

## Salem Legislators Reveal Results Of Questions On Founder's Day

A Founders' Day questionnaire was filled out at house meetings on Monday, October 21. This evaluation stemmed from criticism and complaints, largely on the part of the faculty, that preparations for Founders' Day were requiring too much of the students' time and causing conflicts with other activities. The following are brief resumes of student reactions to this questionnaire:

### Purpose

Regarding the purpose of Founders' Day, the majority of the student body felt that it was quite useful because it promotes class and school unity and spirit. A representative number felt that it gives the Freshman Class a needed sense of real participation and belonging. Other useful purposes of Founders' Day that were mentioned were:

- a) promotes the mixing of freshmen with upperclassmen
- b) the activities serve as a necessary outlet for fun and tension

- c) emphasizes and renews pride in Salem's tradition and sisterhood between classes
- d) provides opportunity for students to put hidden talents to use for the benefit of their classes
- e) the participation open to faculty promoted to better student-faculty relationships.
- f) promotes sportsmanship

Though the majority felt Founders' Day had a useful purpose a few students felt that it was non-useful because of the emphasis placed on class competition which produced an atmosphere of disunity and hard feelings.

### Attitude

When asked if everyone displayed the proper attitude on Founders' Day, 59% answered "yes," while 41% answered "no;" however, the majority of those answering "yes" were freshmen. The majority of the sophomore and senior classes felt that most people did not display the proper attitude.

The main complaint was that the competitive spirit was carried too far and too much emphasis was placed on winning rather than on displaying the "Salem spirit." A great number of students indicated that the faculty failed to show the proper attitude toward Founders' Day. These students suggested that the faculty was apathetic and that for the day to be a complete success, it must have the support of everyone.

### Time

The majority of the student body felt that Founders' Day did not take too much time; however, 33% felt that it did take too much time. All classes stated that time put into preparations was strictly on a voluntary basis, but some indicated that there was pressure put on those who did not have time to actively participate. Of those who felt it did take too much time the main complaints were:

- a) too many practices with too much emphasis put on perfection and winning
- b) class meetings were often long and unorganized
- c) faculty showed no sympathy as far as scheduling tests, papers, etc.

Those who felt that it did not take too much time answered not

only that the time one gave was voluntary, but that it provided girls with the challenge of constructively budgeting their time. The great majority of students felt that the benefits and rewards of Founders' Day were worth the time put into it.

### Expenses

Seventy-three per cent of the students said that there should be a limit set to the amount of money each class can spend on Founders' Day. It was generally felt that limiting the expenditures would increase the originality and creativeness displayed by the classes and would provide a uniform basis for judging. It was stated by one junior that the tradition of Founders' Day should not become a pocket-book contest. Most said that the limit should be set at \$25 per class.

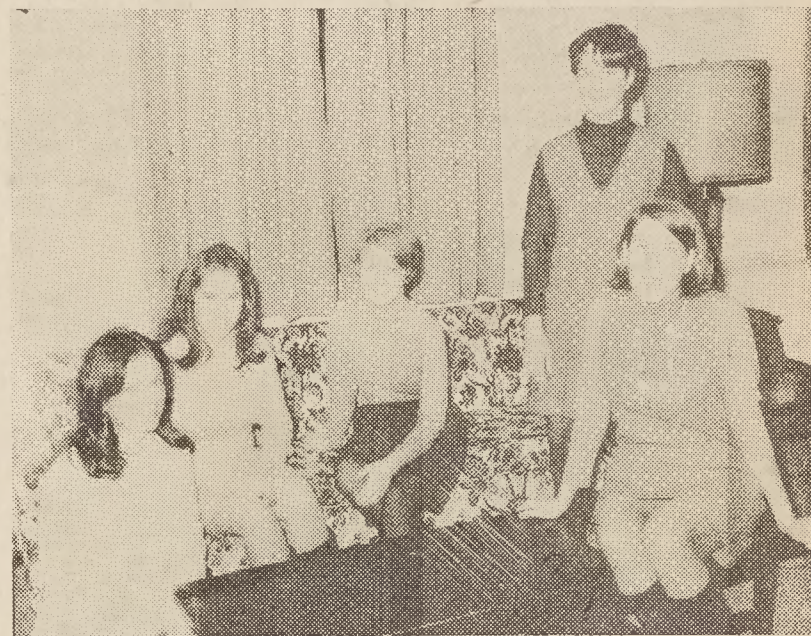
Twenty-seven per cent said that no limit should be set. But if a limit was set the result would be students spending their own money.

### FITS

When asked whether or not there should be a lapse of time between FITS and Founders' Day, 55% felt that these two activities were definitely complementary to each other. These students stated that Founders' Day was the perfect climax for FITS and the only way to show the freshmen the true purpose of FITS. It was stated that Founders' Day was an end and a beginning for freshmen. Forty-five per cent of the students felt that these two activities in succession were too much of a load for the freshmen. It is significant to note that 86% of the freshmen and 48

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## Phi Alpha Theta Names Seven Newest Members



New members of Salem's Delta Lambda chapter of Phi Alpha Theta pose prior to their induction into the society. These members include Cyndee Grant, Sandy Kelley, Kathi Long, Sara Ulmer, and Anne Ambler. Absent when picture was taken were Mary McNair Livingston and Lindsay McLaughlin.

Phi Alpha Theta, the international honor society in history installed seven new members at Salem Wednesday, November 13. These new members are Anne Ambler of Richmond, Va., Cyndee Grant of Asheville, Sandy Kelley of Albemarle, Mary McNair Livingston of Winston-Salem, Kathi Long of Monroe, Sara Ulmer from Richmond, Va., and Lindsey McLaughlin of Charlotte.

Membership is not limited to those majoring in history, but to be eligible members must complete at

least twelve hours of history with a B+ average and maintain a B average in all other courses.

Other members of the Delta Lambda Chapter, Phi Alpha Theta at Salem, include Dr. Inzer Byers, advisor; Joanna McGrath, president; Gail Rogers, secretary-treasurer; Sally Barham, Joan Hobbs, Helen Jones, Suzanne Mallard, Nancy Richardson, Dr. Lucy Austin, Dr. Errol Clauss, Dean Ivy Hixson, and Hewson Michie. The club plans to meet about twice a semester this year.

## Results Bring Suggestions

Based on the evaluation of Founders' Day, the Legislative Board has made the following recommendations for the consideration of the FITS Committee:

1. The purpose of FITS and Founders' Day will be explained to freshmen during their orientation program.
2. FITS will begin on Tuesday and end with a graduation ceremony on the following Friday in assembly. Dr. Gramley will give a talk. Founders' Day will be the next Thursday.
3. At the graduation ceremony, the FITS Chairman will talk to the student body about the criteria, i.e., originality, limited spending, costumes, etc., for judging Founders' Day events.
4. The FITS Committee will allow each class to draw from a hat the area of the campus they will decorate.
5. The faculty should take a more active part in the events, such as the field events or the presentation of a skit.
6. Spirit will be judged only in the case of a tie.

## Williams Reads Poetry; Enchants Salemites

By Shelley Habeck

Referring to himself as an ecological poet, Jonathan Williams intricately wove his work and theme into the minds of Salemites and numerous guests in assembly November 8.

Stating that the cultivated man knows who he is and where he is, Williams showed a much underestimated side of life in his mountains. The key to expressing these Appalachian aphorisms as they are spoken from his neighbors' mouths and transmitted into poetry is "craft," as Mr. Williams emphasizes. As literary figures before him, Williams realizes the importance of the syllable in this realm of his poetry.

Williams explained that his work with epitaphs is to fulfill part of what he considers the poet's purpose: to pay tribute to the dead. This he does most profoundly with

his unique style of craft. This major assertion was one which dealt with all poetry in general. He confirms that the responsibility of poetry is to maintain the ability to respond. If this is true, then Jonathan Williams' poetry is an important contribution to that ability.

Following lunch in the refectory with members of the English Department and guests from the city, a large number of students met with Mr. Williams for coffee in Strong Friendship Rooms. Many asked him questions and the group of listeners received further explanation of his poetry. Referring to writers who deal with aspects of his themes, Williams specifically mentioned *The Travels of William Bartram* by Bartram, *The Landbreakers* by Hensley, and William Blake.

Mr. Williams told those who

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## College Initiates Self Study For Renewal Of Program Membership

By Linda Hand

During the next eighteen months, Salem will find itself the subject of much critical study. One might well say that Salem will be "put to the test." This approaching analysis will be in the form of a forthcoming Self-Study Program of the Commission on Colleges, which is carried out every ten years by members of the Southern Association of Colleges and Schools as a requirement of the Association.

The basic purpose of the Association's Self-Study Program is the improvement of educational effectiveness in our colleges and schools. The program is "designed to help institutions reassess their objectives, measure success in attaining objectives, explore ways and means by which educational efficiency may be improved, and prepare for the ever-increasing demands by society." The major emphasis of the program is planning for the future of the colleges in terms of the fulfillment of goals necessary for the college's role in education on the basis of past and present conditions.

The requirement of the Self-Study for accreditation of member schools by the Southern Association was instigated in the late 1950's. Salem, having been one of the first schools to participate in the program, completed its first self-study in 1960. Now, ten years later, Salem will again undergo this highly revealing and rewarding study.

The program consists of a tho-

rough self-study which is materialized into a report by the college and a committee visitation of the college by out-of-state accreditors upon completion of the self-study report. The findings of the program determine the college's compliance with the standards set by the Southern Association for accreditation and membership in the Association.

The scope of the study is great. It is to be comprehensive and institution-wide in character. As stated in the Manual for the Institutional Self-Study Program of the Commission on Colleges of the Southern Association, the purpose of the study for the college will be to "examine and evaluate the past and present in resources, faculty, students, program and clientele" and to see through this research the relationship between the findings concerning Salem. Thus the study is not merely a reflection of surface information concerning Salem, but a study which may bring about change in Salem's purpose and objectives.

The effectiveness of Salem's self-study will depend upon the participation of Salem's own faculty, administration, students, and alumnae. The report is to be organized in such a way that special committees are selected to concern themselves with individual facets of Salem. Each committee is composed of a member of the faculty, administration, student body, and alumnae. A compilation of the research of these

committees will result in the final report.

The committee set up to evaluate the various facets of Salem is the Steering Committee, headed by Dr. Dale Gramley, the objective of this committee being to evaluate the purpose of Salem and to serve as a supervising committee for the study. The other committees headed by members of the faculty are: Organization and Administration, Dr. Mary Homrighous; Educational, Dr. William White; Financial, Peter Smitherman; Faculty, Dr. William Baskin; Library, Mrs. Anna Cooper; Student Personnel, Dr. Mary Hill; Physical Plant, Jack White; and Alumnae, Mrs. Mary Louise Edwards of High Point, President of the Alumnae Association.

A Salem student serves on each of these committees with the exception of the Steering Committee. Salemites serving on these committees are Wendy Yeatts, Barbara Barton, Netta Newbold, Lyn Davis, Kathi Long, Anne Wyche, and Paige French.

In the 1970 self-study program there will be a separate Student Committee for student evaluation of Salem which will probably be in the form of a questionnaire for all students. The questionnaire will be concerned with the students' reaction to all aspects of Salem. The chairman of the Student Committee is Louise Sherrill, Class of '70. Other members are Becky Bolt, Nancy Richardson, Joan Hobbs, Lyn Davis, and Janice Burns.