

Student Originates Seal

On our front page heading this week you will see two new reproductions of the Salem seal. Now that the design can be distinguished clearly, we decided to do a little research into its origins.

With Miss March's aid we referred to a copy of the 1907 annual bound in some unusual black material which rubs off and leaves its readers with sooty hands (warning to future editors). In the class history of 1907 there is this comment: "Dorothy Doe had a talent so different from the rest of us that she invented a seal for our class, having upon it Pilot Mountain, a scroll, and a wreath, representing wisdom, learning and peace. And it has been whispered that Dr. Clewell is going to adopt it as the official seal of the college."

As for the Greek letters written around the center design, Miss Marsh compiled this information: "It is believed that Bishop Edward Rondthaler aided in the design of this seal—supplying the three Greek words thereon—Gamma, Kappa, and Delta, which the annual states means "Knowledge and Virtue".

If our present Greek class would like an "extracurricular" project, may we suggest that they endeavor to have the present "Deata" inscribed on our Salem notebooks corrected to read "Delta". In this way even the study of Greek can perform a service for Salem of today.

S. L. F.

Salemites Help Evaluate

Last week we published a report of the setup of Salem's Self-Evaluation committees. We understand that the general student body is still not exactly sure what is going on. The student body is expected to take a vital part to the committees will not be expressing their own opinions, but are representing all Salem students. In various ways they will be looking for a consensus of student opinion.

If you have any opinions, pro or con, on the Education Program, buttonhole Bobbie Morrison or Libba Lynch; on the library, Carol Doxey or Katie Koenitisky; on the Student Personnel program, including Stee Gee and extracurricular activities, Ann Dunn Joyner and Jane Givens; and the Physical Plant, Betsey Geurrant or Matilda Woodard. And be prepared, when they ask you, to make some definite statements.

Some Do Not Comprehend

The Salemite has arranged with Mr. Weisgarber to reprint portions or the entirety of his assembly talk on what we think we may safely call "The Responsibility of the Creative Artist". This was an excellent speech. There, we've said it, and we will accept no letters to the editor disputing the statement.

However, we are well aware that assembly was full of people leafing through hymnbooks, etc., etc. But, we are not accusing you of that cliché "apathy". There were reasons why very few people were attentive to Mr. Weisgarber's speech.

To take up the mundane first, the public address system was off again. If it is a hopeless condition, perhaps we should place a megaphone on the stool beside the glass of water. It is a discourtesy to the speakers to expect them to speak without a mike, unless they specifically request that it be turned off.

But there was, we feel, another reason why few people were listening to Mr. Weisgarber. They had not the slightest idea of what he was talking about. We despair of making any positive suggestions for quick remedies of this ignorance. If no one has been struck by a Picasso or bewildered by James Joyce or confused by some of the hi-fi demonstration records, it is a little late to do anything about it. Unless, of course, we recognize our ignorance.

But a newspaper is a mode of exhortation, not of condemnation. We should say in blaring headlines "Come on ya'll to the Gallery of Fine Arts" or "Attention students, Schoenberg is in the library". We would print Joyce chapter by chapter but for a matter of copyrights and censorship.

In other words, we're sorry more people didn't comprehend what Mr. Weisgarber was talking about, but we don't know exactly what to do about the fact. As he himself said, communication is the most necessary thing in the world to know how to do, but sometimes the hardest thing to accomplish.

S. L. F.



The Salemite

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DITOR Susan Foard		BUSINESS MANAGER Betsey Geurrant	
News Editor	Mary Lu Nuckols	Asst. Business Mgr.	Sara Lou Richardson
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Letters To The Editor

Dear Editor,

While I find myself in complete agreement as to the desirability of coffee hours in conjunction with lectures given at the college, I think your editorial in last week's Salemite leaves the impression that the college lecture committees are indifferent to, and neglect of, such gatherings.

The Lecture Series cannot include coffee hours in the scheduled visits of most lecturers because it would require the additional payment of hundreds of dollars to do so. Contracts frequently stipulate that the visit must be limited to a single public address to the exclusion of not only coffee hours but sometimes even of newspaper interviews.

The Rondthaler lecturers are brought to Salem to reach as many students on as many occasions as possible. For the past five years, and perhaps longer, coffee hours have played a part in the schedule of Rondthaler visitors to the campus. Carl Holty, Ernest Griffith, Leopold Arnaud, Richard Waterman, Reed Whittamore, and Dexter Perkins all spoke with students and faculty at coffee hours.

This year Dean Shirley met students and faculty on four occasions, including an evening meeting sponsored by a student organization and open to all. The coffee hour was to have centered around a discussion of the role of the faculty in dealing with the problems posed by the growing college-age population. General publicity was not given to the session because of the topic, but there was no intention to exclude any interested member of the college community.

There will be an opportunity for all to meet and talk with Harry Golden when he is here if Mr. Golden consents to stay overnight. The Rondthaler Committee is putting up \$200.00 for this express purpose.

Sincerely yours,
Philip Africa
Chairman Rondthaler
Lecture Committee

Dear Editor:

I regret, as you do, that Vincent Price did not have time to meet personally all the students nor the Lecture Committee the money to pay him for an extended visit. I am surprised, however, at the information in your editorial which indicates a lack of facts about the workings of the Lecture Committee—a committee of which you are a member and for which you are a publicity agent.

Perhaps you have forgotten the review of problems and the determination of policies at the first meeting last spring. One problem, that of overcoming student indifference and securing a large student audience, has been met by limiting the number and presenting three well known and high-priced speakers. We propose in the contract what social engagements we should like these speakers to accept, and they dispose of most of them. One engagement to which all have consented is an invitation to a small dinner. We add without consent a coffee after dinner to which additional guests are invited.

You were given for your files and the treasurer, Bobbie Morrison, also has the financial report on which you will note that we have 702

members, of which 405 are college students. The other members come from the College and Academy faculties, the Academy students and the city. From these four groups twenty-six people were invited to meet Vincent Price, of which thirteen were college students representing all four classes and at least four departments (none from the English department). If you subtract the wives of faculty and city guests, you will see that the college students had a fair percentage.

The Lecture Committee pays for the lecturers and any extra food served the guests.

The policies of the Lecture Committee are open at all times to criticism, suggestions, and changes—changes which should be approached through an understanding of the policies and the problems involved.

Jess Byrd, Chairman

Dear Editor:

During the last several chapel programs, I have sat with my hands in my lap. Listening intently, trying to REMEMBER, and wishing that I could take notes. I realize the reasoning behind the rule that we not carry books, papers, and letters into chapel, and I have seen the chaos that results at schools where there is no such rule, but I do not believe that unobtrusive note-taking would seem rude to our speakers. The rule against books, letters and newspapers could still be effective if we were allowed to carry only small notebooks in which to write down the facts and ideas of which there are usually too many for anyone but a person with perfect memory to remember. Since we have an Honor Tradition that seems to work very well, it appears to me that the students' responsibility for the privilege of note-taking would be not to abuse it by writing letters or doodling, or writing notes to each other. I do not believe that this privilege would be abused any more than it is at the lectures given at other times when we are free to take as many notes as we wish.

Susan Hughes

Dear Editor,

With reference to last week's editorial, "No Sauce for the Broccoli", we'd like to make a few observations.

It has been pointed out to us that as a result of a five year survey, Salem's menus meet the requirements for a well balanced diet. Therefore, if students do have "colds, dull complexions, and lagging feet," wouldn't it be because they don't take advantage of the food the school prepares?

Proteins smothered? This is out of the question! Although the meat is often covered with gravy or sauces, this doesn't mean the proteins are smothered. Proteins, unlike vitamins, can't be cooked out of food.

Salem's food is truly superior to that of most institutions. However, no institutional cooking can taste as good as home-cooking. At home, food is prepared for individuals, but can you imagine preparing food to suit the whims and fancies of 400 students?

Martha Parrott
Jean Warthen
Home Economics Majors

NSA Meet Stimulates Provocative Thought

By Sarah Tesch

Friday afternoon, Nov. 6, Joan Brooks, Susan Foard, Nina Ann Stokes and I set out (much later than we anticipated—but that's another story) for an eventful (and that, still another) drive to Duke University to attend the Fall Regional Conference of Carolinas-Va. Region of the United States National Student Association.

Like most conventions, this three-day one started late, fortunately for us, for we registered just in time to be rushed upstairs for the opening banquet. We munched our turkey and cranberry sauce while the others did away with the dessert, and devoured our cake as we were welcomed by Duke's Dr. Herring and by Charles Jones, Regional Chairman of USNSA, whom we were very happy to get to know better.

The group gathered represented the National Staff of NSA, the Regional officers, and Stee Gee heads, NSA co-ordinators and interested student representatives from colleges and universities in Virginia, North Carolina, and South Carolina. The most active participants seemed to be those from Duke, Sweetbriar, UNC and Randolph Macon.

Al Lowenstein, speaking on the topic, "The Role of the American Student," presented Friday night's keynote address. Through his speech he painted in a most dynamic and startling manner the pathetic situation of students in other parts of the world—especially South Africa, Latin America, and the Far East—and our duty to take positive action to better their situation in the face of the Communist threat.

From the beginning, we felt that the conference was a powerful thing—well organized and potent—and we tried to separate propaganda and emotional pressures from concrete programs pertaining to Salem. Of the eight workshops we chose four—"The Role of Stee Gee on Campus," which I attended, "Increasing International Awareness on Campus," heard by Joan; "Student Editorial Affairs," Susan's choice; and, "The Role of NSA Co-ordinator," selected by Nina Ann. The student groups met two hours Saturday morning and afternoon, and held one and one-half hour sessions Saturday night and Sunday morning.

In addition to meetings, Saturday night we saw a film put out by WUS (which our YWCA sponsors on our campus) showing what is being done for students all over the world by other students. It stressed that World University Service is not "United States giving to poverty-stricken countries," but an organization through which students in every member country give to needy students everywhere.

Isabel Marcus' (Barnard College, head of USNSA International Affairs) address after the film told us how this student aid—far from being a hand-out, amounted to rehabilitation, textbooks, jobs, etc. She explained how USNSA aids when students voice and freedom organize is suppressed—as in Cuba, for example; or when students' education is restricted beyond a certain "safe" level for fear of racial uprisings, as in South Africa.

USNSA traveling staff members are sent to gather information and report. If necessary, a statement—a resolution—of the U. S. student feeling against this suppression is sent to the country's officials. Material aid follows.

The day seems to be past when we on U.S. campuses can retire in complacent isolation behind our ivy walls. Well, we can, of course, and do, but we might wonder in a few years where we were when the world got such a mess anyway.