



By Sybel Haskins and Winkie Harris

'Twas a couple of days before Christmas vacation and all through Sister's not a creature was stirring except the cockroaches, so Activitus decided that this was the time to take stock. She went to her secret hiding place under the fourth floorboard in her room and drew out the money. As she counted, she thought of all that had gone into saving it. No movies for two months, no cokes, no hot dogs, no "Y" store candy, not even cigarettes! She had even given up going to the Christmas dance so she could save enough to get Theodore Henry the precious gold-plated finger nail file that she knew he would love to have.

Suddenly the shout "House Meeting right now!" echoed through the walls. Acti hurriedly hid her precious savings, grabbed her knitting and ran to the smoke house.

The house president began the meeting. "Girls we've got to decorate the smoke house for Christmas. Everybody has to donate toward this." Acti felt a glow of happiness in thinking that she was to have a part in donating to making the smokehouse look attractive for Christmas.

"We want everyone to give five dollars, but you can give less if you feel that is too much, but no one can give less than \$4.50. Now you must realize that this isn't too much with which to buy decorations. The smoke house will be fixed up for the dance and we want to see it looking nice for our dates." Activitus thought to herself, "what date?"

The house president had not finished. "I also want to remind you about the presents and party for the orphans." Acti then realized she had forgotten about the orphans and she had saved no money for that purpose. She decided that Theodore Henry's nail file would have to be a little cheaper variety than she had anticipated.

Another voice piped up, "I want to remind everybody of the concert Friday night. We want everybody to buy a ticket. Three of us in the dorm are going to have solos! Tickets are two dollars apiece!" Acti saw with a sinking sensation that it was her roommate speaking. She would have to go to the concert if her roommate was to have a solo. She began calculating what was going to be left of her little hoard and the nail file seemed to get smaller and smaller.

In the distance she heard, "And I'm selling the tickets for the Christmas party. They're only \$1.50. We had to raise the price a little because we're so short of funds."

"They think THEY need money," thought Acti, "but ye gods, I'll have to go 'cause Lulu-belle has the lead as Santa Claus!"

"I want to remind everybody that the United Daughters of Salem Alumnae club dues have to be in before Christmas. Just \$2.35!" came another irritating voice.

Through her daze of woeful sighs, Acti heard the word "Free."

She leaped up. "What's free. What's free?"

"You can get a Free chest X-ray at the health clinic. But you also have to buy three hundred t. b. seals at a penny a piece." Acti did some rapid arithmetic on paper and realized that this meant \$3.00 less on Theodore Henry's present.

"This is too much thought Acti. I'm not even going to have enough left to buy a miniature nail file for T. H." She started to raise her voice in protest when the house meeting was adjourned and in an instant the smoke house was empty.

Wearily she started upstairs. "Well maybe the bookstore has a gorgeous Christmas card for a quarter. I can borrow a penny for the tax. After all it's the thought that counts not the actual gift, and I know Theodore will understand."

**Notice**

Publication of the **Salemite** will be suspended during Christmas holidays. The next issue will appear on January 13, 1950.

**Christmas Gift**

Friday, January 20  
9 A. M.

|                |        |
|----------------|--------|
| Chemistry 103  | R. 200 |
| Education 220A | R. 102 |
| Education 220B | R. 103 |
| English 1A     | R. 4   |
| English 1B     | R. 24  |
| English 1C     | R. 1   |
| English 1D     | R. 8   |
| *English 1E    | R. 20  |
| Home Econ. 102 | Lab.   |
| Music 323      | Studio |
| Sociology 210  | R. 26  |
| *English 1F    | R. 29  |

2 P. M.

|                 |        |
|-----------------|--------|
| Chemistry 209   | R. 200 |
| English 390     | R. 1   |
| History 390     | R. 20  |
| Psychology 101A | R. 4   |
| Psychology 101B | R. 8   |

Saturday, January 21  
9 A. M.

|                 |            |
|-----------------|------------|
| Biology 103     | R. 200     |
| Choral Ensemble | Old Chapel |
| Education 390   | R. 8       |
| History 227     | R. 29      |
| Home Econ. 303  | Lab.       |
| Hygiene 10      | R. 1       |
| Latin 1         | R. 4       |

2 P. M.

|                 |        |
|-----------------|--------|
| Economics 101A  | R. 1   |
| Economics 101B  | R. 1   |
| German 3        | R. 4   |
| History 103A    | R. 20  |
| History 103B    | R. 29  |
| Music 321       | Studio |
| Phys. Educ. 220 | R. 24  |
| Religion 205    | R. 26  |

Monday, January 23  
9 A. M.

|                 |        |
|-----------------|--------|
| Biology 1A      | R. 1   |
| Biology 1B      | R. 8   |
| Mathematics 390 | R. 26  |
| Music 101       | R. 100 |
| Music 221       | Studio |
| Music 303       | Studio |
| Philosophy 201  | R. 29  |
| Sociology 201   | R. 20  |
| Latin 101       | R. 4   |

2 P. M.

|               |        |
|---------------|--------|
| Chemistry 101 | R. 200 |
| English 103A  | R. 20  |
| English 103B  | R. 1   |
| English 103C  | R. 8   |
| English 275   | R. 4   |
| Geography 201 | R. 24  |
| History 223   | R. 22  |
| Math. 205     | R. 26  |
| Music 207     | R. 100 |
| Music 305     | R. 101 |

Tuesday, January 24  
9 A. M.

|               |       |
|---------------|-------|
| French 1A     | R. 1  |
| French 1B     | R. 8  |
| German 1      | R. 4  |
| History 201   | R. 20 |
| Italian 1     | R. 22 |
| Spanish 1A    | R. 24 |
| Spanish 1B    | R. 26 |
| Sociology 390 | R. 29 |

2 P. M.

|                |        |
|----------------|--------|
| French 3A      | R. 24  |
| French 3B      | R. 20  |
| French 103     | R. 22  |
| Home Econ. 301 | Lab.   |
| Math. 208      | R. 26  |
| Music 203      | R. 100 |
| Sociology 203  | R. 29  |
| Spanish 3A     | R. 1   |
| Spanish 3B     | R. 8   |

Wednesday, January 25  
9 A. M.

|                |        |
|----------------|--------|
| Chemistry 1A   | R. 200 |
| Chemistry 1B   | R. 200 |
| English 111    | R. 29  |
| English 281    | R. 1   |
| Home Econ. 207 | Lab.   |
| Math. 103      | R. 26  |
| Music 1        | R. 100 |
| Music 215      | Studio |
| Music 234      | R. 101 |
| Spanish 103    | R. 24  |
| Spanish 281    | R. 22  |

2 P. M.

|                |        |
|----------------|--------|
| English 231    | R. 1   |
| Home Econ. 105 | Lab.   |
| Latin 3        | R. 4   |
| Music 227      | R. 100 |
| Music 251      | Studio |
| Psychology 205 | R. 8   |
| Religion 103A  | R. 20  |
| Religion 103B  | R. 29  |

Thursday, January 26  
9 A. M.

|                |        |
|----------------|--------|
| Biology 105    | R. 200 |
| History 209    | R. 20  |
| Home Econ. 201 | Lab.   |
| Music 1A       | R. 26  |
| Math. 1B       | R. 24  |
| Math. 1C       | R. 29  |
| Music 205      | R. 100 |

2 P. M.

|             |        |
|-------------|--------|
| Art 100     | R. 131 |
| French 251  | R. 22  |
| History 211 | R. 29  |
| Latin 7     | R. 8   |
| Music 110   | R. 101 |
| Music 211   | R. 100 |

Friday, January 27  
9 A. M.

|               |        |
|---------------|--------|
| Art 101       | R. 131 |
| Biology 301   | R. 200 |
| Education 210 | R. 102 |
| English 201   | R. 1   |
| Music 213     | Studio |

To be arranged:

Instrumental Ensemble  
Music 231

The exam schedule is tentative. Any student who has conflicts in her schedule should report it immediately to Miss Simpson in the Recorder's office.

**Marilyn Says Mozart Club's Messiah Lacks Musicianship**

by Marilyn Kind

Regulation Christmas performances of the Messiah rarely do the oratorio justice: the Mozart Club's presentation at the Centenary Methodist Church last Sunday afternoon was no exception. Because "The Messiah is not all Hallelujah," attempts at making the force of three hundred throats do what only artistic skill and perception can do must fail. And, for the most part, where subtlety and delicacy were the question, Sunday's rendition did fail.

The chorus lumbered through "The Glory of the Lord" in an accurate but somewhat uncouth fashion. "He Shall Purify" was also more accurate than not, but sounded stodgy. The explosive points Wonderful and Councillor in "For unto us a Child is Born" did not explode. And throughout, the soprano section was weak. When, however, the chorus came to "His Yoke is Easy" it was sung with a

sensitivity and understanding which, until then, it seemed totally incapable of.

The soloists, Lydia Summers, contralto, Edward Kane, tenor, and Wilson Angel, bass, seemed to me scarcely competent. Mr. Angel's "Thus Saith the Lord" was dragged, and robbed of all its thunder. The "O Thou That Tellest Good Tidings of Zion" of Miss Summers was as vapid and flat as a note-correct execution of the air could be.

The redeeming light was Barbara Troxell, whose voice and musicianship compensated for the discrepancies of chorus and soloists. Her "Come Unto Him, All Ye That Labor" was done with intellect and artistry, on a plane of surging novel for the afternoon.

I honestly doubt that this performance received the thorough rehearsing and serious exhaustive study that "The Messiah" demands and deserves.

**Progressive Education**

Are there any school officials who think that the average educational system is the best, or even the best under the circumstances? I dare say there isn't. But these same officials seemed to stop trying to make important changes about a hundred years ago. There are a good many so-called experiments in education, but they are resisted at every turn. These experiments, it is true, sometimes go to every extreme. For instance, about 1937, Stringfellow Barr became president of St. John's College in Annapolis. He wanted to set education back about five hundred years. But even that could be progressive. If something in the past is better than what we have in the present, then it is progressive to go back in time to pick it up and start again. Barr introduced a four year curriculum which taught the "100 Great Books." All of the books were required for all the students. There were no electives. The list of books began with several Greek classics and went on to include the best that has been written up to the twentieth century. Books by Russell and Freud were the most recent to make the list which includes only four American works. Barr doubted the value of using books about books as textbooks instead of using the original works themselves. He believed that the greatest minds of all history should be, through their written works, the real 'teacher' in a classroom.

Now, is the Barr system a good system? Personally, I would like to spend four years studying the great works of literature—or study them from now on. But—if everyone decided to do that it wouldn't be long until people would be living in caves (with libraries yet) and throwing stones at rabbits in order to get something to eat. Someone has to do the business of the world. The rest is luxury. "Everyone should learn a trade," is the advice that Dr. Anscombe gave recently. That's good advice. Why do so many scholars think that it is beneath their dignity to know something useful.

So let's say that it is a good idea to have colleges like that—'because people who like that kind of college will find that that is just the kind of college they like,' but there are apt to be rather few of them. It is interesting to note that Barr left St. John's after a few years and tried his experiment in New England—and failed completely.

Nearer at hand, and somewhat less revolutionary, there are many things that could be done to improve the systems that are now used. I know of only one teacher who planned his courses ahead of time in order to give his students an outline of what was expected of them during the year. And that teacher is no longer at Salem. In most courses the only real necessity for going to class is to find out what the next lesson is and what kind of homework is to be handed in. In such classes there is no reason why unlimited cuts shouldn't be allowed. But for that matter, unlimited cuts should be allowed in all cases. With no outline a student feels as if it is to his disadvantage to study ahead. He has only so much time to spend on any particular lesson, and under the present system of grading it is disastrous to spend time on something that won't be required on a test. Courses with no outline discourage real scholarship. The present testing system discourages real scholarship.

There is really no need to say again that education should be made interesting. Why try to cram knowledge into the heads of students who don't want it? After all, there isn't too much of college that is of life and death importance. It should be made possible and pleasant for the zealous and superior student to go ahead with his work. The same should be made available to those who go to school for reasons other than to study, but there should be no great anxiety over them if they do not take advantage of their opportunity.

Norman Jarrard

**The Salemite**



Published every Friday of the College year by the Student body of Salem College

Downtown Office—304-306 South Main Street  
Printed by the Sun Printing Company

Subscription Price—\$2.75 a year