

The Sou'wester

Southwestern at Memphis

44th Year

MEMPHIS, TENNESSEE, FRIDAY, NOVEMBER 16, 1962

Vol. 44, No. 9

SW'S Distinguished Visitors Program Presents Dr. Stuart C. Henry

Dr. Stuart C. Henry of the Duke University Divinity School will appear in Memphis for three lectures on the general theme "Theological Perspectives for Contemporary Readers," Dean Jameson M. Jones announced today.

He will speak at 2:30 p.m. Sunday, Nov. 18 on "A Light to Read By" to the Westminster Fellowship at Evergreen Presbyterian Church.

The other two addresses will be at 10 a.m. in Hardie Auditorium on the campus, Monday, Nov. 19, on "The Flesh Made Word" and Tuesday, Nov. 20, on "Prophecy Without Pulpits."

Dean Jones said the series is a part of Southwestern's Distinguished Visitors Program and the public is invited to all three addresses.

The speaker, a long time friend of the dean, is a native of North Carolina, and is a graduate of Davidson College, holding the BD degree from Louisville Presbyterian Theological Seminary and the PhD from Duke. He has also taught at S.M.U. in Dallas.

Lynx Prepare For W and L

Southwestern is in the midst of football preparations for the game Saturday against one of the most colorful and powerful squads it has met in many seasons. The Lynx will combat Washington and Lee at 8:00 p.m. on Hodges Field.

The Generals have lost only one game in their last 27 outings. Sporting 45 squadmen and much weight, they have been one of the favorites to win the Championship of the College Athletic Conference.

To date the Generals have never tasted victory over the Lynx. In 1955 the Lynx won, 33-12, and they rolled to a 42-0 victory the next season. The first meeting of the pair was in 1939, when the score was tied, 7-7.

Southwestern's workouts this week have included full-scale scrimmages, with emphasis on defending against the rugged General attack run from a modified T formation.

The Lynx, predominantly a running ball club, have been worked hard on the passing game. Doing most of the tossing will be quarterbacks Bert Chafin and Warner Calhoun. On the other end of most of the aerials will be Bill and Hugh Harwood, twin halfbacks, and Ken Gann, who thus far are one-two-three in Lynx pass-catching statistics columns.

The Southwestern club took last week off and a result is the healing of the many injuries which plagued the Lynx the week before in the 44-0 loss to Sewanee, the first conference loss. While Southwestern was resting, W and L was battling it out with Sewanee in Lexington, Va., with an 8-0 General victory the outcome.

Convocation Film Shows Student Problems

As a part of the "Thanks Through Giving" campaign, the film "A Light Along the Way" was shown in convocation Thursday and today. The 29-minute color film gave an insight into the political and social problems facing students today in such places as Hong Kong, Korea, Indonesia, and India. It also showed the role of the World University Service in these areas.



Dr. Stuart C. Henry of Duke University is visiting the SW campus to speak in the Distinguished Visitor's Program.

Pretense and Possibility In Higher Learning

By Edward D. Eddy, Jr.

(Reprinted from LIBERAL EDUCATION, October, 1962)

Conclusion

THESIS NUMBER THREE: The colleges are resisting student pressure to reform extracurricular life. Here, again, the heavy hand of tradition. I recall talking with one dean who told me with shocked dismay that his students had proposed abandoning the junior prom. He went on to tell me with great pride that he had urged them not to take such a drastic step. I asked him why. He replied that this was the one event which he and his wife really enjoyed.

John Kenneth Galbraith wrote in *The New York Times Book Review*

that these youngsters "understand society all too well. They see it as it is—excessively organized for unimportant purposes." And these youngsters are taking the first ax to their own society, which is indeed excessively organized for unimportant purposes. Over and over again the report reaches us that students have voted to wipe out or drastically reform student government. The reason is perfectly clear: the colleges have used students to relieve their own staffs of performing trivia. Under the guise of "self-government," colleges have found it

(Continued pg. 3, col. 1)



HAPPY JAN LOWI is seen receiving the Alpha Omicron Pi trophy from Eleanor Lawrence. AOPi's took All-Sing first place with Moon River and Ash Grove.

Four Students Tapped In Chapel By ODK, Leadership Fraternity

The annual tapping ceremony of Omicron Delta Kappa honorary leadership fraternity took place in chapel on Wednesday, November 7, and the four new members are truly deserving of the honor.

Wayne Goldworthy, a native of Memphis and a member of ATO, includes in his achievements two appearances on the honor roll and one on the Dean's List. He has served as Usher of ATO and is a member of Eta Sigma Phi classical languages fraternity. He serves the student body in the capacity of Commissioner of Education on the Student Council.

Cyril Hollingsworth, a Sigma Nu from Little Rock, has served three years on both the Student Council and the Honor Council. He has served as president of his pledge class and Sentinel of Sigma Nu, lettered in baseball, and represented Southwestern at the National Student Association congresses in 1961 and 1962. He was selected as Outstanding Sophomore by ODK.

Tommy Scott, another town student, is an Economics major attending Southwestern on an Honor Scholarship. He has served as president of his SAE pledge class, a member of the Sanhedrin, Vice-President of the Junior Class, and President of the Senior Class.

Tommy Vanden Bosch, an independent, hails from Mobile, Alabama. He is a pre-Ministerial student, a member of the Southwestern Singers and of Alpha Psi Omega, national honorary dramatic fraternity.

'Patrons' Play Chamber Music

The Patrons of Music at Southwestern will present a program of chamber music at 4 p.m. Sunday, Nov. 18, at Bohlmann Hall, 1822 Overton Park Ave.

Members of the chamber music group include four Southwestern faculty members, John Wehlan, violinist; Dr. Vernon Taylor and Mrs. Burnet C. Tuthill, who play the violas; and Peter Synnestvedt, cellist; and a member of the Memphis Symphony, Milton Friedstand, who also plays the violin.

Four Profs, Deans Travelling Widely

Dr. Arlo I. Smith, Southwestern biology professor, is in Washington, D. C., where he is serving on a selection committee for recipients of National Science Foundation Faculty Fellowships. These grants are awarded for study and research designed to improve the teaching ability of college teachers. Dr. Smith said four days, Friday through Monday, will be required for reading of proposals and selection of recipients. The selection committee was appointed by the Association of American Colleges and Universities.

Deans Jones and Reveley

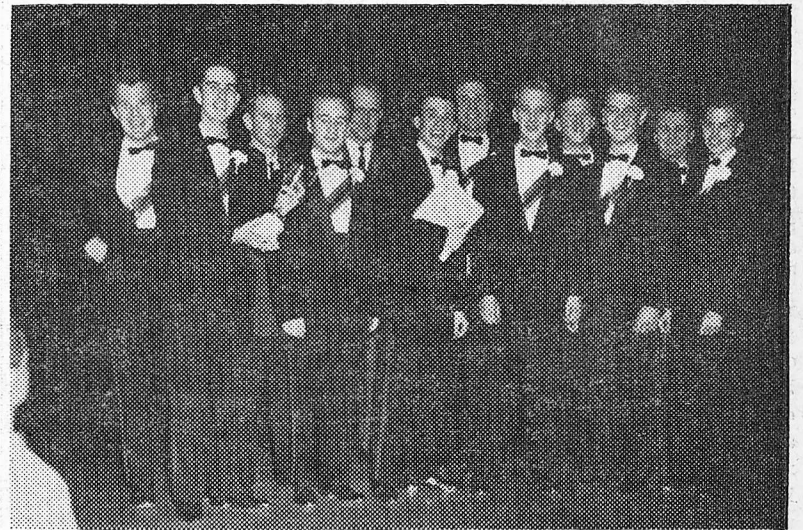
Two of Southwestern's deans, Dr. Jameson M. Jones and Dr. W. Taylor Reveley, will attend the meeting of the Southern Association of Colleges in Dallas Nov. 25-28.

While in Dallas they will be special guests at a joint meeting of Southwestern alumni and parents of current Southwestern students at 6:15 p.m. Monday, Nov. 26, at the Adolphus Hotel.

Dean Canon

Dr. Alfred O. Canon, dean of alumni and development of Southwestern, is in Atlanta, where he is serving as chairman of the Conference of Presbyterian College and Seminary Development Officers. This group met this week with the Presbyterian General Assembly's Committee on Bequests and Deferred Gifts, which includes another Memphian, Ed Lipscomb of the National Cotton Council, who will also be present.

They will play a Quintet in C Major by Mozart and a Quartet in C Minor by Brahms.



BUDDY GILMER is pictured with the Independent Men holding their first All-Sing trophy. This was the first year of competition for the Gamma Delta Iota's. Their winning numbers were Gee, Officer Krupke and the Tonight Reprisal from West Side Story.

REMEMBER THANKS-thru-GIVING

The Sou'wester

MEMPHIS, TENNESSEE
ESTABLISHED 1919



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SEEKER

I have noticed little in the Editorial Section of your newspaper in recent weeks, with exception to "The Seeker," criticisms of "The Seeker," and criticisms of criticisms of "The Seeker," ad nauseum, and I have become filled to the brim with the same old song week after week. It seems to me that the learned Editor should be able to realize that a column so ambiguously written that it demands a full editorial column of explanation of the symbolism could be considered worthless.

The Seeker, who remains anonymous throughout the entire controversy, seems to have visions, morals, parables, or whatever, to relate to the student body. However, his attempts to speak in tongues leave something to be desired by the reader, and consequently, the targets of the messages do not cogitate the thoughts in their minds, but instead look at the babbling and are immediately repulsed. Is this the purpose of the Seeker? Is his real purpose being accomplished? Any person who has faint knowledge of abnormal psychology can clearly associate the delusions of grandeur, the implied attempts of association with the Supreme Being, and the twisted thoughts as being truly characteristic of paranoia.

I ask the learned Editor of this "medium of student opinion" if he doesn't actually believe that there is a more effective method of accomplishing the purpose (?) of the Seeker. Perhaps a concrete sampling of student opinion on matters concerning students could be evaluated by competent authorities. Perhaps a weekly column stating the opinions of learned members of our community on civic or world affairs would be more timely to our present circumstances—food for thought, so to speak.

At any rate, I am certain that a column on the pros and cons of beaver trapping, presented by someone who knows what he is talking about, would have more literary merit than a pile of pseudo-intellectual garbage, through which one must grapple and filter, desperately attempting to find a moral or bit of truth pertinent to student life in our times.

Robert C. Threlkeld

WHY?

Why? Why do I have to stand up and wait on my food? I pay the same money; why do I have to stand up? Why is there a window where I have to stand up and wait before I can get food? I eat the same way; I pay the same money; it's the same food. Why?

I remember when I was little and Mamma was working for the Jameses. The little white boy broke his new toy, and Mr. James called me another dumb little nigger. I didn't break his toy; he did. Why did Mr. James call me that? Why?

And yesterday. Yesterday I bumped into a white girl. I didn't mean to. I didn't see her. I tried to help her. Her father told me he'd kill me if I didn't get my hands off her. Why does everybody call me "nigger"? I haven't done anything. So, why?

Yesterday ain't today, and I ain't so little any more. In fact, I'm big. I'm even bigger than that white policeman. But a white policeman's got a gun. If I get a gun, he won't be bigger than me any more. Here's a shop.

"What can I do for you, boy?"

"I want a gun."

"What kind of gun?"

"Just a gun."

"What you gonna do with a gun?"

"Kill my dog. He's sick."

"Oh."

"Let me see that one."

"That's a nice gun, boy."

"Yeah."

That don't show. Good. Uh, oh. There's that white policeman.

"You sick, boy?"

"Don't call me 'boy'!"

"What's that, nigger?"

"Listen here, black boy . . ."

Ha, ha! He didn't even know what happened to him. Ha, ha! Uh, oh. Another white policeman. Gotta get away. Gotta run. Oh, God, that hurts.

THE SICKER

"Oh, God, what are you doing to him?"

"Damn student, damn complacent student!"

"Lord, you're ramming your hand down his throat, you're making him vomit."

"I'll teach him not to listen to me, he won't be able to ignore me now."

"The cross around his neck, why do you have to rub that in the . . . GOD! You're shoving his cross down his throat. He's retching all over himself. He's filthy."

"Yes he's filthy. Damn whore of a student. And I'll show him how filthy he is. I'll make the whole world filthy if I have to. Then he will see reality as I see it."

"Lord, what kind of perverted sadist are you. What are you doing with that spoon. You're shoving that down his throat. God, you're twisting it around."

"I'll stir up these damn complacent students. I'll show them all. Ahhhh. Here it comes. Here's what I'm seeking."

"God Almighty, you're eating it."

RICK NORWOOD

Your Student Council

The cafeteria committee of the Student Council has assembled a list of grievances which will be submitted to Mr. Johnson at a dinner meeting during the latter part of this week. These grievances include: unclean utensils, specific food items improperly prepared, lack of nutritional balance in the menu, and time-consuming bottle-necks in the lunch lines. It is hoped that through mutual consultation several of the minor problems in the cafeteria will be solved.

EDUCATION

As part of a program to acquaint students with the problems of the school and to provide a means by which their opinions can be expressed, a student-faculty discussion on admission policies was held last Friday. Wayne Goldsworthy has been appointed chairman of another committee which will make a long-range study of the curriculum and submit suggestions for its revision and improvement.

SEMINARS

Stephen Richardson reported on the NSA Human Relations Seminar at Montgomery-Bell State Park which several students attended last weekend. Council members were given cards to distribute to students interested in attending the YWCA seminar on "The Changing South" which will be held at Memphis State on December 1.

SOCIAL AFFAIRS

Henry Pope announced that the social calendar for next semester will be drawn up at 4:00, December 4, in room 108. Any organization wishing to reserve a date for next semester is asked to attend this meeting. The PiKA house will be open every Sunday night from 8:00 to 11:00 P.M. Everyone is invited to this informal get-together.

NSA

Dennis Yeager, NSA Program Vice-President from New Orleans, spoke to the Council about NSA's evolving concept of its role and of the role of the student in the world community.

The Association, he said, is based on the supposition that students have a right and a responsibility which is peculiarly their own:

On the academic level—In the belief that the student is in an excellent position to evaluate the educational process of which he is a product, a national "Aims of Education Conference" was held last year. Using the working papers from this conference, the Association has set up similar committees to improve education on individual campuses across the country.

On the community level—A tutorial service for high school students in the slum areas of several northern cities has been established recently. A National Conference for a Domestic Peace Corps to work with underdeveloped segments of our own population is being planned for 1963.

On the international level—Through its affiliation with the International Student Conference of the free world nations, NSA fulfills the vital role of voicing American student opinion abroad. One important program on this level, made possible by a grant from the Ford Foundation, brings student leaders from foreign countries to America to study, thus presenting democracy as a positive alternative to the communist influence in their homelands.

Jacquelyn Dowd

Campus Calendar

Nov. 16, Friday—KA Open House at the lodge, 6 to 8 p.m.
Nov. 17, Saturday—Southwestern vs. Washington and Lee, Hodges Field; Goldovsky Grand Opera Theater production of "La Traviata," in English (Arts Appreciation), Auditorium Music Hall.
Nov. 21-Dec. 1—"Misalliance," Shaw comedy, Front Street Theater.
Nov. 23-Dec. 1—"All the Way Home," drama, Little Theater.
Nov. 21 (12:30 noon), Wednesday—Nov. 26 (8:00 a.m.), Monday—Thanksgiving Holidays.
Nov. 18, Sunday—Dr. Stuart Henry will speak to the Westminister Fellowship at 2:30 p.m. on "A Light to Read By."
Nov. 19, 20—In chapel Dr. Henry will speak Monday on "The Flesh Made Word" and Tuesday on "Prophecy Without Pulpits."

The Inquisitor

Student (entering office): "Sir, I wish to talk to you about my master's thesis. I must have your approval before I can begin work."

Pedagogue: "Come right in my boy. Have a seat. Now, what is the subject of your thesis?"

Student: "Well, sir, I would like to write a cultural history of the ancient near east. This is my main field of interest, and I have done a great deal of research in this field in the past several years. Besides, I have some new ideas about cultural diffusion about which I am very excited and which I would like to develop and put forth in my thesis."

Pedagogue: "Now, now, let's not get too hasty young man. First of all you must realize that there have been many books written in this field already and that the chance that you might add something new is very slim. Secondly, you ought to select a topic on which you could become an expert, on which you could speak with authority."

Student: "But my theories! What am I to do with them? I firmly believe that they are correct and that they will add to man's knowledge."

Pedagogue: "Tut, tut. The young have such big ideas. How could you believe that you could accomplish something of such magnitude at such a young age? You, who have

never published. You'll be laughed out of the academic profession."

Student: "But, sir . . ."

Pedagogue: "But nothing. Wait until you have taught for twenty years or so. Give your ideas a chance to ferment. Then write your history."

Student: "Twenty years! By then they will have lost every ounce of freshness they ever had. I want to write now while the inspiration lasts."

Pedagogue: "I'm sorry, but I can't approve such an undertaking. If you want my opinion, your subject is much too broad. I believe you're interested in the art of ancient Sumer, aren't you?"

Student: "Yes, but . . ."

Pedagogue: "Well why don't you write on some aspect of Sumerian art? Find an area in which there has been little or no research done. I, for one, am interested in the evolution of Sumerian cylinder seals. Why not trace the development of the ancient Sumerian technique of cylinder seal making during the reign of Lugal-zaggisi. You could publish several volumes and win for yourself a real place among your colleagues and probably a secure position in an excellent university. Yes, I do believe that you must narrow your sights somewhat. Why, in all modesty, I must admit that whenever anyone thinks of Persian fibulae of the fourth century B.C., my name . . . Hey! Where are you going? Your thesis?"

LITTLE MAN ON CAMPUS

by Dick Bibler



"REMEMBER—I SAID THE TEST WOULD BE OVER CLASS DISCUSSIONS!"

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Pretense and Possibility

(Cont. from page 1)

easier if students think they set their own limits. Usually, of course, the dean has worked in subtle ways—or, at the worst, retained the all-powerful veto. The students are now saying that they don't have time for trivia. And they are realizing the hollowness of the self-government concept.

If we are honest, we will realize that ALL of campus life needs a thorough overhauling. The American high school is now offering—in all its gory messiness—what used to be encountered in collegiate living. The over-emphasis on football or basketball, the marching bands, the drinking parties, the steady dating and queens of the ball are flourishing at the high school level. The colleges should merely mutter "Thank God" and then go to work with their students on fashioning a new rationale, a new justification beyond tradition, for the various extra-class activities on a campus.

THESIS NUMBER FOUR: The students claim that they are warned continually of the evils of conformity but are given little opportunity for true creativity. They enlarge their claim by stating that the colleges themselves are confused about conformity, and that it would help if some guidelines were set.

Crawford Greenwalt has put the issue succinctly in stating that "conformity in behavior is a necessity; conformity in patterns of thought a danger. Unfortunately, people have come in modern times to mistake one for the other."

In controlling large numbers, or even small groups which insist on being "way out," it is undeniably easier to maintain the confusion. Thus the colleges, despite their grand statements that students are adults, continue to insist on playing the parental role. They tell the true parents, in effect, that every little need will be satisfied and every comfort earnestly provided. But students aren't children. They are sufficiently adult to merit the freedom which ought to come with the end of adolescence. The majority of them will meet collegiate expectations if those expectations are clear and if they are given the chance.

Taking the cue from Mr. Greenwalt, it would be well to make clear the distinction between conformity in behavior, which can be expected of adults, and conformity in patterns of thought, which ought to be rejected among educated people. **Today's college makes the mistake** of bowing too readily to the high school guidance counselor who wants to know "what type of student are you seeking." The true institution of higher learning does not seek "a type." The danger of having on our campuses but one "type" is the danger of homogenizing our students before they are even pasteurized. Hopefully the "Ivy League type" or the "Big Ten type" is a characteristic of the past.

But conformity rears its ugly head also in the educational process which follows admission to college. Its most flagrant and dangerous form is found in the continuing emphasis on grades as the only measure of achievement. So long as we fail to find other criteria, we shall in effect encourage the widespread and tacitly accepted practices of academic dishonesty.

Joseph Wood Krutch writes that "our seemingly great growth in social morality has oddly enough taken place in a world where private morality—a sense of the supreme importance of purely personal honor, honesty, and integrity—seems to be declining . . . there is an increasing tendency to accept and to take for granted such personal dishonesty . . ." Krutch concludes: "It is my conviction that though men may be no more wicked than they always have been,

they seem less likely to be ashamed. If everybody does it, it must be right. Honest, moral, decent mean only what is usual. This is not really a wicked world because morality means mores and manners and usual conduct is the only standard . . ."

So "if everybody does it it must be right." And on many an American campus everybody does do it. Thus a confidential survey by a student committee at one of the Big Ten universities revealed not long ago that "a majority of students think there is more cheating in college than there was in the high schools from which they came."

The most common form of dishonesty is the copying of term papers and laboratory reports from other students, and almost one fourth of the students said that they do not regard this practice as dishonest. Sixty-six per cent of all students said that they had definite knowledge of cheating by fellow students during the month prior to the survey; about half of this percentage said that they knew of five or more instances of cheating within that period; and 41 per cent said that they themselves had cheated during the preceding month. Faculty members apparently prefer to overlook the situation. The survey stated that twice as many students as faculty thought dishonesty to be a serious campus problem.

If there is conformity in the emphasis on grades, there is inevitable conformity in the acceptance of academic and personal dishonesty. The students who nail that paper to the campus gate call for a totally different emphasis. They want true creativity to be honored and rewarded.

For their credo they would undoubtedly point to the statement of Donald W. MacKinnon, director of the Institute of Personality Assessment and Research at the University of California, who has been studying the creative person under a grant from the Carnegie Corporation of New York. MacKinnon comments that "creative persons are relatively less interested in small details, in facts as such, and more concerned with their meanings and implications, possessed of considerable cognitive flexibility, verbally skillful, eager to communicate with others with nicety and precision, open to experience, and relatively uninterested in policing either their own impulses and images or those of others." MacKinnon observes that "closely allied to his strong theoretical and esthetic values is another pervasive trait of the creative, his preference for complexity, his delight in the challenging and unfinished, which evoke in him an urge, indeed a need, to discover unifying principles for ordering and integrating multiplicity."

The college student cries out: "Give us a chance."

THESIS NUMBER FIVE: The college student says: You have set your expectations too low. And he adds: Though you talk continually of the superior student, your programs are aimed at the average who, conceivably, could be inspired to become superior.

No better example of the continuing acceptance of low expectations can be found than in the colleges' toleration of the so-called "big-name speakers" who travel so easily from women's club luncheons to campus platforms. Let me cite one instance: In the past years, since his pseudo-sociological studies have become best sellers, a well-known writer has addressed many a college audience for an astoundingly high fee. Personally I have heard him three times—and on each occasion he has left his audience limp from the fatigue of

enduring regurgitated triviality.

Many a college has found that it must write ahead to ask visiting lecturers not to "popularize" their presentations, not to underestimate their audience. These are students who are willing to reach for the stars, even though they cannot yet understand the universe.

Finally, nailed against the campus gate, is THESIS NUMBER SIX. At the top, in small letters, appears "For the Special Attention of Chaplains and Directors of Religious Life." The thesis warns: "You are going to have to work twice as hard with us. We are suspicious of your old methods and your pat answers. We don't want a comfortable faith, bending to please our little likes or dislikes. We want rigidity, and we will respect the rigidity of others."

As I view the new student, he is ready to proclaim rather loudly that there is indeed an important and a special place for chaplains in his college. But this place requires three approaches.

First, the student wants clergymen who stand firm in their own tradition, who are men of conviction against whom the student may bounce his doubts and sometimes his despairs. The student does not want a watered-down religion dispensed by a chaplain who talks down. Few generations have been so ardent in their desire to intellectualize religion.

Secondly, the student asks for completely open discussion of religious differences. The Fatherhood of God and the Brotherhood of Man will never be enough. Give a frank and honest airing to these differences, the student says. We do not want our religious faith nurtured by a saccharine diet of prune-whip tolerance. Unless the student is given the chance to observe and to discuss the differences among faiths, all other efforts at liberal education will prove meaningless.

The special approach of the chaplain to the new student requires a third, more subtle emphasis. We have implied thus far certain changes in the role of the chaplain as teacher and as religious leader. What of his role as counselor?

I have no doubt that the coming decade will bring, with all its changes, a rapid increase in the number and severity of emotional problems. Religion stands in ever-increasing danger of serving as a "comfort" for the student rather than a creative concept. This is unfortunate. As the psychologists and psychiatrists tell us, personal stability is not built on an absence of problems but on a way of reacting to them. Religion will serve no useful purpose by helping the student to avoid his problems.

William Ernest Hocking describes his idea of the fundamental purpose of education: "To introduce the human being to the secret of his own power to create and to win thereby, through freedom and through suffering if necessary, the will that is inseparable from all greatness." Note that this idea includes suffering if necessary. And suffering is a sure sign of the coming generation's pursuit of greatness.

Harold Taylor has phrased in his usual striking fashion the call of youth, a call that might well be directed first at the chaplains:

Give us by your example the evidence of disasters passed and triumphs won. Give us teachers whose minds are active, whose knowledge is deep and whose character is of a kind we can honestly admire. Earn your authority by showing in your lives that you are about the values of the mind, the qualities of courage, the needs of the world, the ideals of honest effort in the service of others. Understand us, yes. But show us that you also understand the need of the young

In The Shadow Of The Tower

Someone said that no news is good news. Such is the thesis for this week. But then since our professors have so graciously contributed to the ulcers and nervous rash of all of us, who has had time to make any news!

Congratulations of all sorts are in order this week. First, to the AOPi's and the Independent Men, both of whom did such a fine job in All-Sing. Then to Florence Chalker and Karl Jennings who are lavaliered and to Susan Jackson and Hugh Harwood who are engaged. Finally to Cyril Hollingsworth who imported an NSA representative to tell our campus just what kind of an organization we voted ourselves into last year!

Washington and Lee trips to Memphis this weekend to meet Southwestern in our last game of the season. The weekend should be a good one, beginning with the KA Open House Friday night from 6 to 8 at the lodge. Everyone be sure to come and help the Kappa Alpha's celebrate the 75th anniversary of their Southwestern chapter.

Next Thursday night the DDD's celebrate their annual Founder's Day at the Hotel Peabody Skyway. 'Tis rumored that they'll be swinging out the mid-semester in fine style.

One word from the annual staff: please co-operate and have your pictures made for the yearbook! And be on time, too; not one person has broken the camera yet; they doubt that any of you will!

When giving "Thanks" this holi-

Cross-Country

The Southwestern harriers closed out their season by losing 24-35 to Washington University of St. Louis in the CAC conference meet, and beating Mississippi College 26-29 last Wednesday.

Mallory Chamberlin outran the pack at St. Louis last Saturday, but lack of depth cost the Lynx the first title to be awarded in the new conference. Howard Romaine finished fifth, followed by Dossett Foster, sixth, Harvey Caughey, eleventh, and John Poolman, twelfth. Chamberlin's time over the 3 mile course was 16:31. It was the third loss of the season for the Lynx.

The Choctaws of Mississippi College failed in an attempt to avenge an earlier loss to the Lynx in the season's opener. Tom Honea (MC) traveled the three mile course in 16:04 seconds, but was followed by Chamberlin, Romaine, and Foster. The meet was the last of the season for both teams, and the victory gave the Lynx an 8-3 final record.

for ideals and loyalties, convictions and beliefs that can stand up before the pressure of modern society. . . . When you have done this, then we are ready to do what is asked of us, to find the leadership we seek to create our own leaders from the ranks of the young, to set to work to solve the problems of the world in which our generation now finds itself.

Several years ago one of the great rabbis of our nation closed a letter to me with these words: "As a student of the Old Testament, I remember that when the escaping slaves of Pharaoh reached the shores of the Red Sea they were, according to tradition, hesitating to obey Moses' order to go forward, and it was Benjamin—the youngest—who is credited with jumping into the sea first, with the others following. The rest is commentary."

Let us hope that we elders have the courage to face our faults and to be invigorated continually by the wonderful restlessness of youth—so that "the rest" can indeed be commentary.

day, be sure to include Mr. Wesley Halliburton whose tower makes the shadows that make this column and the news of the people in it possible. Have a wonderful holiday and don't gorge too much!

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No argument. In slacks the leader is Post-Grads. Taking it from the top, they've got traditional belt loops and on-seam pockets (no tricky jazz). Slim as a licorice stick, they taper off at the bottoms with solid cuffs. Get Post-Grads, the genuine article—in a flock of colorful, washable fabrics; at swingin' stores \$4.95 to \$12.95.

h.i.s
Post-Grad Slacks

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SAT., 8 P.M.