

Lewis Analyzes Use Of "Intellect"; Mrs. Garrett Enjoys Teaching Salemites

Advocates "Esthetic Atmosphere"

Dear Editor:

We hear so much these days around Salem College about "intellectual atmosphere." If such be desirable, we should want to understand the term thoroughly. When we so understand it, will we still want so much emphasis on the "intellectual"?

A short definition of "intellect" as "the conceptual intelligence" is handy but needs explication. Both "intelligence" and "conceptual" need further clarification. Without doing violence to generally accepted definitions (public rather than private)—which, of course, vary in details—we may call intelligence the ability to solve problems by apperception of relationships among the factors of a problematic situation. We need to illustrate for easy understanding.

A chimpanzee in a cage solves his problem of hunger by joining two sticks each three feet long, one with a socket on the end, the other with a small rake on one end, and reaching a banana eight feet away. The chimp's arm is two and one-half feet long. After much trial and error manipulation, the chimp perceives the relations among the factors—sticks, arm, banana, raking in action—and finally solves his problem. This activity meets the definition, the chimp is "intelligent." Now, to clarify "conceptual."

Suppose that you, the reader, are asked the question: "If the situation is as described above, can the chimp really get the banana? When assured that no trick is involved, you answer: "Well, of course! Two sticks each three feet long that fit together, plus arm two and one-half feet long . . . that makes eight and one-half feet . . . plenty long enough to rake in the banana eight feet away." Of course, you are correct: you too have apperceived the pattern of relationships among the factors of the problematic situation:

you, too, dear reader, are intelligent.

BUT—and this is the point—there is a RADICAL difference in the types of intelligence shown by the chimp and you. The chimp solved the problem by manipulating the actual physical factors and relations, present in SENSUOUS immediacy. But, you manipulated substitute tokens or CONCEPTS (words, or terms, that are CLASS designators) in total abstraction from the actual physical factors. The chimp (and, apparently, all animals below man) can solve similar problems only by manipulation of sensuously immediate factors: the chimp has only 'practical' intelligence. But, humans solve such problems by manipulating, not the physical or practical objects or factors, but conceptualized systems in abstraction from the sensed (or ESTHETIC) factors: humans have not only 'practical' intelligence but also 'conceptual' intelligence or INTELLIGENCE.

Now become clear the defining properties of "intellect" as usually given by dictionaries and scholarly sources of careful use of terms: that "function of the mind as distinguished from feeling, sensation, volition, conation."

Notice carefully then, that in an "intellectual atmosphere" emphasis on feeling and sensation—the very basis of ESTHETIC knowledge and learning—must be carefully avoided in so far as we mean business by seeking an "intellectual" emphasis.

Literature emphasizes the ESTHETIC use of language, not its intellectual use, which belongs to the language of science, philosophy, and practical knowledge. (A chemistry book uses language intellectually: a piece of literature uses language esthetically.) To the extent that they remain arts—and are not confused with critical knowledge about art—music, painting, dancing, sculpture, etc., must em-

phasize the ESTHETIC, not the intellectual.

When we use the term with scholarly regard for important meaning, do we want to emphasize an "intellectual atmosphere" at Salem? Why not a more "esthetic atmosphere" which, in my opinion, is much more needed.

How long shall we continue our vulgar use of important words like "intellectual"? Language is our most important medium of exchange for communication, and, perhaps, communion: can we afford, then, to debase the coinage? Do we not have confusion and triviality enough for our time? It seems to me that Salem College should stand for quality and importance in the use of our most precious instruments of thought, and not permit shoddiness and triviality.

H. Michael Lewis

(Please, dear reader, in your thinking, do not accuse me of "oversimplification and such awful crimes as cutting up the "whole child" into separate compartments! When one is trying to hold copy to the bare minimum allowed by newspaper style, one has to simplify and use directional and limiting concepts. I appeal to a sympathetic imagination to catch my thought on the wing. After over forty years of wrestling with the problem, I know the matter is very complex; but I do not believe I have distorted the essential meaning of the problem treated.)

Basketball Team Does It Again!

By Debbie Lotz

Salem scored its second and third victories of the season on February 18 and 24 respectively. The February 18 game was scrimmage with Salem, the score being 56 - 36. The Parkland team was very aggressive and played a good game despite the Parkland High School in Winston fact that they were nervous about playing a college team.

Salem traveled to Queens on February 24 and beat Queens on their home court by a score of 54-40. Mary Anna Redfern led the first half, with Dianne Daily leading the way in the second half and ending up as high scorer for the game with 18 points.

Does being a "private teacher for eight education students" sound like an interesting job to you? Apparently it did to Mrs. Harriett Garrett, a native of Warrenton, who last semester taught elementary methods of education to only eight Salemites. An asset to the department, she is also the supervisor of the student teachers.

After completing her undergraduate work at both Hollins College and the University of North Carolina, Mrs. Garrett taught in Florida, Texas, and Salisbury where she lived for six years. Before coming to Winston-Salem with her husband John W. Garrett, who is presently working with the personnel management at the Wachovia Bank, she taught for a short time in Asheville.

NOTICE

Dean Ivy Hixson will meet with the Sophomore class in Shirley Recital Hall on Monday, March 3, to discuss teacher education and other academic matters.

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(Continued from page 1)
man's desire for clarity in the midst of chaos).

Music also was treated in light of its tonal and harmonious qualities relating it to the field of mathematics. In conclusion, it became quite evident to the audience that mathematics has played a tremendous role throughout history in an integral and necessary sense.

When asked how she likes Salem, Mrs. Garrett commented with a smile, "Very much." She says that although she has only worked with a cross-section of students, she finds these eight girls extremely conscientious about their chosen field. She also added that the one aspect of life at Salem which impressed her most upon her arrival is the excellent communication medium which exists between the faculty and students.

At her home on Field Dale Ave. here in Winston-Salem, Mrs. Garrett enjoys reading and gardening - whenever she is not busy helping her two children, that is.

Take time to drop in her office on one of your excursions to the Fine Arts Center and meet her. We Salemites want her to know more than eight of our "merry old band" don't we? After all, she had no complaints about Salem.

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Lab Instructor Stresses Experimental Psychology

By Joy Bishop

Salem College's psychology lab instructor this year is Miss Patricia Sinicrope.

Miss Sinicrope's "home" is now Wilkes-Barre, Pennsylvania, but she has lived in various other states in the past, including Kentucky, Oklahoma, Alabama, and West Virginia.

Miss Sinicrope graduated with a degree in psychology from Wake Forest University and then worked for two years at the Child Guidance Center in Wilkes-Barre, Pennsylvania. The Center is a residential treatment center for disturbed children.

Miss Sinicrope is now a second-year graduate student in psychology at Wake Forest. She plans to graduate in June with a Masters in experimental psychology. After graduation, she would like to go on

to earn her Ph. D. in clinical psychology, specializing in child psychology.

Miss Sinicrope's main interests lie in clinical psychology, and she would someday like to work with therapy for disturbed children—perhaps researching various therapy methods appropriate for different types of children.

As lab instructor at Salem, she holds two labs weekly and is responsible for demonstrating all the new lab equipment Salem has purchased. She enjoys working at Salem and feels that the College's psychology department has excellent facilities. Miss Sinicrope feels that a background in experimental psychology is useful for any further work in psychology a student plans to do and stresses the mastering of experimental techniques and statistics for psychology majors.

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