

# The Salemite

Published Weekly By The  
Student Body of  
Salem College



Member  
Southern Inter-Collegiate  
Press Association

SUBSCRIPTION PRICE : : \$2.00 a Year : : 10c a Copy

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NATIONAL ADVERTISING SERVICE, Inc.  
420 Madison Avenue, New York City

1936 Member 1937  
Associated Collegiate Press  
Distributors of  
Collegiate Digest

REPRESENTED FOR NATIONAL ADVERTISING BY  
National Advertising Service, Inc.  
College Publishers Representative  
420 MADISON AVE. NEW YORK, N.Y.  
CHICAGO - BOSTON - SAN FRANCISCO  
LOS ANGELES - PORTLAND - SEATTLE

### SALEMITE PLATFORM FOR 1937

1. Lecture Series.
2. New Library.
3. Scholastic Society.

The "Salemite" is presenting its platform for 1937. We are trying to get the things Salem wants and needs. If you are interested in having a lecture series, a New Library, or a scholastic society, or all three, talk them up. If you can think of anything else that Salem should have, tell us and we will add them to our platform.

It has always been the policy of this paper to publish articles written by members of the Student body who are interested in the welfare of Salem. So now is your chance to air your views on how to make Salem a better school.

### CLASS HONORS

Freshmen and new students are made aware of the possibilities of gaining athletic honors at the very beginning of the school year. But let us not forget that even greater honor can be attained scholastically. At the beginning of the second semester two lists are read and published of students who make an average of "A" minus and above and of students who make an average of "B" plus. At the end of the year college and class honors are announced. College honors are attained by those who have made exceptionally high averages for four years and class honors, by those who have made high averages during the school year.

We must not let our extra curricular activities crowd out our scholastic work. Remember that scholars have always found their place in the scheme of things.

### 32 RHODES SCHOLARS ARE CHOSEN

Swarthmore, Pa. — Twenty-seven universities and colleges, representing every section of the country, contributed the 1937 Rhodes Scholars-elect to Oxford University. In announcing the complete returns of the thirty-two scholars selected, Dr. Frank Aydelotte, president of Swarthmore college and American Secretary to the Rhodes Trustees, pointed out that the distribution was more wide-spread than in recent years, only three universities or colleges having more than one scholar-elect.

Princeton University is represented by four Scholars, nominated from Connecticut, Ohio, Texas and Missouri; Harvard by two, from North Carolina and Florida; and Swarth-

more college by two, from Virginia and Maryland. Twenty-four other colleges and universities supplied the other scholars.

The scholarships represent an annual stipend of 400 pounds sterling for two years study at Oxford University, with the option of a third year's study if their work warrants it. Founded under the will of Cecil Rhodes, the scholarships are available to thirty-two men each year.

I try to make you laugh,  
I try to make you grin,  
But all I get is a lot of gaff,  
That my jokes are very thin.

Duquense University students are going farther than putting slugs into slot machines. According to Louie, the man who collects the coins, they now insert old, broken razor blades.

## OPEN FORUM

### THE CUT SYSTEM

Educational authorities agree that one of the leading difficulties a school has is providing its students with an incentive to learn. After this incentive to work is acquired, the student will learn much more rapidly and readily. A girl in college may do her best work for different reasons.

The most ideal incentive is, of course, simply a desire for learning, a sincere wish to understand the subject. Unfortunately, the "true scholar" type is scarce, especially in girl's schools. Therefore the college must provide stimulus to work for the "average college girl."

Often an individual teacher may inspire her students to do their best work in her subject, but this incentive does not affect their work in other classes, and it is restricted to a limited group in the school.

It is acknowledged that a certain amount of freedom encourages students to do their best. A girl will do better work when she feels that she is doing it out of her own free will, rather than under compulsion.

I don't advocate just turning a girl entirely loose as soon as she enters college, but it does seem absurd, after a student has been in school one or more years, and has done continued good work, that she can not cut any subjects but twice, without routing out committees and deans. If upper-classmen in college are intelligent enough to choose their own courses and subjects, and then do well in these subjects, it is likely that they also have enough mental ability to decide for themselves when and how often they can cut a class.

College girls like to go home and go to dances and football games whenever they tire of the school routine. If a girl has an opportunity to go somewhere, and is not permitted to leave school, although she is doing good work, it usually makes her somewhat resentful of the college authorities. The chances are that she will not do the required work for the classes she must attend. Certainly she will not pay attention in class because she will be thinking of good times she is missing. Would it not be just as well for her to miss the classes? Would it not, indeed, be far better for her to cut them!

If she likes the teacher and enjoys the subject she cuts, she will make up the work she has missed promptly. If she likes neither the teacher nor the subject, required attendance at a time when she could be enjoying herself will not increase her love for either, nor stimulate loyalty to the school.

Since at Salem a student is allowed to cut any class not more than twice a semester, or three times at most, a girl cannot go off very often during the eighteen weeks or so of the semester. Many times students give up things they really want to do at the beginning of a semester because they are saving their cuts to use later. These students may lose out on fun altogether, as may the girls who take cuts for their first invitations for fear they won't get to use them all, and are then forced to give up more important week-ends later in the semester. If the students had more cuts, and more freedom concerning what classes to cut, they would not feel that it is such an absolute necessity to use all the cuts, and would learn to judge the importance of week-ends to their school life. They would also develop a sense of responsibility and a certain incentive to do better work in the classes which they have missed.

—Julia Preston.

Every year college deans pop routine question to their under-graduates: "Why did you come to college?" Traditionally the answers match the question in triteness. But last year one University of Arizona co-ed unexpectedly confided: "I came to be went with — but I ain't yet!"

Chancellor H. W. Chase of New York University reports that there were 40,549 enrollees at that institution during the 1935-1936 school year.

## AT RANDOM

### DOG AT NIGHT

At first he stirs uneasily in his sleep  
And, since the moon does not run off, unfolds  
Protesting paws. Grumbling that he must keep  
Both eyes awake, he whimpers then he scolds  
And, rising to his feet, demand to know  
The stranger's business. You who break the dark  
With insolent light, who are you? Where do you go?  
But nothing answers his indignant bark.  
The moon ignores him, walking on as though  
Dogs never were. Stiffened to fury now,  
His small hairs stand upright, his howls come fast,  
And terrible to hear is the bow-wow  
That tears the night. Stirred by the bugle-blast,  
The farmer's bitch grows active; without pause  
Summons her mastiff and the hound that lies  
Three fields away to rally the cause.  
And the next country wakes. And miles beyond  
Throats tear themselves and brassy lungs respond  
With threats, entreaties, bellowings and cries,  
Chasing the white intruder down the skies.

—Louis Untermeyer.

### FEAR

When I was a boy at school  
I was a coward and a fool  
And fool and coward I have stayed  
All these years; I was afraid  
Of pain and scornful boys; and then  
Afraid of ridicule and men;  
Afraid of drawing vital breath;  
And I shall be afraid of Death.

—Julian Huxley.

## AMAZE A MINUTE SCIENTIFACTS ~ BY ARNOLD

**RUSSIAN AUTOMOBILES—**  
EUROPE'S LARGEST AUTO-MOBILE PLANT IS NOW THAT AT MAXIM GORKI, ON THE OKA RIVER, RUSSIA.

**METEOR CRATER AGE—**  
ARIZONA'S FAMOUS GREAT METEOR CRATER IS NOW FOUND TO BE OVER 50,000 YEARS OLD, INSTEAD OF ORIGINAL 2,000 ESTIMATE.

**FINDING STORMS—**  
THUNDERSTORMS CAN NOW BE IMMEDIATELY LOCATED BY RADIO AND OSCILLOGRAPH.

Atlantic City, N. J.—(ACP)—If it were not for family nagging, most college students would drop out of school at the end of two years and go to work.

That is the conclusion of Dr. Robert J. Trevor, president of Centenary Collegiate Institute. Dr. Trevor told the convention of the Middle States Association of Colleges and Secondary Schools that "if you take away the family urging, the pride and other factors urging the boy or girl to go on, the great majority are satisfied after two years. "Out of seven freshmen in the average American college only two graduate," he declared. "And you cannot say that they are bad students, or dumb; it is simply that their intellectual interests are satisfied."

"It is better," he continued, "to have a two-year junior college course from which they can graduate and go home proudly than have them leave school in the middle of a four year course."

### TEASERS

1. Why are teeth like verbs?
2. What language should a linguist study last?
3. What is the best thing to put into pies?
4. Why is Sunday the strongest day in the week?
5. Why is a Ford like a fishworm?

### ANSWERS

1. Because they are regular, irregular, and defective.
2. Finnish.
3. Your teeth.
4. Because the others are week days.
5. Because it is always first out after a rain.

Teacher, discussing the Merchant of Venice: "Can anyone tell me what a doublet is?"

Pat (feeling very bright): "Oh, I can — twins!"  
—The Sunnyside.