



The Salemite

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Complacency: Will Image Persist - Salem's Choice

Complacency is defined as "self-satisfaction accompanied by unawareness of actual deficiencies." Only a definition, one might say, but a meaningful one to examine in relationship to Salem as a college community. For the practical purposes of this campus office, the student body projects distinct semblances of complacency. Signs of dissatisfaction and dissent about college policies and regulations are not nonexistent among members of the campus community. However, these feelings appear limited to the opinions and viewpoints of one student or a small group.

Why do Salemites, in general, refuse to openly express themselves in Letters to the Editor for the entire student body, as well as faculty and administration, to share? And why are most students not willing to air their responses and reactions to campus life, like a student who voiced her thoughts on Founder's Day last week. These are simple questions well-worth consideration by all. Thus the choice remains with the students of whether or not they wish to maintain their present image of complacency.

In closing, let us consider this excerpt from "What is a University", a message delivered at Wake Forest by Al Shoaf, printed in the October 15, **Old Gold and Black**.

"... Ours is a special time; we can look at ourselves in relation to our world. When we have done that, we have the time to decide how best to contribute to our world.

However we decide to make our contribution, we must remember one point. The contribution must be a responsible one. If we wish to make our contribution by removing outmoded doctrines and outmoded traditions, we must make that contribution positively and not negatively. If the old must die, let it die graciously because the old once stood beside us and helped us in this business of living. If the new must be born, let us realize that it necessarily will be young and must have time, along with guidance, to mature before it, too, can stand beside us and help us."

College Theatre Should Attack Today's Problems

By Lyn Davis

"We speak of things that matter,
With words that must be said,
'Can analysis be worth-while?'
'Is the theatre really dead?'"
—Paul Simon

More specifically, is the college theatre dead? Has it fulfilled its function? According to Robert J. Lowery, associate professor of drama at the University of Miami, "... theatre should be the most fantastic, exciting all-stops-out theatre in the world. We ... should be experimenting, not saying this is good box office or we must have Shakespeare this year ... Other disciplines in the university system lead the way to new knowledge and understanding, but drama departments tend to rehash the same garbage in the same way year after year." Thus, the college theatre should continue the function of the liberal arts education: to attack the student's preconceived prejudices, to force him to view old problems from new vantage points, to compel him to evaluate the problems of today's society, to broaden his mind and his life.

Professor Lowery did just this. He and his students presented **The Trial**, from a novel by Franz Kafka. Joseph K. is put on trial, but he doesn't know of what he is accused. Nothing becomes clear to him, but he continues to eat, to sleep, to live his life as usual. Finally, he is condemned and killed—never understanding why. This powerful play is an excellent example of the new theatre that seeks to involve the audience in a very vital, dynamic way. As Lowery said, "I wanted to affect those people and more particularly those students who for one reason or another are non-participants, who don't care; not for their work, not for God, not for nature, not for anything. They are not angry, not happy, not concerned about war, not concerned about not being concerned about war ... I want to see the audience and actors smashing together, living life as if it were an experiment. I want the little old lady on the aisle crying and screaming about the justice or injustice of this or that act. This is theatre in its most elevated state."

Other writers contributing this week are Jeanne Patterson, Dale Pritchard, Libby Cain, and Paige French.

Students React To Criticism Of Founder's Day, Defend Tradition

Dear Editor,

I wish to comment on a letter that appeared in last week's edition of the **Salemite**, concerning the purposes and values of Founder's Day. I think the letter contained some valid points, but the author has overlooked several important aspects of Founder's Day.

When a girl enters college, she is seeking a solid, well-rounded education. But if her education stops as soon as she closes her textbooks, then she is only absorbing a part of the total learning experience college can offer.

I don't pretend to be so idealistic as to suggest that Founder's Day leaves a girl with some brilliant insight on human nature. Nor does it fill her mind with new knowledge. Founder's Day is fun-and-spirit. But, what else is it? It's getting to know people; it's discovering and learning to work under someone's leadership; it's learning how to lead, yourself; it's the joy of working toward a common goal; it's thinking to yourself: "Gee, I really love this place!" or "I'm so lucky to be here, where everyone is so warm and happy." The end product of Founder's Day is spirit for your friends, your class, and your school.

And how important is this spirit? Just think how monotonous life at Salem would be without it. If no one had a spirit of enthusiasm and love for this school, no one would show an interest in anything—in a hockey game—in a tennis match or in a class meeting. "Salem spirit" may be a rather trite, overworked cliché, but I think everyone will agree that if we didn't have a common feeling of loyalty to the school, we would merely be 600 people living together, eating together, working together—but not really

S&I To Show Salem

By Melissa Turner

"Seniors will be seen in a different view in this year's **Sights and Insights**," say Marnie Prevost and Joanna MacGrath, Senior Class editors of the yearbook. Instead of wearing the usual formal attire, each girl will be photographed in her own choice of environment dressed to suit the scene of her selection.

These informal pictures may either accent a student's particular ability or talent, or reveal "a special somewhere" on campus considered meaningful to her. Formal pictures will also be taken and may be purchased by seniors, although they will not appear in **Sights and Insights**.

together.

Founder's Day perpetuates this type of school loyalty and spirit that sets Salem apart from other schools. This feeling of belonging gives a girl a total involvement in Salem—and it unites every person in this school. We all share a common interest, love, and spirit. Nowhere is this common bond more evident than at Founder's Day.

Another benefit of Founder's Day is its impact on the Freshmen. They begin their first year at Salem as completely separate individuals. Because they must work together for one purpose they become unified. By the end of Founder's Day they are not just freshmen, they are a part of a class—and they are a part of the school.

The letter last week seems to question whether Founder's Day was the product of "mature college women." If maturity means never wearing blue jeans or kicking a football or screaming, then I hope I am never mature. Everyone needs a time to yell, and run and sing songs. We, as supposedly "mature college women," are not degrading ourselves by becoming wrapped up in the spirit of Founder's Day.

Sincerely,
Betsy McAlister

Dear Editor,

In response to the letter to the Editor concerning Founder's Day, we think the following points should be recognized:

As opposed to a large university, whose spirit is centered around sports, Salem as a small school has the unique opportunity of being able to show school spirit, among other things, in Founder's Day. The point was made that Founder's Day takes too much time from academic

work. The work for this day is completely voluntary; spare time used constructively, talent is brought out, creativity and ingenuity stimulated. Going to college does not simply involve academic work. The purpose of a liberal arts program is to provide an atmosphere conducive to the development of a well-rounded individual. One must try to obtain a balance between academic work and extracurricular activities.

Every school has its own traditions. The celebration of Founder's Day is the first introduction to the traditions of Salem for freshmen and transfers. It's an opportunity to express our respect for the past, as also shown by Salemite transfers and alumnae who look forward to returning to this special day.

Individual academic competition goes on every day of the year. We recognize the fact of intercollegiate competition, aroused by Founder's Day; however, the spirit that accompanies this competition is directed toward Salem unity instead of the recognition of any one class. Founder's Day is a chance to work together as a Salem team. Freshmen Parent's Day, Sophomore Banquet, Junior Hat-Burning, and Senior Follies promote class unity which achievement of Salem unity. The goals include a sense of belonging, a strong sisterhood, and a shared love for Salem. Spirit neither begins or ends on this one day. Founder's Day excitement merely generates the spirit felt throughout the year. It is an irreplaceable feeling which no words can adequately express.

Members of the Freshman, Sophomore, Junior and Senior Classes.

"Odd Couple" Captivates Little Theatre Audience

By Jane Horton

Contemporary comic relief was the highlight of the Winston-Salem little Theatre production of Neil Simon's **The Odd Couple** Sunday, October 13. The matinee was the last performance of the first scheduled play of the season.

Under the direction of Doris Pardington and the technical management of Errol Cahoon, **The Odd Couple** combined a lively cast, a plush setting, and various realistic sound effects to achieve comic appeal. The dialogue was

mainly a duel between the slow Oscar Madison, and the meticulous manic, Felix Ungar.

These characters were played by Jim Austin and Ed Oertes, respectively. However, the "poker game" as well as two British charmers added to the entertainment at appropriate intervals. Sparkling wit and fashion were provided by the Pigeon sisters, alias Susan Rode and Vicky Rowe, dressed in creations from the Yellow Ball.

The setting for the play was a lovely living room of an eight-room apartment on Riverside, New York City; the state of housekeeping demonstrated the incompatibility of the misfits, Oscar and Felix.

Audience reaction to on-stage interactions was frequent and spontaneous laughter. Those who had seen the movie of **The Odd Couple** praised the little Theatre technique, noting the similarity and even superiority of certain roles. It was rainy and gloomy outside as the curtain closed, but the unsmiling faces were seen leaving the Little Theatre. Varsity was in the spice of the afternoon and **The Odd Couple**.

NOTICE

SNEA is sponsoring the campus showing of "Wuthering Heights" the drama workshop Friday, October 18, at 6:30 p.m. Admission \$5.00.

The feature film stars Melvyn Oberon, Laurence Olivier, Dana Niven, and Donald Crisp. Directed by William Wyler, the movie provides an atmosphere of suspense and foreboding with heather-covered wind-swept Yorkshire moorland in early seventeenth century England as background.

