

Assembly Today Will Be ---

"Oh, no, how boring. I think I'll cut assembly," has been heard around campus occasionally as grumbling students complain and blame the mysterious "they" who plan the chapel programs. Some irate students even suggested in a letter to the editor that assembly be held only once a week because it was a waste of time. Some of the speakers have been criticized in editorials and on campus.

But a closer consideration of this situation will show that the chapel committee has planned programs that should be of interest to the student body. Although not every person will be interested in every program, the assembly cuts should take care of this.

The chapel committee, however, has been working under several handicaps. First, they cannot guarantee the speakers which they get. Certainly they would expect a United States Senator or a noted local speaker to present an interesting and stimulating speech. But sometimes they don't. And the assembly committee gets undeserved blame.

Also the assembly committee has been limited in the past by not having any funds to work with. It is very hard to get good speakers, year after year, who are willing to speak without a fee. Many speakers in this area would probably speak if they were paid for transportation costs and a meal, but the assembly committee could not even guarantee that this minimum could be scraped together from private donations.

At the beginning of second semester, however, this block was removed when the Rondthaler Lecture Series and other sources donated money to the assembly committee. With their new found financial freedom, they have planned most of the programs in two units of programs. The first of these units begins next week and deals with rebellion in five areas of modern culture. This will be followed by another unit later this spring.

Even with some of the poor speakers that we have had this year, we think that the assembly programs have been worthwhile. The assembly committee has done well in overcoming its handicaps in planning two good programs every week of the year.

IRS Urges Improvements

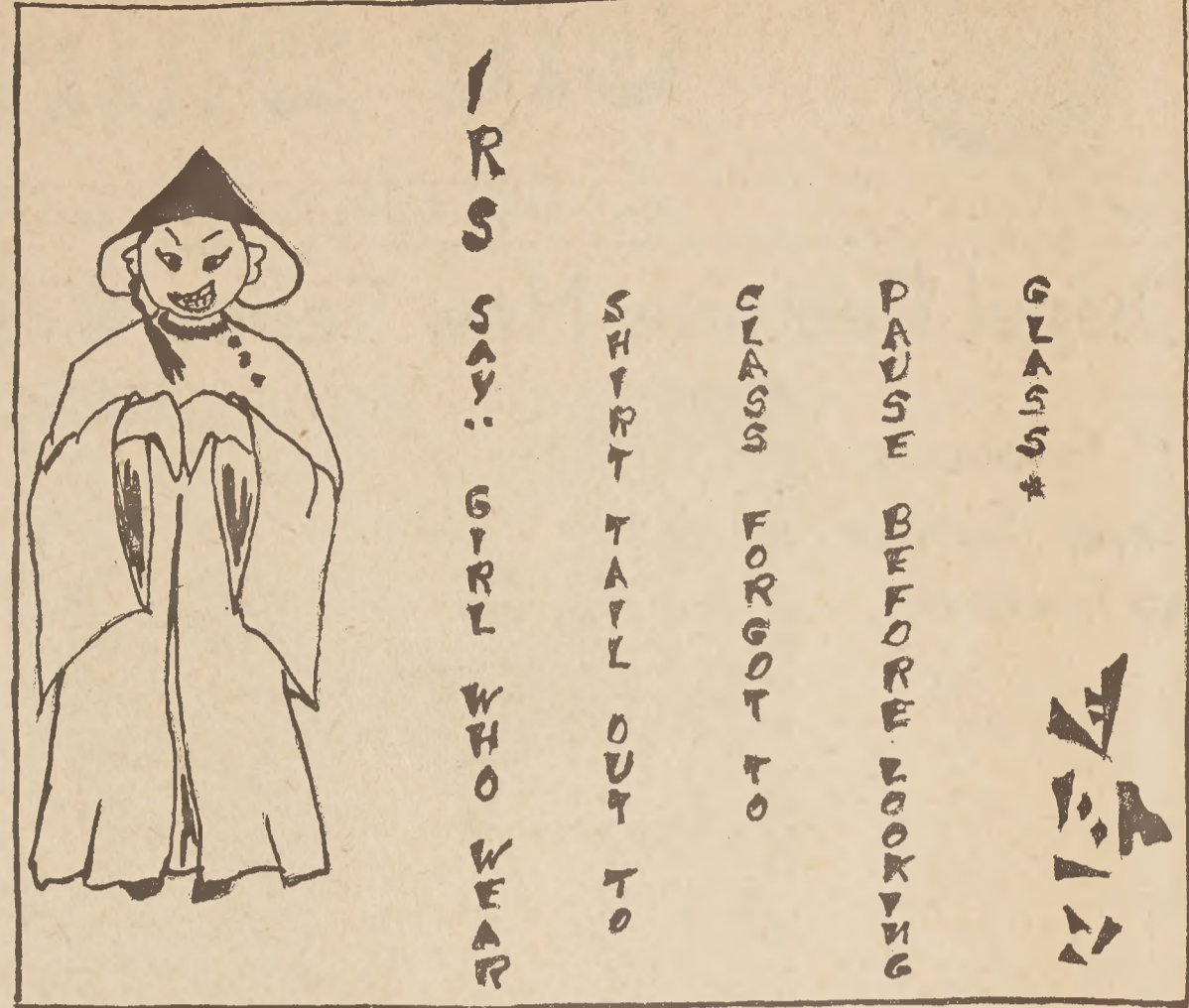
For the last several months, the IRS Council has been concerned with tidiness in the dormitories and student behavior in the refectory. First students and then members of the administration complained about these matters. The I. R. S. Council felt that some new steps must be taken to help correct the dormitory tidiness and the dining room behavior.

It was decided that two new committees should be set up to deal with these problems. One of these is the dining room committee which consists of three I. R. S. Council members, Mrs. Calhoun, Mrs. Heidbreder, and Mrs. Chatham. This group will see that the regulations drawn up by the dining room staff are carried out. It will also work with the staff to see that the students get the most efficient service possible. Already service has been improved by having extra milk and ice on the serving tables and tables served with fish on Friday nights.

The other new group set up by the I. R. S. is a council of room checkers. The checkers are students who are not on the I. R. S. Council but who will work closely with it. The room checkers will give call downs for generally untidy rooms, but their major purpose is to promote a more pleasant atmosphere in the dormitories.

These two new groups were not set up just because the I. R. S. Council wanted to give more call-downs. The I. R. S., after all, is made up of representatives from every class and from the day students. It is a cross section of students who are trying to promote a sense of responsibility for and pride in one's actions and appearance. This attitude behind the rules is the goal in every I. R. S. project from checking rooms to the dances. The I. R. S. is more interested in seeing the students develop a feeling of self respect and confidence than they are in merely enforcing each little rule.

The I. R. S. Council has the difficult task of enforcing the rules pleasantly. We can make their job much easier if we will be more considerate of others and more aware of ourselves.



Stone Defends Student Teachers; Craig Speaks On Junior - Senior Banquet

Dear Editor,

It was with considerable shock that I read your editorial in this week's issue of the *Salemite* disparaging the tradition of Junior-Senior banquets. It seems to me that you have completely misunderstood the reasons for which these have been held in the past and for which they will continue, as I hope, to be held in the future.

Obviously the Junior-Senior banquet has never been held to better relations between the two classes. If the Juniors and Seniors do not know each other by the time the Seniors are about to leave, they will hardly get to know each other over a dinner. Indeed, to prevent this, the two classes are generally seated at **different tables**.

Nor has the banquet been held so that everybody concerned will have a good time. This is a very foolish idea. In late Spring a picnic is more fun than anything else, and if fun had been the objective everybody would have decided on a Junior-Senior picnic long ago.

No, we must go deeper, dear Editor, for the reason behind this honorable tradition. Since no one usually has a hilariously good time at the banquet, since it does not supply vitamins and proteins, etc., unobtainable in the college dining room, and since the money spent on the banquet could otherwise be devoted to some useful purpose, such as a scholarship; the banquet admirably fulfills all the requirements for **conspicuous waste**. As Thorstein Veblen points out in *The Theory of the Leisure Class*, one demonstrates one's status in society by means of **conspicuous consumption**. If the articles consumed were, however, **necessary** articles, people might get the idea that the expenditure was constrained by **need**. Obviously this is not very honorable; it is, in fact, very important that the consumption of goods should serve **no useful purpose whatsoever**.

Let me quote a passage from Mr. Veblen:

The person of leisure must cultivate his tastes, for it now becomes incumbent on him to discriminate with some nicety between the noble and the ignoble in consumable goods. He becomes a connoisseur in creditable viands of various degrees of merit.

(I. e.: Obviously it would be highly improper to have a picnic with hamburgers or hot dogs, since this might lead to a suspicion of ignoble tastes.)

Mr. Veblen goes on:

Since the consumption of these more excellent foods is an evidence of wealth, it becomes honorific; and conversely, the **failure to consume in due quantity and quality becomes a mark of inferiority and demerit**.

(Bold mine.)

I think I have shown that using the money for a scholarship would not be better than 'squandering the money on a party.' 'Squandering the money' is precisely the end for which we have the banquets anyway. A scholarship or a picnic would fail miserably since they would not be conspicuously wasteful; there is the grave danger that they might easily be **unobtrusively useful**. Naturally we want to avoid this as far as possible. I hope you will retract your statements, dear Editor: my position in society is at stake.

Well I mean!

Yours, etc.,

An outraged senior,
Felicity Craig

Dear Editor:

From the editorial "Where Is Our Emphasis In School?" I feel there has been some misunderstanding of what was said in the "Miss Student Teacher" program. Speaking for myself, I did not mean to leave the impression that "social adjustment" should be emphasized over the academic. While the editorial seems to equate adjustment with "sociability", I gave my definition of the word as "the ability to meet situations that arise in one's life with confidence in oneself and in his values, the ability to live with oneself and with other people, and continual


growing through searching for truth and knowledge—not conforming to the group."

I do agree that it is most important to continually evaluate where our emphasis is and that our primary emphasis in education should be **intellectual** development. I have found in my experiences as a student teacher that there is little time or opportunity to accomplish much in helping a child to develop in the other aspects of life. It is hard enough to cover all of the subject matter adequately, much less think about whether or not Johnny is getting along socially.

But should we then just ignore everything except subject matter? I am inclined to think more teachers are guilty of this than of overstressing "social adjustment." Even though it may make teaching more difficult, I do think that development in not only social but mental, emotional, and physical areas have an important place in education. First, they are related to the learning of the child—not as an end in themselves but as very important means of effectively teaching subject matter. Second, education is not just a process of absorbing subject matter.

It doesn't matter how much subject matter with which a person comes in contact if there isn't some meaningful change within him which results in a meaningful use of what he has absorbed. It may have been worthwhile for Van Gough, Listz, or Coleridge to have been "ill-adjusted," but history has also shown that "ill-adjustment" is not always desirable—Hitler, for example! (Compensation they call it in Psychology 102).

Emily Stone



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