

# The Salemite

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"Follow the leader" is a game that even college students might play to advantage.

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And again we urge careful and serious thought in the election of officers; to them the college entrusts much of her reputation for the year.

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The two months until Commencement will be filled with something; will it be with idle moments or with busy ones? Our time budget will be of practical value, if we but consult it occasionally.

† † †

Perhaps Miss Doris Hough has discovered the way to the fountain of youth for us. Her invitation to us to train in Girl Scout leadership sounds attractive to those who like to work with people and who love the out-of-doors.

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As the first of May draws nearer, our thoughts turn towards the election of officers for the coming year. We have been told so often that ability and not popularity should be the basis of choice that the saying has become wearisome; when, however, we consider the duties which lie before the leader of any organization, the type of influence she is to have, and the qualities she must possess, her election becomes a matter of great importance. Let us be sure in electing officers that every girl has at least the interest of the organization which she is to lead, and that she carefully guards the good name of the College.

† † †

An editorial in a daily newspaper states that "the principal problem encountered now by hosts of young people of the country is not that of difficulties and obstacles. The danger is rather that they may succumb in many cases to the perils that lurk in ease and luxury. Young people in a vast number of cases do not have to work like their fathers did for what they get."

The college girl naturally feels inclined to contradict such a statement, particularly when she is "head over heels" in work. No college student, either past or present, will deny the fact that campus life is about as busy as it can be. Eight-hour-day laws are unheard of. Comparing the school life of former days with that of the present day, we do not see that the work has been materially lessened. The midnight oil is seldom burned for Greek and Latin, it is true; but the electricity bill in the science laboratories runs high, and street car fares for practice teaching and for social welfare work are no more negligible factors in monthly allowances than were the scholastic bills of former days. In addition, there are athletics. The boy or girl who enters this field must labor doubly hard. The athlete must not only excel in sports but he must accomplish scholastic ends as well; otherwise, he is taken from the team. The extra work in athletics, the experience in social life, and the application of practical knowledge have served not to decrease, but to increase the hours of work in which every student must engage. He seldom chooses one set branch of knowledge, one exclusive clique of friends; he strives towards a broad education and a large, varied circle of acquaintances.

Nor do we believe that the young people not in college have a particularly easy time. In the first place, many of the high school boys and girls not only attend school, but also work their way through it, and, at the same time, help support their small brothers and sisters. Others are making preparations to borrow money which they, not their fathers or brothers, intend to repay at a later date. Is not this an improvement over the old state of affairs when the boy who worked his way through school was pitied, and the girl who helped defray her expenses was considered a most unfortunate creature. Ours is the better and the freer way, but is it an easier one?

We do not deny the presence of many drones, or, in our present-day language, flappers and tea hounds, but neither do we judge the whole by the few. No longer does the accomplished daughter, after the "finishing school," sit down and calmly await the arrival of her fairy prince. She chooses the thing she wants to do and proceeds to work. It is no longer a question of "when do you make your debut?" but "what do you intend to do?"

## LUTHERAN GIRLS MEET MISS MARY E. MACKLEY

Miss Mary E. Mackley, representing the Board of Education of the United Lutheran Church for women students, made a very beneficial and inspiring talk to the Lutheran girls of Salem College, Tuesday afternoon, March 25.

Miss Mackley emphasized the importance of service, and vividly pointed out some of the opportunities for service to the college student. First, she brought out their duty to the local church, and, second, their duty on campus through the Christian Association and other organizations of the college.

When there are enough Lutheran students in the college, she advises them to organize into a group, and to take up some specific work for the church, and urges them to send their delegates to the nearest students' conference.

Miss Mackley also keeps in touch with all girls of the Lutheran Church who are preparing for social service work, with those who are studying to be medical missionaries, and also with those who desire to be teachers and missionaries, at home or abroad. She helps the church to place them where they can be of the best advantage to the church and community.

## SECOND INTERPRETATION OF "PILGRIM'S PROGRESS"

The second of a series of Lenten organ recitals presenting "Pilgrim's Progress" was rendered in Memorial Hall at the regular Music Hour on Thursday, with Dean Shirley at the organ and Mrs. W. L. Reid as reader. Last week's recital dealt with Christian, the pilgrim, and his hardships up until the time he came to the house of the interpreter, and it was at this point the story, interpreted through music, was started at the second recital.

Christian enters the house of the Interpreter and there learns the vital lesson of life. The Interpreter gives him a sealed scroll which he is to read on his way to comfort him. From there Pilgrim goes out and sees a vision of the Cross and the Sepulcher. At this point in the story the music is extremely fitting and appealing.

Pilgrim continues on his way and enters the Valley of Humiliation, where he meets Apollyon, a terrible dragon-like creature. The dragon's aim is to seduce him to his palace of sin. Unarmed he fights the monster, overcomes him and from that time he knows that his faith and courage will enable him to overcome any temptation in order to reach the Celestial City. Very little imagination is required to follow Pilgrim through the Valley of Humiliation, because the music is so realistic and depicts the story so vividly.

Pilgrim leaves the Valley of Humiliation triumphant over temptation. All nature seems wonderful, his heart and soul are light and his mind is filled with noble thoughts. The closing musical passage soothes one as it portrays Pilgrim resting and reading the scroll in peace.

## "Y" WEEK CLOSURES WITH MUSICAL SELECTIONS

"Y" week, a new institution at Salem, has thoroughly proved its value. It gives fresh impetus to the work of the Y. W. C. A. and prepares the way for the incoming cabinet. One especially enjoyable phase of the movement was the music. The Y. W. C. A. choir sang at breakfast the hymn, "When Morning Gilds the Skies," and Laura Howell, at the Saturday chapel service, played a beautiful violin solo.

## INVITATIONS ISSUED TO THE SENIOR CLASS

Members of the Senior Class have received invitations reading as follows:

Dr. and Mrs. Howard E. Rondthaler request the pleasure of your company

At Dinner  
in honor of the class of  
Nineteen Hundred and Twenty-Four  
Tuesday Evening, April the first  
at  
seven-thirty o'clock  
in the College Library  
Main Hall Entrance  
North Door

R. S. V. P.

## MISS DORIS HOUGH AT EDUCATION CLASS

Education four was fortunate in obtaining Miss Doris Hough, traveling director of the Scout movement from North Carolina, South Carolina, and Georgia, to speak on the social aspect of Scouting, Thursday morning, at the regular class meeting. Miss Hough spoke of the great need for sociability and comradeship in the adolescent age and how the Scout organization quite definitely fills this very urgent need.

The Scout movement, Miss Hough said, was started in England, and, like other great movements, it began with one individual. Sir Robert Baden-Powell, a British General in a South African camp, found his young officers sadly lacking in initiative, self-control and alertness. He realized these qualities were best learned in the flexible period of youths, so he worked out a program, including a code of ideals, a patrol system, and certain definite activities which would train for these qualities. The result was Scouting and thus began this wonderful movement which has spread all over the world. Lady Baden-Powell became head of the girls' organization. Scouting was first started in this country in Savannah, Ga., in 1912. Membership in the United States is now 150,000 and it is still growing.

There is a definite program to the Scout program; home-making activities form the most important part, but there is also the spectacular outdoor side, both of which are interwoven with a high standard of morals; such as honor, trustworthiness, service and fair play. Through the patrol system comradeship and teamwork are learned. Scouting is of real value to a community; because it is beneficial to the individual; Scouting makes better girls and builds higher types of character, and since the individuals make up the community this accomplishment is of real value. In addition, Scouting develops usefulness, confidence, resourcefulness, and real ability, and any community is bettered by having citizens of this type. Girl Scouts find definite services to render the community; such as, serving school lunches, acting as day nurses while mothers attend church or club meetings, assisting on the play-ground and other similar duties. Scouting is a continuous training for leadership; from the very beginning Scouts are put on their honor, given responsibility, and have definite things to do. Scouting has proved that it is not necessary that leaders be born with the required characteristics, but that it is possible for them to be trained along these lines.

## ANNOUNCEMENT

Deficiency grades will be issued some time this week after the regular meeting of the College Faculty, which will be held Wednesday, April 2nd.

## THEORIES OF ORIGIN OF APRIL FOOL DAY

April Fool day, though almost universally known, has an obscure origin. It has been observed for many years, so long, in fact, that no one is certain of just how and when it was first set apart as a day for playing jokes on unwary people. One theory is that it grew out of the miracle play given in the Easter season, which usually occurs in April. The subject of this play was the journey of Christ from Annas to Caiaphas and from Pilate to Herod, to which journey the present-day custom of sending people on fruitless errands is attributed. Others believe this day to be a relic from some old heathen custom. The Hindus, for instance, play similar pranks on the thirty-first of March, when they celebrate their Huli festival.

Practically the same tricks are popular with the English, the French and the Hindoos; the one played most often is that of sending people on nonsensical errands; such as to find the history of Adam's grandfather; making appointments which are not kept, and telling the passer-by that he has a spot of mud on his face, are in the category of universally favorite pranks.

In France the person who "bites" is called *un poisson d'avril*; in England, he is an April fool, and in Scotland he is a *gowk*; or, translated into our language, he is cuckoo.

*The following is a poem which Mr. Lane, night-watcher for the college, has kindly submitted to the paper. The Salemite takes pleasure in printing this contribution. He has submitted two others also which will be printed in later issues.*

## WHAT WE READ AND THINK

By D. G. Lane

We get an evening paper,  
Sit down to read the news;  
We find the space is taken up  
With autos, Cadillac or "Hup"  
Or "ads" of clothes and shoes.  
We read a lot of bunk and rot  
About the tomb of King "Tut";  
We turn a page and there it is—  
The same old jokes and ugly phiz  
Of Gump and Jiggs and Mutt.  
We get so mad we want to swear  
When Maggie heaves a plate,  
And hits Jiggs where he has no hair  
Upon his old bald pate.  
We wonder how Jiggs keeps so cool  
When Mag is seeing red,  
Why he don't crown her with a stool  
And put her on the bed.  
We wonder why he spends his  
"dough"

To buy the things for Mag to throw.  
We have to smile at Jiggs' style  
Of clothes that's chic and dapper,  
Or at the smile that he bestows  
Upon the girl with powdered nose  
Or on the bob-haired flapper.  
We heave a sigh and wonder why  
Poor Jeff he isn't dead  
From all the licks and hard old  
bricks

That's landed on his head.  
We wonder how old Gump can eat  
Or by what natural law  
That he can chew his bread and meat  
Without his lower jaw.  
And now the clock is striking ten  
And we must go to bed.  
We haven't had a penny's worth  
Of all we've seen or read.  
The greatest wonder of it all  
Is why we're not insane  
From all the junk and rot and bunk  
We drag across our brain.

Man—You're an honest boy, but the money I lost was a ten-dollar note.

Boy—Yes, I know; I had it changed so you could give me a reward.