

Why Give Laurels For Harmony?

This year has been termed "one of Salem's best". While we are proud of our accomplishments, there is danger in becoming too satisfied with the way things have run this year and in making harmony the goal of campus life. Because of industrial and scientific advancement, because of the "family" feeling on campus and because of the desire to be a member of the group, we often develop a uniformity of opinion. This, John Stuart Mill regarded as the principle danger of a free society. Because harmony and consensus of opinion does not necessitate freedom, he considered "the mere example of non-conformity a service." For the same reason, Jefferson said, "a little rebellion now and then, is a good thing."

Therefore, every unusual occurrence of behavior on campus is not always a calamity. Each case offers an opportunity for studying our traditions, regulations, and practices. It is from occurrences like these that students become aware of conditions; discuss them; and may see the need for changes. Such happenings also encourage questioning and trying those things which we've always accepted as right. For example, a case before student government may raise the question of who is good enough to set in judgment of his peers, especially when the judges are all capable of committing or have committed the same offense.

"Weekend" Is Our Campus Demi-god

So much has been said about student apathy and so little has been done to overcome it that any further mentioning seems almost useless. However, there must be some basic fault in our campus philosophy which causes this indifference to campus activities. Two of the basic faults are the demi-god, "week-end", and a misconception of the meaning of education.

College life should be divided between academic, extra-curricular and social activities. However, it is wrong when the social factor permeates and controls the other two facets. Here at Salem we have established a mighty demi-god, "weekend", and many a student's week is spent bowing before his altar. Assignments may be slighted and participation in campus activities are definitely neglected. The answer to any request for work usually is, "I'm busy this weekend so I have to spend all my time getting lessons done; sorry." Then getting the lessons done becomes so tedious that bridge, TV, or a trip to the drugstore has to be inserted, even though there wasn't time to help on the class project.

Though it is trite, it is true—college education is not limited to the classroom and to assignments. For this reason, Salem has provided means of augmenting our basic knowledge with cultural opportunities, physical exercise, co-curricular activities. A liberal arts education is designed to prepare the student for life yet students fail to see concerts and art exhibits as a part of liberal education.

Perhaps the most recent example of student negligence was seen in the audience for the second performance of *The Glass Menagerie*. Here was literature of the times not only presented to but interpreted for the students. Here were forty people engaged in bringing an educational opportunity to the student, yet so many people were too busy to come. The common reason for not attending was tests. Well—so what! Every individual involved in a concert, play, display, etc. has tests and obligations which they manage to fill even though they've spent forty times as much time on the project as the observer.

Then there are those who do not have a misconception of the meaning of education; they just do not have any conceptions. These are the parasites who stare blankly at the professors during class, who have so much to complain about and to organize that they never get around to studying, who are too busy to attend or to contribute to campus activities, who never can understand why they get deficiency marks, who sleep intentionally in chapel, and who don't walk but "boop" along looking like a *tabula rasa*.

Students And Faculty Discuss Their Relations

In recent months, there has been considerable discussion about student-faculty relations. It is true that we do have unusually close contact with our faculty; but do we really have this wonderfully close relationship that we all talk about so much, or is our relationship merely superficial?

While roving the campus, I asked both faculty and students the following question, "Do you think that the faculty and students have enough opportunities to meet together in order to talk over problems, exchange ideas, or generally to become better acquainted?"

The majority of the students whom I asked agreed that there are enough opportunities here. However, they added that the students did not take advantage of the opportunities that we do have.

Mary Archer Blount feels that the faculty members go out of their way to achieve a close relationship with the students because the faculty's interest in students is not limited to the individuals in their current classes. Mary Archer said that "it depends upon the needs and the personality of the student if she has a close relationship with her faculty."

Ellie Mitchell feels that we have many opportunities to know our faculty through small classes, drug store chats, and individual conferences. But she feels that we could know each other better if the faculty would take a more active part in advising classes and organizations.

Jane Bridges said "that the students who want to know their faculty do. Freshmen do not care about knowing the faculty. Juniors and especially Seniors know them because they care. I have found that it is nice to drop by their offices to talk—they always welcome you."

Anne Fordham feels that we have opportunities for informal talks which most of the faculty encourages. Gail Landers and Nancy Sexton feel that while we do have a fairly good relationship that we need more initiative from students to improve it.

Sara Ann Price and Mary Jo Wynn said that comparatively speaking we do have a good relationship with our professors. They compared us to other schools where students do not speak to their faculty when they meet on campus.

However, all students do not feel that we have a close relationship with the faculty. Sarah Fordham said that she does not feel that she knows the faculty. She asked, "what do the faculty do about getting a good relationship with the student who is slightly shy? I don't see that they do anything."

Faculty members feel that we do have ample opportunities to know each other; but many of them suggested that the students do not avail themselves of these opportunities.

Dr. Africa said that he felt that the opportunity is here, but he finds it difficult to find much evidence of the Freshmen taking advantage of it. The upperclassmen, however, do have a fairly close relationship with the faculty.

Miss Byers said that she thinks we have a good relationship. "The informality makes it valid. This is one of the things that pleases me most about Salem."

Mr. Farley said that perhaps there is too much intermingling between faculty and students. Some of the students do not take advantage of the opportunities afforded them. For the most part, the students only come by to fuss about grades, tests, and papers. They never stop by to have an intelligent discussion about subject matter, current world problems, or campus situations. Mr. Farley also said that students expect the faculty to do most of the thinking for them; thus, they depend upon the faculty to make too many decisions.

Dr. White feels that he has a good relationship with the Freshmen and Sophomores, because in talking about term papers and special assignments, he is able to deal individually with the student. He does not feel that any organization to promote relations should be founded, but the faculty should make the student feel welcome. We should not try to force faculty and students on each other.

Dr. Lewis said that the relationship is fair but could be much better. In comparison with other colleges, our student-faculty relations are much better than in many colleges. He said that outside of the classroom there is not much real communication. This is largely the fault of the student. The faculty is more open towards students than the students are to the faculty. There is not a worth while exchange of ideas. There should be a feed back from the students. The students should read and prepare themselves to talk intelligently with the faculty who welcomes new ideas from the student.

Mr. Meigs feels that the Freshmen do not have as close a relationship with faculty as do the upperclassmen. Perhaps it is good that after five o'clock the faculty and students go their separate ways.

Mrs. Heibredder said that we could improve relations. On an individual level the relations are excellent. However, on the campus there is a lack of a central grouping where faculty and students may talk about campus life and may share ideas. Mrs. Heibredder suggested that we form a campus forum or town hall type grouping for the purpose of exchanging ideas on common problems especially about campus life.

Judging from this survey, the general feeling on campus is that there are many opportunities for faculty and students to get acquainted. Both students and faculty agree that more initiative is needed from the students. The faculty has expressed an interest in the students and welcomes us to stop by for informal chats; but the faculty cannot go out into the hall and call us in to discuss campus life and problems.

—Mary Ann Hagwood

What About Cuts

The question of our cut system has been under discussion all year and students have been voicing opinions on the matter.

This afternoon at 3:30, the Student Council parleyed with the Class Attendance Committee. The question behind the discussion was this, "Is our present cut system adequate, or does it need revising in order to give the students more responsibility?"

The opinions of the Class Attendance Committee on this matter are not yet known; however, the Student Council feels that the students should have more responsibility in attending classes, and is therefore, in favor of a more lenient cut system. The Council has no definite plan to submit to the Committee, for it is hoped that the Committee will agree to a more thorough student-faculty evaluation of the cut system.

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Farewell To Arms

David O. Selznik's cinemascopic production of Ernest Hemingway's romantic tragedy of World War I, *A Farewell to Arms*, is highlighted by leading Hollywood performers, effective technical devices, and satisfactory directing.

The improvement of Rock Hudson's acting ability was evident in his leading role of the American lieutenant, Frederic Henry. Hudson's interpretation of the handsome and courageous Henry, who fought with the Italians against the Germans and carried on a love affair with a British nurse during World War I, lacked the depth of characterization which Hemingway had in the book; however, this fault could be due to poor interpretation by the scriptwriter, Ben Hecht. During the first scenes Hudson appeared to be more conscious of Hudson than the character of Henry; he seemed merely to be 'reading the part'. But as the movie progressed, his audience projection improved. His best scenes were near the last. He played the scene in the hospital at the bedside of the dead Katherine with great compassion and emotion.

Jennifer Jones' performance of the gay, carefree and beautiful British nurse, Katherine Barkley, who falls in love with Hudson, was more polished and professional than Hudson's performance. However, I left that she was miscast for the part because of her age. For this reason, she added a touch of seriousness to the part which was not consistent with the young character in the book. However, she interpreted the character of Katherine with charm and vivacity, and her performance was spontaneous throughout the movie. The scene in which she and Hudson discussed bravery was a forewarning to her death; she handled her moving lines, such as "... but the brave die" ... very well.

Among the performances of the minor characters, the nurses, priest, doctors, and attendants, was the exceptionally excellent acting of Vittorio de Sica, who played the part of Major Rinaldi. Although the character Rinaldi was emphasized in the book more than in the movie, de Sica handled his part with great understanding of Rinaldi's bitterness and contempt for the war. He did a superb job of acting in the execution scene, particularly when he declared that his rank was that of "... a coward."

Excellent scenery, effective coloring, and beautiful background music added to the dramatic element of the movie. While the music heightened and intensified the battle scenes and love scenes, well-directed photography captured the turmoil of the destroyed villages in Northern Italy and the loveliness of the mountainous regions in Switzerland with effective color. Although these technical devices were appealing, they often distracted the audience's attention from the essence of the story.

Scriptwriter Ben Hecht's interpretation of this romantic tragedy correlated with the book. However, the script lacked a depth of characterization, especially in the character of Frederic Henry—in the book, Henry was not so quick in telling Katherine he loved her. Also, a farcical element was added to the scene in which Henry was taken to the hospital; in the book, this scene depicted the inconsideration of hospital attendants instead of the humorous treatment of Henry. Moreover, while Hemingway played up the gory, tragical aspect of the war and love story, Hollywood played up the romantic, exciting aspect—a characteristic of Hollywood which should be expected.

—Shan Helms

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