

Our Vacillating Faculty Ignores Student Maturity

The chapel speaker on the fourteenth could not decide whether to address the students as "ladies" or "girls"—he settled on "ladies." It seems as if the faculty and administration are having the same problem. How much easier it would be for both students and faculty if it were decided once and for all whether Salem is a girls' boarding school or a women's college. If the decision is made for a girl's boarding school, then naturally the college is responsible for all student actions such as class attendance. But if it is decided that the students are actually young women capable of making their own decisions, then they should be given the responsibilities of women.

The indecisiveness of the faculty is particularly evident in their vacillating class attendance policy. First, the students without requesting it, were given unlimited cuts. Then, despite a higher grade average for the total student body than the previous semester, the faculty took away the student's right of deciding between attending class or not attending. The faculty voted in, without student request, a cut system more restrictive than the one which had been left behind. We can only regard this action as a great step backwards in the growing attitude that college students should be adult enough to make their own decisions.

We do not question the administration's right to raise the standards of the college. If they want to raise the quality point average for classification, graduation or anything else it is up to them, but it is up to the individual to decide if she wants to meet these qualifications. The desire to continue in school must come from the student. If she wants a college diploma, she will make her grades in two semesters with or without compulsory attendance. If the student does not care about her education, then even her attendance in class will not cause her to do passable work.

We hear so much about the intellectual atmosphere on this campus. Of course the atmosphere will be low, if students who do not care about learning are allowed to stay simply because they do not cut classes. We question the real reason behind this new rule. Why, when the grades are better than ever, is such a rule passed? Is it because some of the classrooms are empty?

The most important aspect of a college is the finished product it turns out in its four years of training. Let's look at the young woman who graduates from a college which has not allowed her to decide if she cared enough to go to classes of her own accord. What kind of a teacher will this woman make? What kind of wife, mother, citizen?

We want the faculty and administration to make the same decision our chapel speaker made, but we do not simply want to be called "ladies." We want the faculty to know that we are young women who for our own good must be given the opportunity to decide if we as individuals really want a college education.

A. R.

Coloring Craze Hits Campus: "Oh, Oh! See Our Coloring Book"

by Patty Nash and Jane Hall

A new craze is sweeping the country — coloring! And Salem, being the craze-conscious school that it is, has joined in the movement to make coloring a national pastime. Salem students have been seen indulging in this sport at such places as Babcock Dorm, the Triangle, the Polo, Blowing Rock, and even in Johnson City, Tennessee. Just imagine certain typical campus scenes—in black and white, of course—and these "colors" to go along with them to be filled in:

"Oh, oh, this is the Book Store. See all the students picking up books. Some of them are drooling over all the other goodies that can be seen. Color it expensive.

"Look at the Refectory. There are lots of tables and chairs, but most of them are empty. Everybody is walking out of the door.

The Salemite

Published every Friday of the College year by the Student Body of Salem College

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414 Bank St., S.W.

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They are going to the Dairy Barn. Color it prune whip and cheese betty.

"See all the students. They are at assembly. They have used all five of their chapel cuts. It is the fourth week of the semester. Most of them are asleep. Color them bored.

"This is a typical Salem student. She is sitting in the Dairy Barn. She is wearing a Villager blouse and sweater. On her feet are Bass Weejuns. Draped on the chair is a camel's hair coat. She is talking about which fraternities are the best at Wake Forest. Color her 'blah.'

"See the girl looking at the ground. She is a member of IRS. She sees fresh 'Weegie Monster' tracks. She is looking for grass, but there is none to be seen anywhere. Color the ground ugly. Color the girl angry.

"This is **The Salemite**, the campus newspaper. The staff is scurrying around all over campus. None of the articles have come in on time. There is nothing to put in the paper, not even a letter to the editor concerning last week's editorial. Color it blank.

"Oh, oh! See the faculty member. It is time to call the roll, but he doesn't know what a roll is. He hasn't used one in the last year. He is having trouble getting the main point of his lecture across to his students. After class he will go to the faculty lounge to drink coffee and to discuss his problems with other faculty members. Color him confused.

Dear Editor:
We wish to express our surprise and dismay concerning the announcement of the new ruling

Faculty Distrusts?

Barbara Gottschalk

Dear Editor,
Hurrah for Magos and Heath. It's about time someone here at Salem publicly took a stand on the integration issue, or any issue for that matter. Now that a European has confronted us with our image abroad and a native Southerner has frankly pointed out the hypocrisy visible in our own country, surely we at Salem cannot continue to sit by and tacitly preserve that image. Those who want to obliterate the prejudice of many Southerners toward the Negro must speak out and take action if necessary.

Although Wake Forest won the quiz, I think Salem scored the larger victory. Every girl that participated in the meeting showed enthusiasm and good sportsmanship. The panel members impressed everyone present with their confident knowledge of current affairs and historical background. The number of Salem girls who attended the quiz gave proof of Salem spirit and of an interest by the students in the "world beyond the square."

Lately we have heard much criticism about the interest and spirit of the Salem student body. I think every girl at Salem realizes these statements are valid, but, after Tuesday night, I know that there is still some "ole Salem spirit" left among a few of the student body. The "ole Salem spirit" was quite evident among about 30 Salem students who met with Wake Forest's IRC Tuesday night for a challenge quiz. The challenge for a quiz with Wake Forest students was enthusiastically accepted by Salem's IRC. Salem was well represented on the quiz by a panel made up of Marsha Ray, Dean Clifford, Jackie Lamond, and Wendy McGlinn. Each panel was asked 15 questions on topics of current news and 20th century history. These questions ranged from the Common Market to the member nations of SEATO in 1954. Both Salem and Wake Forest were stumped by the question: "What is the name of Nehru's home state and India's most densely populated state?" When the final results were tallied, Wake Forest won by a score of 145 to 125 or by a two question lead.

"Ole Salem Spirit"

Dear Editor,

about class attendance in the last issue of **The Salemite**.

Raising the standards of Salem College is not the issue in this letter, for we are heartily in favor of this. If Salem is to continue to keep its present prestige, we feel that its standards should be raised.

Our concern is the way in which the faculty has decided to raise Salem's academic standards. Last year the faculty gave the student body a vote of confidence when it was decided that all upperclassmen would have unlimited cuts. This change in policy was not asked for by the students, and we feel that we have lived up to our responsibility. Is not the overall distribution of grades higher? Were not more seniors classified? Yet, in less than two semesters the faculty has decided to take a step backwards by reverting to the first semester freshman class cut system if a girl does not have the required classification necessary. Not only is this a restriction on unclassified students, but also those classified, for, when the roll is called, consequently we will be checked on.

We feel that the students deserved the consideration of being approached with this plan, because we are adults and are the ones that will be affected by this change. Technically the faculty has the right to take this action, but we feel that it was not ethical. Since the students had not betrayed the trust given them, was there a valid reason for this change?

Sincerely,
Connie Rucker
Elaine Tayloe

Do Take A Stand!

Dear Editor,

Hurrah for Magos and Heath. It's about time someone here at Salem publicly took a stand on the integration issue, or any issue for that matter. Now that a European has confronted us with our image abroad and a native Southerner has frankly pointed out the hypocrisy visible in our own country, surely we at Salem cannot continue to sit by and tacitly preserve that image. Those who want to obliterate the prejudice of many Southerners toward the Negro must speak out and take action if necessary.

But taking a stand on one question should not suffice. In a recent issue of **The American Scholar** Kenneth Keniston states that "despite prosperity and the highest level of education in the world, our young men and women remain overwhelmingly uninterested in the state of the nation and the world." Mr. Keniston attributes this disinterest of American students to their pre-occupation with trivialities. He goes on to compare young

Americans' apathy with the contrasting fervor of Latin American, African, and European students. Although these students often go to extremes in their political reactions, they DO take a stand.

Perhaps Mr. Keniston's accusation of American Youth is too harsh, but as far as he can tell his statements are correct. Not being a student himself maybe he doesn't hear our heated discussions of issues like Medicare, labor unions, or integration. He only looks for outward signs that these subjects have had student consideration. But, like many professors here at Salem, he looks and hopes and often finds nothing.

But finally two students have taken stands on a controversy not only involving Salem, but the whole nation. If we are to be at all in step with these times, each student here will have to take a definite position on many contemporary issues. Not only must we be willing to speak individually, but above all we must be anxious to act.

Alice Reid

Responsibility?

Dear Editor:

The term "academic probation" in the article, "QP's Will Affect Class Cuts, Office Holding," seems to me to be contradictory to another term, "student responsibility," which we so often hear. I am wholly in agreement with wishes to raise overall standards of Salem by stiffening requirements.

But, unless the overall quality point average has lowered since the granting of unlimited cuts, I question the need to put in an academic probation system for upperclassmen who have not made their grades. This regulation seems not only unnecessary but also detrimental to Salem.

After their freshman year, students should know how much they can cut. Having had two semesters to regulate their study habits and reap the results, and having probably made their lowest grades the first year, students are then moving more into fields of special interest to them and should be capable of deciding whether or not to go to class.

For, it seems to me, unlimited cuts are more important in principle than in practice. Most students want to feel that they are imposing the responsibility of going to class on themselves far more than they want to cut.

Then, too, students who would be on probation under the new system seem to fall basically into two categories: those who care and those who don't. Realizing their vulnerable position, those who care will attend classes. Need they be?

(Continued on page 4)

Revolution Puzzles Reactionary

by Frances Bailey

Were a reactionary to visit Salem this week, he would be, to say the least, greatly upset. For there have been revolutions all over campus.

Mr. Reactionary is at first disturbed by the speech of his guide, who seems to have adopted an unusual utterance of vowel sounds. Through her "uuuuh eeeh uuoh awk," he learns that her speech is in the transitional stage before it can become nonsectional and easily understood.

First he is taken to Old Chapel where he sees, not an ordinary stage, but one with four levels, which projects seven feet out into the audience. He is shocked by the words uttered by a nearby freshman . . . something about a skit and other four letter words.

Next he visits a classroom, where the art of note taking has been revolutionized. Handwriting has taken on an infinitesimal cramped

character as students record five hundred years of history on one side of a piece of exam book paper and spout loud knowledgable facts at the same time. In another classroom he sees students filling notebooks with round, perfect letters composing no more than two words per line.

Still slightly confused, he finally seeks refuge in a dorm lounge, where he is equally bewildered by conversation over bridge tables, which are filled by the still incessant flow of healthy students as more and more faculty succumb to the Asian flu. Conversations at these tables is far from the usual chatter about who's dating whom. In fact, it seems that no one became pinned or engaged this weekend. Instead, Mr. Reactionary hears such comments as: "Did you hear that DeGaulle almost got shot again? . . . Wait, Jackie, here's another fact you might need for

that IRC panel . . . Treaty of Rome, 1958 . . . Betty Gail, your turn to read aloud the U.S. News and World Report to Ma sha while she rolls her hair . . .

Staggering from shock and the thickness of smoke in the room Mr. Reactionary considers leaving when he hears of the approach of Peggy, whose bout with the flu has more than made up the difference between the number of faculty and students affected. He makes a fast exit, however, when a thermometer requesting student is admonished by her roommate: "Trudi, don't you have enough fever to get into the infirmary yet?"

Poor Mr. Reactionary. His only comfort is the despair of the seniors, who as yet have been unable to revolutionize the methods for obtaining jobs. Laboriously constructed letters and fearful job interviews remain constant.