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THE WOMEN AT WAR

The Administration of Salem College takes opportunity at this time to point out some of the fallacies in reasoning with reference to women in the war effort as well as to define somewhat more clearly if possible the place of the college and of college training in general as it relates to the great world struggle.

There is an insidious rumor abroad to the effect that a student in college is contributing little or nothing to the war effort. It is said by students—and too often by the public—that what we must do is either (1) to turn our colleges into vocational schools and technological training centers or (2) to turn over complete facilities to armed forces and thereby remove our regular educational setup or (3) to urge all people now in college to quit their present study and to enter at once upon work in war industries or to enlist in the WAVES, WAACS, et cetera. These suggestions ignore two major considerations: (1) the need, present and near future, for trained personnel in war work, as well as the fact that branches of the armed service are asking primarily for college graduates and (2) the post-war world.

"If society and the world no longer need the product which institutions of higher learning are supplying, it is time for them to close their doors permanently. However, the shortage of doctors, teachers, dentists, chemists, and other professional workers clearly indicates an expanded need. Already some public schools have closed because of the teacher shortage. With the decline in teacher-training enrollments the shortage will be acute. The lack of enough doctors makes many communities possible prey for the ravages of wartime epidemics. The shortage of engineers, social workers, architects, social scientists, and other types of professional persons will produce more problems. Is it not the part of wisdom, perhaps even survival, to keep the supply

of brains at least up to the minimum requirements which can be seen? . . .

Students who, because of intense patriotism, leave college now with their technical or professional training uncompleted, fail to understand the fact that they will be of much greater service to their country if they have the patience and the fortitude to continue and to complete those studies. Flag-waving patriotism, which ignores the value of the thoroughly trained mind, is no patriotism. Students in the sciences and professions have left colleges because of their lack of understanding of this matter and have enlisted in the armed forces believing that thereby they would be contributing immediately and effectively. The Government's answer to this line of action has been the refusal to accept enlistees for the duration. All students are expected by the government to remain where they are until they are called to do the type of work for which the Government considers them best fitted.

War hysteria, too frequent in our present, ignores the fact that there will be a post-war world and that such a world will demand the thoroughly trained mind and heart which is achieved only by the discipline of collegiate education. As President Roosevelt has well said, it is possible that we can win the war and have nothing to which we can come back. By "winning the peace" our President would seem to indicate that we as Americans should be prepared to take over the tremendous responsibilities which will be ours, God willing, in the near future.

"Winning the war is now the sole imperative. But we may seem to win it and yet lose it in fact unless the people everywhere are prepared for a peace worthy of the sacrifices of war . . . Education, world-wide education, especially liberal education, must provide the final answer. Colleges can render a fundamental service to the cause of

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DEHYDRATED NEWS REVIEW

After a year of war the navy issued a statement of the actual damage done in the Pearl Harbor attack of December 7, 1941. The Japanese sunk or damaged every battleship and most of the aircraft in the Hawaiian area. There were present eight battleships, seven cruisers, 28 destroyers and five submarines. Killed or wounded members of our armed forces totaled about 4,600.

A bill has been passed that men registered in the draft can no longer volunteer into preferred services.

War workers have been frozen and can no longer move from job to job.

R. A. F. bombers are attacking Turin, a huge northern Italy industrial center.

A large part of the French fleet and French merchant marine has joined the United Cause.

Word came this morning that all civilian traveling will be cancelled between the fifteenth of Dec. and the fifteenth of January.

RUSSIAN FRONT—

Cold weather is affecting the Germans. The Germans stiffened their forces but the Russians continued their advance west of Rzher, where many Germans were killed.

PACIFIC FRONT—

Allies now occupy all of Gona and are marching towards Buna, in the New Guinea battle.

AFRICAN FRONT—

Pierre Boisson, governor general of French West Africa, came to an agreement with Eisenhower, allied commander in chief. Agreement turns Dakar over to Allies for use as operating base.

Allies have been keeping axis columns in Tebourba area of Tunisia under continual artillery bombardment.

PSYCHOLOGISTS LOOK AT LIFE

Three sound films were shown for the psychology students Wednesday night. The first was "The Nervous System"—a detail picture of the organization and function of a person's nervous system. How the sudden reflex actions of a person take place and how a person responds to feeling and sound were illustrated by specific examples. A human being's nervous system was compared with that of an animal in that the organization of the two is similar. "A Thirty-Six Weeks' Day," the second film, followed the active day of a thirty-six weeks old baby from his rising in the morning until he is tucked in at night. The little fellow is shown spending quite an active day—he bathes, enjoying the splashing; he eats, attempting to feed himself; and he plays, experiencing for the first time the desire to creep.

The third film shown was "Teaching With Sound Film." This demonstrated how to plan the showing of a movie, how to introduce it to a class, and how to present it. Illustrations were shown of films used on classes for direct teaching, developing interest of the pupils, and reviewing previous lessons.

The dynamic quality of using sound films in our modern education was brought out in this last film, for it was shown that seeing a picture of a discussed subject leaves a much clearer impression in a person's mind.

CHORAL ENSEMBLE MAKE PLANS TO HELP UNCLE AND HAVE FUN

MUSIC STUDENTS KNOCK 'EM COLD

Outside the rain was falling, but inside the lights were burning brightly while everyone awaited the opening of the first formal evening recital in Memorial Hall on Monday evening. The program proved to be a great success and it was well worth the trouble of getting there. The program opened with the brilliant "Finale" from Haydn's "Quartet" in G Major, played by Hazel Horton Read, Elizabeth Swinson, Eloise Hege, Eugenia Shore. We thoroughly enjoyed this number and we congratulate the quartet on such a splendid performance. Norma Rhoades, dressed in pale blue, looked just as beautiful as she sang "Rugliadose, Odorse," by Scarlatti. Aline Shamel, along with her pleasing stage personality, wore a most striking dress of black velvet and white lace. Lacy Lewis provided a male inter-

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MOTHER STRONG DOES IT ANEW

Mrs. Henry Alvah ("Mother") Strong received praise from Louise P. Latimer in the "Library Journal," in November for her gift to the Washington Library Fund for Handicapped Children. Mrs. Latimer, both lavish and sincere in her praise, said:

" . . . We have had dreams that someone would some day endow, as a memorial to a child, a division for serving these handicapped children. Or we have hoped to get enough money to experiment in such service and to demonstrate to appropriating bodies the need and the proved value of such service. We knew that the cause was worthy, but how to present the need convincingly has been the problem.

"But the light has at last dawned for the handicapped in Washington. In September, the library received a substantial gift for a three-year experiment from Mrs. Henry Alvah Strong, one of the best friends Washington has ever had. This wise philanthropist has not confined her gifts to this city. Under her name in "Who's Who" is a long list of her benefactions in all parts of this country and in other countries. But "Who's Who" does not tell the story of worthy causes strengthened and promising individuals aided. . . "

Know Your Library— Know Your World

For those who want to know their world, a war information center has been set up in the lobby of the library. Books, pamphlets, government documents, newspaper clippings, and posters pertaining to the war have been collected and arranged to give the readers a quick survey of the library holdings on such pertinent topics:

- Background of the War.
- What We Are Fighting For.
- What We Are Fighting Against.
- Understanding Our Allies.
- Knowing Our Enemies.
- Economics of Total War.
- Postwar Planning.
- Role of the Civilian.

The collection is naturally somewhat limited as yet, but items are being added daily to make the collection more complete. Plans are also underway to collect and put out all the material pertaining to the social and economic issues to be faced by America At War.

Record Proceeds Go To Boys In Service

Amid the hustle and bustle of packing, studying for those last exams, and dreaming of a "White Christmas," each and every Salemite will take time out Saturday night, December 12, to attend the Annual Christmas Concert in Memorial Hall given by the Salem College Choral Ensemble, Glee Club and Trio.

The Salem College School of Music and the Defense Committee have decided that the admission will be an old record or the price of a new one. The proceeds will be devoted to the supplying of music materials for service men: a project of the Federation of Music Clubs.

For weeks, Mrs. Starr and Mr. Bair have been furiously rehearsing. The Old Chapel and Room 100 have resounded with the enthusiastic cries of "Noel!" Preparations for an entertaining program have been made and it is as follows:

"The Star Spangled Banner," Dr. Charles G. Vardell at the organ, Miss Kathryn Swain, reading.

Two Motets for S. S. A. A.— "Ave Regina Coelorum" and Pueri Hebraeorum" (Palestrina, 1525-94).

"Marienlied," Johann Eccard, (1553-1611).

Two Motets for S. S. A. A.— "Cor Meum," (My heart panteth, my strength faileth me: as for the light of mine eyes, it also is gone from me—Psalm XXXVIII, verse 10.)

"Tu ex surgens," (Thou shalt arise, and have mercy upon Zion; for the time to favor her, yes, the set time, is come—Psalm CII, verse 13.)

The Choral Ensemble—Hazel Newman at the harp.

"Ave Maria," Holst.

The Choral Ensemble, "How Far Is It to Bethlehem," Donovan.

The Salem Trio.

Jane Frazier, Junta Miller and Frances Sullivan.

Margery Craig at the organ.

"Scena," (The Vision), Clokey. Ella Lou Taylor, Contralto.

Mary Frances Cash at the organ.

"A Joyous Christmas Song," Gacvert (Arr. by Dickinson).

"Oh Holy Night," Adam.

Mildred Transou, soloist.

"Deck the Halls with Boughs of Holly," Traditional Welsh.

The Salem College Glee Club.

"Carol Sing," (Mrs. Starr).

"The Shepherd's Song," Dickinson.

Salem College Choral Ensemble

Marian Gary, soloist.

Margery Craig at the organ.

Academy Winds Up Lavish Production

The annual Christmas pageant presented by the students of Salem Academy has been scheduled this year for Monday, Dec. 14th, at 5 o'clock in the auditorium of the Mary Patterson Building. This is Salem Academy's contribution to this community's enjoyment of the Christmas season, and the public is cordially invited to attend—particularly members of the Salem College faculty and student body.

Miss Florence Stevenson of Brooklyn, N. Y., is directing the program in which Christmas carols and songs will be featured. Miss Stevenson has had a great deal of experience in choral work and it is expected that the musical portion of the performance will be especially lovely.

Every Salem Academy student will in some way participate in the Monday production, being either in the actual cast or serving on one of several technical committees (the stage sets, lighting, costumes, etc., are being done by the students themselves).

Santa, Let's Go!

Come all out for Christmas! Bring out your formals and Christmas dispositions down to Corrin Hall at 6:15 Saturday night for a Christmas banquet.

In the center of the dining hall there will be a long table for the guests—the Seniors, Mr. and Mrs. Weinland, Mrs. Rondthaler, and Mother Strong — and the hostesses — the four Junior officers. The program is a secret, but singing Christmas carols will be the main theme. As a tradition of Salem Jingle Bells will be sung at the end of the banquet.

WHAT, WHEN, WHERE

- WHAT: Christmas Party
- WHEN: Saturday, 6:15 p. m.
- WHERE: Corrin Hall
- WHAT: Choral Concert
- WHEN: Saturday night
- WHERE: Memorial Hall
- WHAT: Senior Vespers
- WHEN: Sunday, 7:00 p. m.
- WHERE: Memorial Hall
- WHAT: Senior Carolling
- WHEN: Monday night
- WHERE:
- WHAT: Academy Pageant
- WHEN: Monday, 5:00 p. m.
- WHERE: Academy Auditorium.
- WHAT: Vacation begins
- WHEN: Tuesday, 4:00 p. m.
- WHERE: Salem College
- WHAT: Vacation ends
- WHEN: Tuesday, Jan. 5, 9:25 a.m.
- WHERE: Salem College

BANQUET HONORS HOCKEY PLAYERS

Salem's annual hockey banquet was held in the main dining hall on Monday at 6:15 P. M.

A long table was placed in the middle of the room for the members of the class teams. The table was attractively decorated with green branches and hockey sticks wrapped in the various class colors.

The program began with a word of welcome from Coco McKenzie, athletic manager. The program was then turned over to Martha Sauvain, hockey manager. The entire student body stood and sang "Stand Up and Cheer," the school's athletic song. Joy Flanagan gave a toast to the victorious seniors and Ceil Nuchols responded.

Miss Averill, athletic director, presented the hockey trophy to senior captain, Ceil Nuchols, who accepted it in behalf of her team.

The highlight of the evening was the presentation of silver hockey pins to the eleven girls who were chosen for the varsity team. The varsity players were: Ceil Nuchols, center forward; Elizabeth McLendon, left inner; Betty Vanderbilt, right inner; Edith Stovall, left wing; Julia Smith, right wing; Polly Starbuck, center halfback; Joy Flanagan, right halfback; Neil Griffin, left halfback; Mildred Avera, right fullback; Margaret Leinback, left fullback; and Sara Henry, goalie. The corresponding players who made subvarsity were: Sands, McKenzie, Carrig, Butner, Bowen, Sauvain, Krites, Whittier, Craig, Stack and Sewall.

Athletic letters were presented to Barbara Whittier and Mary Lib Rand for the accumulation of the required number of points.

The banquet ended with the singing of Salem's Alma Mater.