

An Argument

to prove that the

ABOLISHING OF ACADEMIC WORK

may, as things now stand, be attended with some inconveniences and perhaps not produce those many good effects proposed thereby.

WRITTEN IN THE YEAR 1958

I am quite aware what a presumption it is to argue against the general attitude and temperament of this campus. However, being in a position to communicate through the press, I should like to put forth an argument to these paragons of reason, known by their male counterparts and faculty as college women.

As things now stand, the Resolution for the Abolishing of Academic Work, initiated by Seniors, and signed by a virtual majority of Juniors, Sophomores, and Freshmen, and agreed to at least in principle by the special students, is under going hyperbolic discussion in the daily meetings of the Association for the Appointing of Committees, to Appoint Committees, to Appoint Committees to Study the Adaption of the College Woman to the Extra-curricular Life on Campus.

The primary argument of the protagonists is the fact that academic work consumes such a large part of one's day. How can a well-adjusted college woman be expected to carry five full courses and still find time to contribute fully to her leadership training in the evenings, at 5:00, and immediately after lunch.

May I suggest that the abolishing of academic work—as exhibited in class attendance and assignment preparation, would completely deprive each potential leader of any dissatisfactions about which she might converse for the first quarter-hour of her training program. Further, what would she do with all that unoccupied time during the day? To fill it with more leadership activities would mean she might perhaps take on too great a load, and her evening activities might suffer.

The Abolishing of Academic Work would further, say its supporters, improve immeasurably the moral and/or mental health of every student. With no pressure from impending exams, papers, and reports, students' attitudes are sure to improve; and, claim the initiators of the resolution, 100% participation in every activity is not an unreasonable statistic to expect.

But I question whether this move would really improve mental attitude. If 100% participation is expected, then students are sure to be pressured even more to participate. And, with class assignments no longer an excuse, what others can they offer when they feel unable to attend a committee meeting?

One point which seems to have been overlooked is the position of the faculty. After all their education and preparation we cannot ignore them. And, with no academic work, there would be no texts—of what purpose would be our campus bookstore, the library, the office of the recorder?

Be that as it may, what will happen to all of those students who had rather sit around a bridge table that either go to class or to their leadership training program? But the passage of this resolution will entail our taking a long, scrutinizing look at our reasons for coming to college in the beginning. And I feel confident that a few of us are willing to do this.

My inclination is to let academic work remain as a part of the college calendar, providing there is no over-scheduling. I propose therefore that the committee that appoints committees appoint a committee to study how the students might reincorporate academic duties within the area of their leadership training programs—in its proper perspective, of course.

—J. S.

(With proper acknowledgment to J. S.)

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World Disarmament Talks Still Remain In Deadlock

For several years now, Russian, American, British diplomats have been seated at the conference table together, all pledged to the public to seek a satisfactory disarmament. The results have been the same each time. They have each returned home without having reached any sort of agreement. Last week they met again and the outlook for a mutual agreement is about the same as in years past.

Russia wants a blanket commitment to disarm while the U. S. and Great Britain want a provision for setting up an inspection system to insure that the agreement will be carried out. Deadlock again.

At present the Western powers have suspended nuclear tests, in an unilateral commitment, with the provision that they would not be obligated to suspend tests if Russia carried out any more nuclear tests. This is the same escape clause which Russia used last March when she suspended testing unilaterally at the conclusion of a long series of tests.

This was timed just before the U. S. series was planned, and since the U. S. went on with her tests, as the Russian gentlemen knew she would, Russia was under no obligation to keep her word.

This seems to me a case of American adoption of Russian tactics, and I raise then, whether our moral obligation to seek peace is actually stop stockpiling nuclear weapons or if it is to play tag with the Russians.

Is the United States any more justified in reopening tests now than Russia was? For myself, I do not know which alteration will preserve the peace, but I surely do hate to think that the Western powers have to resort to Soviet tactics to find what they consider an effective and satisfactory policy.

—Sandi Shaver

Nation's Education Crisis Needs More Attention

This is National Education Week and we as future parents, teachers, and citizens must realize the crisis in education which is facing the nation today. We all realize the biggest problem is the shortage of teachers and schools. Will we be willing to pay more taxes in order to secure better teachers? A teacher's job is a full and responsible one. Will just a raise in teachers' salaries be enough to entice able people? It is true that the average income of most other professions exceeds that of teachers. The estimated average salary in 1957-58 for elementary teachers was \$4,325, for secondary teachers \$4,840.

What do you think about the curriculum of our schools today? As was brought out in chapel last week perhaps there is over-emphasis on extra-curricular activities. Here are some new ideas for the curriculum of the future: more time and emphasis to the current events of life; less time to question and answer and more time to thoughtful discussion; more emphasis on the teaching of foreign languages in the elementary school. "In the future years, can we not make of the school a laboratory for developing the social characteristics we wish our children to live by—that all may come to a clear understanding and in so doing become kinder, friendlier people?"

Will tomorrow's education — the education of the atomic age—be the answer? This education will include: special education — division by the mental and physical handicaps; the twelve months' plan—in which teachers and students go to

school year; emphasis on mathematics and science—will it exclude the humanities?, a new teacher-education a five year program, culminating in a master's degree. So we see that education is advancing toward new and challenging opportunities. But America needs you—will you do your part as a future citizen, parent, or teacher?

Song Of The Open Road

Reprint from THE NATION October 25, 1958.

Earlier this month a man of twenty-nine died in Albany after being attacked with tear gas by state troopers who wished to evict him from his house. This citizen was clearly wrong in refusing to surrender his house when so ordered. The State of New York required his property for a new highway. But it is difficult, also, not to sympathize with a man who defends his home against bulldozers. A man is no more a match for a bulldozer than he is for a windmill, but the very inequality of the combat is what makes it symbolically effective. We do not suggest that roads are anything but a public benefit, we do not even whisper that there could be too many of them. But perhaps we should decide (and soon, for the bulldozer has discovered parthogenesis) whether man has any needs that run counter to his appetite for driving at sixty miles an hour from horizon to horizon. You need a symbol for such an inquiry: we suggest the figure of the late Marvin Titcomb of Albany.

Around The Square

It's been said in journalistic circles — "If there's no news, create some." Well, there's no news and "square activities may be summed up in three words: SIX WEEKS TESTS. I'd create a little news by starting another fire in Bitting but someone might get suspicious and since I've accumulated four call downs with relatively no effort on my part, I'd better "walk the chalkline" and not try any antics.

Things around the square are at such a low ebb, I've resorted to opening my big brown eyes and observing . . . and what did I see? I saw DID YOU signs posted on trees, on hall mirrors, on ivy leaves in the dining room and in numerous other curious places. Did you what? Well—the signs can have such broad references. Did you . . . sign out?, forget to tuck your shirt tail in (a social stigma at Salem)? get your laundry? study your lessons or did you understand what the "Did you" signs meant: . . . And I saw a 1927 Sights and Insights in the annual office. Their publication had reverently made reference to those who had fallen by the wayside for higher and nobler causes like "Feverages, homesickness, a marriage license or the call of a co-ed school as the "fallen petals". Isn't that a touching and delicate comparison—those who, for one reason or another had not completed their four years at Salem and were compared to fallen petals that had felt their colorful blossoms and fluttered to the ground.

I saw the 21 red roses in South Dormitory that Harriet Herring's parents sent her on her 21st birthday . . . And . . . I think I saw a little rat.

I saw the poet, Mr. Whittemore, and heard him read excerpts from **An American Takes A Walk** and wondered how he could produce poetry with the ease and spontaneity with most of us copy our notes.

I saw the rather disillusioning results from the UNICEF drive. 24c, 39c, 98c, \$6.00, \$2.00 and on down the line of dormitories until 480 Salemites averaged the grand sum of a \$13 contribution . . . And I saw diamonds, diamonds, diamonds. Weezie Hill, Janet Garrison, and June Gregson are flashing their stones on the proper hands, proper fingers . . .

Fran Cartier and Joan Brooks are at their homes with illnesses. If any of you find time, I'm certain that a few "get well" cards would be appreciated.

If you happen to hear the bell ringing at 7:45 on Monday, Friday mornings, don't cuss the little man that rings the bell and pronounce that he needs his head examined. Early morning chapel is every morning in Little Chapel and the bell is a gentle reminder. For whom do the bells toll?

We Want Letters

The opinions appearing on this page are the opinions of the people whose names appear under the articles. They make no claim to represent student opinion as a whole.

All unsigned editorials are by the editor and express her opinion, and occasionally the opinion of the staff.

Those editorials signed by "The Editors" express the opinion of the editorial heads listed on the masthead.

Tendrils represents the opinion of one person, and only one.

If you agree or disagree with any statements made on this page, or any other, you are invited, welcomed, and urged to put it in writing. Sign it and we will publish it.