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A DIXIE CUP'S CODE

There are "do's" and "dnt's" for me, the Dixie Cup, during examinations. I may loom into a student's mind, use all of my refreshing appeal and allure, and may even, according to the honor system, entice her from her blue books and across to the drug store. Then my "dnt's" begin. I must not keep her sipping "dopes," shaking ice, biting my waxy edges, and tearing me into shreds while precious exam time is slipping. If I do, the unfortunate student will find herself asking for more time on her examination. Her only excuse will be, "I wasted my time on dixie cups." If I am a considerate cup, I certainly shall never enter the examination room. There I might rattle or spill while someone is concentrating or keep my owner from doing her best work. You students are my great influences. Please help me be good. —F. J.

NIGHT BEFORE REVIEWERS

Lights in the wee sma' hours . . . yawns . . . heavy eyelids . . . tired, tired eyes . . . ponderous notebooks . . . alarm clocks set for 5:00 A. M. . . cold grey dawn . . . foggy brain . . . aching head . . . black coffee . . . aspirin . . . Exam! Is this a little sketch of your condition the night before your most difficult exam? It certainly will be if you leave all of your reviewing until the night before. To receive that important grade is not the primary purpose of examination. It is important for a student to have a "bird's eye" view of the material covered before he passes on to more advanced courses. Relationships must be seen. The student must realize that the hours spent in reviewing a course are more important, as far as real benefit to him is concerned, than the three hours in which he records his impressions of the course for the teacher's benefit. Reviewing should be done slowly. You cannot possibly derive any lasting benefit from drumming the essentials of Spanish grammar into your head for ten hours of the weary night before the exam. If you have an A on the exam, of course, it is still an A; but speaking in sensible terms: How about the Spanish novels you will read next year, in a course which will be based on this year's grammar course. To see the unity of a course, to fully appreciate a course day-by-day application and thorough, systematic review are necessary. Wouldn't it be nice to have that appreciation and understanding the night before the exam. —A. H.

AT RANDOM

THIS FOND INTENTION

This fond intention was a seed Lightly cast, but deep in loam Working through darkness for our need Toward what we yet may carry home . . .

The fields are black. We scan the air And hear the accusing crows that fly Where the stiff ground would crack the share, As pale sun struggles in the sky.

Our nostrils take the acrid smoke And withering winter's smell of frost, And yet — as though a season spoke Deep in my heart — it is not lost!

It will not bring the spring we sought, As this is not the time foretold By mad emotion and rapt thought, This autumn perished of its gold.

Between us stands a wall of stone, While our eyes dazzle with our tears — Yet know with me that what was sown Works in the earth for all our years.

It does not seem — ! (Yet take my hand.) It will not — ! (Deeply draw your breath.) This is but landscape — not the land That never has acknowledged death.

— William Rose Benet.

MUSIC STUDENTS GO TO KERNERSVILLE

Several students in the Music Department are going to Kernersville tonight to give a program at the High School.

The program is as follows:

- Wandering Schubert Kathryn Swain Canzonetta, from Violin Concerto Tschaikowsky

- Tambourin Gossier Christine Dunn Visions Sjobery Frances Watlington The Blue Swan Mueller Dance of the Romaika Ware A Bird Flew Clokey The Dairymaids La Forge Trio: Kathryn Swain Margaret Welfare Ann Nisbet

THE HONOR SYSTEM

Salem College is one of the few schools in the state whose student government is based on the honor system. This system naturally must assume many things. First, it assumes that student honor is a matter of personal conscience and that rules and external punishment are not necessary for discipline. Next, it assumes that each student has a sense of honor and is able to discriminate between what is right and what is wrong. Last, it assumes that each student has enough self-respect and strength of will to do what she knows is honorable, even though she has the opportunity or the desire to do otherwise.

Because of the kind of system that it is, the success of it depends, not upon the efficiency of student government rules, but upon the efficiency of each personal sense of honor and each will power or conscience of the students who attend Salem. This means that the honor system is a very scattered force, whose strength lies in the individuals themselves.

There are many lapses from such a standard, of course. There would be such in any system of government. But many of these lapses are due to one fact — that students come to Salem with an impaired sense of honor. In the high school which they attended previously, petty cheating perhaps was accepted or even done by a group of students together, the person getting by with the most being considered the cleverest. If such is the case, this student will find a definite need at Salem of changing her standards to conform with the rigid sense of honor upheld here.

The approaching exam period calls for an emphasis of the ideals built up by the honor system. It is useless to say to students — you must do this, or you must not do that. A person either has a sense of honor, or she does not, usually depending a great deal upon her early training. The only thing that can be done to enforce such a system as we have, is to make clear to the student what the Salem standard of honesty is, and hope that the student will have honor enough herself to conform to this standard. —H. Mc. A.

HISTORY OF THE MUSEUM

The museum of the Wachovia Historical Society had its birth in an old wooden cupboard on the upper floor of the Brothers' House in Salem. When the Young Men's Missionary Society was organized in 1845, the members began to collect various curiosities and keep them in the cupboard in the meeting hall. This collection, augmented by gifts from missionaries and local friends, grew rapidly.

The first exhibits consisted chiefly of tropical shells, birds, and stuffed reptiles. In 1848, J. A. Friebeis a missionary to the Island of Jamaica, presented the museum with three little Hindu idols, two Chinese tea chests, and a Chinese writing desk — all of which are now on display in the museum. In the same year a room where the curiosities could be displayed was rented on Mr. Teve's premises.

In 1849 two important events took place. The legislature granted the "Young Men's Museum Association of Salem" an act of incorporation whereby they were able to charge twenty-five cents admittance to the museum. Later in the same year a museum building, the two-story frame building south of the Brothers' house, was completed; and the collection of exhibits was moved into the new quarters. The debt on this new museum building was not entirely cleared until 1852.

In 1856 the authorities of the town of Salem wanted the museum to be "delivered into their hands for local purposes," so the contents were moved to the Boy's School and stored there until a new museum building was completed in 1859. During these three years the collection was inaccessible to visitors but it continued to be enriched by generous gifts.

By 1860 the new building was open to the public. During the tragic years that followed, the affairs of the Society were at a standstill. Many members were absent and those were killed while fighting for the confederacy. In 1867, after five years, a group of young men assembled to reorganize the almost defunct Young Men's Missionary Society. During this period of unavoidable neglect the museum building was so damp that floors rotted and exhibits decayed, causing a real loss of birds, bugs, and other perishable specimens.

In 1873 the museum was reduced to one-half its original size, the other half being used by the Salem Reading Club.

For the next few years conditions did not improve. In 1881 the Missionary Society was combined with the Young Men's Christian Union. The museum suffered by this step because the combined organization organizations seemed to take no further interest in the collection of exhibits.

A year or two later Mr. James Lineback organized a group of boys into the "Looking-Up-Club," the purpose of which was to collect curiosities for the museum and take care of the exhibits. Although this club existed only five years, Mr. Lineback, his brother, and several boys continued to look after the museum.

Several attempts were made to revive the Young Men's Missionary Society, but without much success. Finally, in 1895, the Wachovia Historical Society was founded. This society took over what remained of the museum and in 1897 placed the collection in the Boys' School, where it remained for forty years until it completely outgrew its quarters.

In the spring of 1928 suggestions were offered and funds solicited for the erection of a new museum building, but eight years passed before a grant from the government and contributions from friends made possible the building of a stately new Hall of History on the lot adjoining the museum building.

At last, after nearly a century of adventures and vicissitudes the museum has gained suitable background and adequate shelter to do justice to its notable collection of treasures of history. (This information comes from "A Brief History of the Museum of the Wachovia Historical Society" prepared by Esther Pinnix in collaboration with Mr. W. J. Hall.)