

Opportunities

Tuesday's appearance of Mr. Eilan from the Israeli delegation to the United Nations and the coming appearance of Bosly Crowther are just two examples of the effort the Salem administration and faculty are making to bring outstanding personalities to our campus and to broaden our knowledge of today's world. These personalities have not been limited to one field of interest, but have covered everything from developments in Nicaragua to the editing of the **Atlantic Monthly**. Besides the information we've acquired from their visits, we've become familiar with the views and characteristics of these eminent people.

This service is one of the most beneficial to us and we should certainly take advantage of these opportunities.

The administration and the faculty deserve recognition for the work they've done in this area.

"Age Of The Tail"

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Darwin wrote of E
Causing a minor Revolution.
But Darwin didn't quite intend
For man to ape to R

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H. Allen Smith thought this amusing
Wrote a book very confusing.
He stated that people began to wail:
Their babies were born wearing a tail.
At first their appearance was upsetting
To have a tail was unetiquetting.
Soon, however, the tail was accepted
And those without were soon neglected.

I quote:

"Nature abhors imperfect work
And on it lays her brand
And all creation must despise
A tailless man."

(All this might sound quite absurd, however, just why is the chemise more logically dubbed the tailored sack by distraught male observers, so popular now? Just what new shapes are women trying to hide? Certainly they couldn't be old age signs or the sack dress would never have been on the market in the first place).

This tail the author introduces made its first appearance on September 22, 1957 all over the world. It wasn't very big at first, but at the babies grew, the tail grew and grew and grew. The effect on society, politics and medicine was revolutionary. For instance, what if you were a housekeeper born before you were lucky enough to have a tail? First you would go out and buy a "Minerva" a false female tail manufactured by J. C. Dollar and Co. then you would have to have tail holes bored into all your furniture if you wanted your children comfortable. Your daughter would constantly beg for new tail sheaths, not counting all the other new clothes always in demand. Smith takes all possibilities into consideration and compiles them into an amusing, satirical little book.

However, there's a very substantial reason for suggesting this book now, although it first appeared on the market in 1955. Right now we are all concerned with rockets and missiles and great displays of steel. Smith writes a story of an earth-bound science fiction. The idea is outlandish, but he does emphasize man again. It seems people are forgetting Sputniks aren't put in the sky by unthinking, inhuman robots.

Forget Russia and ICBM's and spend an afternoon laughing over a mundane book. It satirizes Darwin's theory of evolution, the sheep-like following of Americans for fads, and advertising in its most outlandish forms. Relief!

—Anne Catlette

So You Think You Are The Only One



Craig Reveals To Shaver That Britain, U. S. Agree

Ever since I came to Salem, I have heard people talk about "Bull Sessions" where several girls get together and talk about something besides men. I couldn't believe that such things really went on until the other night when I accidentally walked into what I presumed to be one.

Flicky and several girls were discussing the differences between the British and the U. S. systems of government and the merits of each. I started to turn around and leave, just like you're thinking about doing, but decided that these few minutes of informal education would do me more good than getting to play that extra hand of bridge before I started to study for the evening. The conversation went something like this:

"Flicky, if our government is a democratic one, then what kind is the British government?"

"Why, it's democratic as well, only yours is a federal government and ours is a unitary one in which there is only one central government."

"You mean that this is in contrast to our three branches — the legislative, executive, and judicial?"

"Well, of course we do have legislative, executive and judicial branches of government, but the legislative branch is supreme. The Prime Minister can't do anything which is not supported by the House of Commons, and English justices have no power of stating whether or not a law is constitutional. This would be rather difficult anyway, since the English

constitution is mainly an unwritten one!"

"Does this mean you have no checks and balances system, then? What about the House of Lords? Doesn't this operate as a check on the House of Commons, just as our House of Representatives and Senate act as mutual restraints?"

"Today, there is no checks and balance system such as you have in America. The House of Lords used to operate as a check, but its power has diminished considerably."

"We feel that a checks and balance system is necessary in a democracy to prevent concentration of power in the hands of too few. Wouldn't you say that the fact that the House of Lords can no longer check the actions of the lower house is a bad thing?"

"Well no, because of course, the House of Lords is not an elected body, but its members are, in effect, chosen by the monarch. The lessening power of the House of Lords meant that the people had consequently much more power. We feel that elections every five years act as sufficient check, and also that the absence of a check and balances system means we can get more done."

"I don't see how you can have a democratic form of government which has an economy essentially socialistic. I have always been under the impression that Socialism was not compatible with Democracy. That is one of the principles which makes us proud to be

(Continued on page four)

Greek Coffee Club Revived In Ivyland

Last Wednesday when I had been peacefully dozing in a crack in a classroom desk, I found myself being gathered up with a set of papers and put in a briefcase. Eventually the briefcase was opened; I scampered out, found myself in the Moravian Archives, and hurried for cover in a filing cabinet drawer. There in the drawer among the records of the Moravian Church I found a palimpsest. I looked carefully at the faded ancient Greek, and here is what it said:

Minutes of the Athenian Coffee Club, Dekate histemenou, Anthesterion, Olympiad 683, Year 1.

Wittgenstein: Well Socrates, you are well-known as a champion of the equality of women, why is it that when a girl student does badly we say that she hasn't been working, whereas of a boy we would say that he is dumb? Does this mean that all the girls are of supernal intelligence?

Socrates: All it takes to pass my course is a strong back and a weak mind.

Toynbee: But what does that make of your role as teacher?

Soc: Well, what is a teacher in the first place?

Toy: A teacher, Socrates, is someone who helps students find out about the world they live in.

Soc: Does a teacher simply show this world to students or does he help them organize it, too?

Toy: He helps them organize it, Socrates.

Soc: Does the teacher help students organize their world by presenting them with the world already organized or does he help them assimilate the world to their own ideas?

Toy: He helps them assimilate the world to their own ideas.

Soc: You would say then, Toynbee, that a teacher is midwife to the brainchild of his students.

Toy: Yes, Socrates.

Wit: But what of the brainchild of the students which turn out to be two-headed monsters?

Macaulay: We Spartans expose such children on the hills to die.

Soc: Yet is it not truly said that in some cases two heads are better than one? What would become of our progress and evolution if we were to destroy all mutations? Rousseau, after all, gave birth to both modern education and democracy.

Montague: Could we say, then, that a teacher, like a doctor, diagnoses and treats ills in a student's brainchild and then returns it to the parent's care?

Wit: This analogy has its limitations: surely one of the aims of a teacher is to make a student able to take care of his own brainchild; and surely one of the benefits a teacher gets is, so to speak, the use of the students' brainchildren for his own purposes.

Soc: Then to return to our earlier metaphor, student and teacher show each other the world.

Wit: Yes, and it's to be hoped that both share the fun of making discoveries.

Willard: But let's be realistic: this cooperation is a fine ideal, but a student has to have some basic knowledge to discover anything.

Wit: Otherwise instead of a brainchild, the student has only a case of false pregnancy.

Soc: We must of course, have a real brainchild and not an imitation of one.

Wit: And we must be able to take care of it.

Soc: Would you say, then, that the criteria for education are a knowledge of the world and an ability to organize it?

Wit: Yes, but only if this is understood as including the perceptiveness to recognize facts and the discipline to control them.

Toy: Well how do you define the goal of a teacher in that case?

Ussher: Hey, check that.

Rubens: Verily, callipygian, what?

At this point the record comes to an end.

—Plato Tendrils, Sr.

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