Thereafter the lead swapped back and forth until Southwestern took a 46-41 lead late in the game. Delta State then came back to go ahead 48-47 to set the stage for Roark's winning shot.

Roark led the Southwestern scorers with 13, with Art Derr next with 12.

Will Be Last Home Game of Semester

BULLDOGS FAVORED

Southwestern will take a rest from exams Saturday night with a game against Union University of Jackson, Tenn., at Fargason Field House. This is the first of a two game series.

Union will bring a strong team to Memphis, and may rate as slight favorites over the Lynx, due to their showing against Memphis State.

Lineup

Coach Clemens will probably use his usual starting line-up: Bill Coley and Judd Williford at the forwards, Art Derr at center, and Roy Gwin and Eldon Roark, Jr., at the guard posts.

This is the last home game for the Lynx until February 11. During the holidays the team will play Washington University of St. Louis there on Feb. 3, Cape Girardeau Teachers there on Feb. 4, and Union in Jackson on Feb. 7.

EXAMS TOMORROW

We hate to remind you, but exams begin at 9 o'clock tomorrow. You can check your exam schedule by the list posted on the bulletin board just outside chapel.

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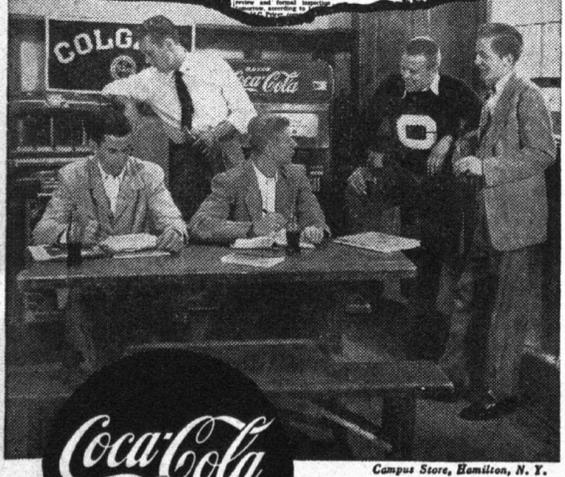
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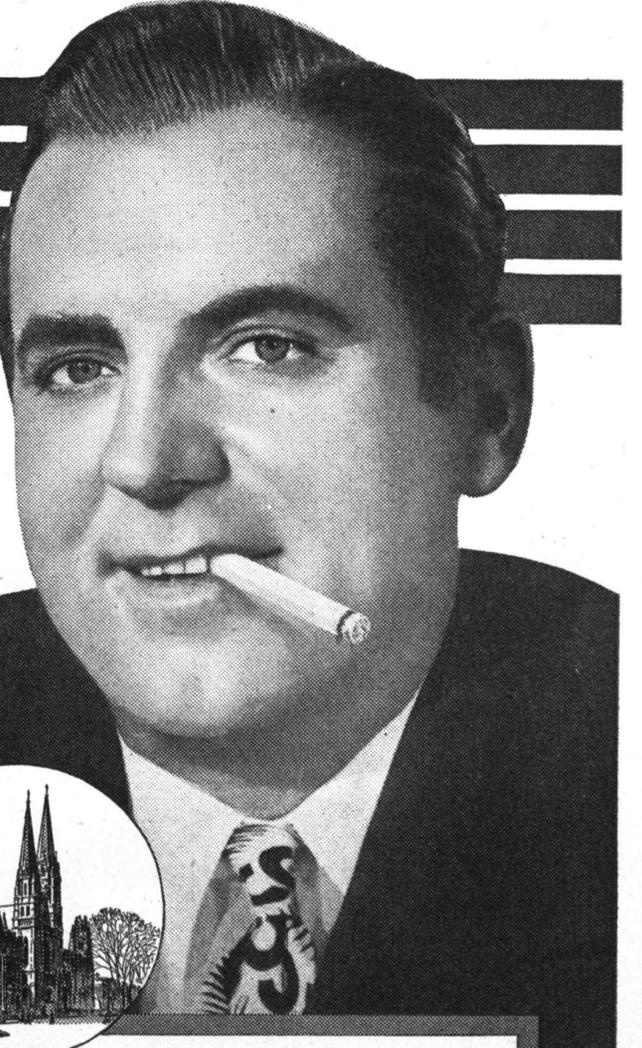
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