

### Taxation . . . Without Elucidation

Dogs have their fleas and men have their taxes. And as one great man surmised: Two things are certain on this earth—death and taxes. The recent announcement from the Forsyth County Taxation Dept. has sent Salemite's tempers and questions on the run.

In essence, the interpretation of the Personal Property Tax law as it pertains to Salem College students is this: We, as students on campus, have certain items of personal property which, under law, should be listed either by us or by our parents.

Mr. Perry, Tax Supervisor of Forsyth County explained it to Don Britt: "People, such as parents, tend to forget to list some luxury items that their children have at college. These items must be listed and taxed—and in the recent years, they have been overlooked." This announcement to the college and academy students is made to insure the listing of such items.

The immediate question brought to the students' minds were centered on the problem of knowing the worth of certain items they possessed. Few of us are sure of the trade-in value of our radios or cameras. We would guess that the watch we own is worth more than \$10.00, but does a jeweler? Why should we list a car which isn't even in our names, when our parents have already paid taxes on it? Why should a girl who isn't old enough to vote have to pay tax on her typewriter? Isn't this taxation without representation?

Howls were heard from Biting Dorm. After succeeding in getting an engagement ring, it seemed unfair to have to pay tax on it! Miss Covington quickly came to the rescue with her definition that an engagement ring is only loaned to the girl. It is not her property until she succeeded in getting a wedding ring too! (This information may prove worthwhile or fatal.)

The solution, I feel, is simply to decide to list your personal property items in your own county the next time you go home. No listing is required here if your property is being listed by your parents. The problem really does not look as large as we first imagined. Had the law required us to list our items in Forsyth County, then we would have had more reason to be quizzical. One fact that should linger with us is that we, at Salem College, have finally become aware of that which will face us when we graduate.

We are the future as citizens of a community and nation. Many benefits will be ours as members of this nation—can we see through the duties and regulations to those blessings?

Bebe Boyd

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## Around The Square

By Jo Smitherman

The I. R. S. decision against the wearing of Bermuda shorts in the library caused more disturbance than the suggestive article in a Winston-Salem newspaper and a newscast over WAIR. A Raleigh Times newshawk incorporated the Salem incident rather unfairly in a feature article on the well-dressed appearance of college girls in the Raleigh area.

According to Miriam Quarles, whose mother clipped the article and sent it to Salem, the mention of Salem left the impression to all who read it that we had been wearing Bermuda shorts without restraint until the action of the I. R. S. brought "a screeching halt" to the practice.

The article consisted of quotes from Peace, Meredith, and Saint Marys' girls who said, in effect, that "I wouldn't be caught dead wearing Bermudas in town!" And there was a picture of two fully-dressed (fur-coated, high-heeled, et cetera) Peace girls.

Well! Miss Kirkland, judiciously guarding the Salem girl's reputation, informed the reporter via letter that: "The statement that 'the wearing of Bermuda shorts off campus and in the school library came to a screeching halt' is completely in error—it has never even had a screeching beginning."

Within the bounds of tact, but not with kid gloves, Miss Kirkland further clarified the action of the I. R. S. and the traditional Salem policy regarding such matters.

The Times article was entitled: "Shorts? . . . Heavens No—Not At Our Schools!" A commendation is due our Public Relations director for attempting to make it known that this, generally speaking, is the sentiment of Salem girls, too.

\* \* \*

Miss Essie happened into the Salemite office the other afternoon and wanted me to assure the girls on the third floor of Biting that she was attempting to get some

heat to them. "Nobody can't work when they're cold," Miss Essie reasoned. After a near-zero post-Christmas week, nobody would disagree with that bit of wisdom.

Snatches. Newspaper man Chester Davis (who summarized 1955 in chapel last week) must really be as vehemently concerned about the traffic problem as he seemed. The Sunday newspaper featured a full-page spread by the little man on why North Carolina put a stop to Ed Scheidt's putting a stop to traffic accidents. I'm convinced they're both right . . . Despite the irony of it, the faculty's feeds during exam period are as enjoyable as traditional (Miss Byrd's party for Sisters, Mrs. Heidbreder's breakfast for Strong girls, Miss Covington's pancakes-and-coffee for economics students, and the deans' Reading Day tea for everybody) . . . It is exciting that Dr. Hixson has recently been empaneled for jury duty—with possibly a capital punishment trial on the docket. The dean has horrifying visions of being police-escorted to and from the hotel while we take exams and begin second semester . . . My nomination for Personality of the Year for 1955: Charlie Brown . . . What do you think about the State of the Union? . . . And what does Ike think? . . . Dr. Spencer (whose family and he spent most of Christmas at the national convention of the American Historical Society in Washington) would be in favor of Pogo's proposal for a revised calendar on which Christmas lasts a month. And there would be no Friday the 13th's . . . The most familiar sight on campus since Christmas is Dr. Welch's office all lit up at all hours of the day and night. Open book exams, the greatest plague of them all . . . What I remember most about Christmas: Perry Como and little Barry Gordon, lying on the floor near the Christmas tree and singing "Silver Bells" . . . Did you know Miss Collett can play the flute?

## Beyond the Square

By Emma McCotter

Russia: For the new year, 1956, Russia plans a full-scale resumption of the cold war. This is the conclusion drawn from the two speeches made by Bulganin and Khrushchev at a meeting of the Supreme Soviet in Moscow. Both of these speeches had war-like overtones, Bulganin speaking of the recent development of "inter-continental" rockets and Khrushchev virtually threatened the West with the new Soviet H-bomb.

This seems to indicate that the Russian government feels confident about their prospects in the Middle East and Asia. In this confidence, more than in the truculence by which it is expressed, lies menace. For a Russian overconfidence could lead to a Russian misstep in 1956.

Cyprus: Great Britain's case in holding on in Cyprus is twofold.

First, it is strategic. Since abandoning the Suez Canal, Britain has made Cyprus its Middle East command post and has begun building a massive base at the bay of Episkopi. It considers the loss of this area as one which would effect Britain and NATO as well.

Second, it is afraid and concerned for Cyprus' Turkish minority which does not get along with the Greeks. Giving the former their rights might lead to internal strife. However, this seems to be just another step in the break-up of British colonialism.

Indonesia: The President of this country, Soekarno, has chosen his

second wife. This has caused disapproval from the nation's club-women. As a result they have petitioned for a new law that would require Presidents to get parliamentary permission before marrying in office. That, they thought, might at least deter President Soekarno from taking his full limit of wives, which is four.

France: Algeria, technically a part of metropolitan France since 1848, was the only part of France to hold no election this week. But it was not forgotten: Algeria was the central, most heated issue in the French election.

This is due to the fact that there are so many French troops in this trouble area, and the month's casualties were the highest yet. Premier Faure promised Governor Soustelle a 60,000 troop reinforcement. What will be the result of all the fighting in this French colony is still the big question.

Middle East: The Jordan-held sector of the Holy City still lay in shock after riots in which at least 56 Arabs died protesting the ill-timed British proposal that their country join the new Bagdad pact for a Middle East anti-Communist front.

Egypt, Saudi Arabia and Syria, all in opposition to the pact, appointed Egypt's War Minister, General Abdel Hakim Amer, as supreme commander of their three armies. This was quite a blow to Britain who had just sent tanks to both Egypt and Israel.

## Small School Education?

Pro . . .

By Toni Gill

Small women's colleges are not necessarily finishing schools or convents, as many people think. Neither are they confining—socially or mentally.

The supporters of the large co-educational schools justly claim that the students have a wider variety of subjects from which to choose at the universities. However, they offer no proof that the average student will choose the best courses offered. A small school offers a smaller variety of courses, but the courses offered are generally the most desirable from the larger curriculum of the universities for average students.

After the girl in a small school finishes the required courses, she will undoubtedly have the same few teachers for the courses in her major and minor. This offers certain advantages and disadvantages. Many support the large, impersonal faculty of universities because this impersonal quality in the professors develops independence in the students.

I do not deny this, but I still favor the teacher-student relationship of the small school. Some students learn more from discussions with professors in the campus drug-store than they would ever learn in a large class where the teacher enters, checks the seating chart, lectures, and leaves, not to be seen again until the next meeting of the class.

The women's college has a different method for developing independence. When plays are given, the girls handle the lighting, and the building and painting of the scenery. The editors of the paper and the annual are girls, as are all the officers of the classes and organizations. The small size of the school offers more girls a chance to lead. In the co-educational school the most important jobs go to the men.

I agree that it is a broadening experience to go to a university. The student meets many types of people from all over the country. But how well does she know them?

In the girls' school she will come in contact with a smaller variety of people, but she will

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Con . . .

By Nancy Warren

The larger co-educational college provides a larger variety of opportunities intellectually, morally, and socially. This type of school should be more beneficial to the average student than the small girls' school.

Let us look at the academic differences between these two types of colleges. The larger college affords a bigger variety of courses for study. The student also comes into contact with more teachers and more types of teachers. Some argue that a small college provides a closeness between teacher and student that would not be found in a large school. This statement is not entirely true.

Let us say one cannot be close to every teacher in a large school, but it would depend upon the student as to how many teachers one could feel close to. But are we striving for companionship or independence? One must learn to be an independent individual in order to cope with the problems of life. The choice of subjects in a large school is more varied; therefore the student must reason for himself. Thus the student in a large school learns another phase of education—to rely upon his own judgment.

Socially speaking the large co-educational school is not to be compared to a small girls' college. The word co-educational itself suggests the opposite sex. It is good for girls to be with both sexes while in college because they certainly will be in later life. A girl should see boys in all kinds of situations. It is good to be able to discuss together the difference in views on religion, sex, politics, or segregation.

The girls in a small girls' school seem to live from week-end to week-end. Girls on the large university campus take pride in their appearance each day of the week. Friday night at a small school seems to be clean-up, fix-up, and paint-up night in preparation for Saturday and Sunday. Should not girls take pride in their appearance every day in the week?

Also, the small girls' school usually has a select group of students. Select in intelligence,

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