Seminar, Comprehensives, Possibility Of Alterations

Much controversy has been raised over comprehensive examinations and the seminar structure at Salem. Students complain endlessly that comprehensives take up a tremendous amount of time. They come at a very busy time of the year for seniors and because this time is concentrated into a one week or two week period, this causes the student's course work to suffer. Some seniors have stated that they have not benefited from these exams because they have not drawn together the material which students have learned in their major field. Other seniors have found them definitely beneficial.

The objection over the seminar structure is that it is not consistent among departments. In some departments, it is designed to pull together the material from the course work in a major field, while in others it is a completely new course on a more advanced level than much of the course work. There are certainly benefits in both systems, but it seems that there is not time in the present seminar structure to do both.

There must be a solution to these problems, but the objective in finding it should be that the student as a major does draw together what she has learned in her major field.

Perhaps one solution could be the abolition of comprehensives. With this abolition, the seminar course for majors could be structured (increasing the number of hours) to draw together the course material in a major field with students being tested in this course. Consequently, the student will have met the objective of comprehensive examinations, and she will have done this with the guidance of the departmental faculty. In those departments where the seminar is structured as an advanced general course in the major, the department could initiate a new, perhaps expanded, course of this nature, not required of senior majors, but highly recommended.

Another solution could be keeping comprehensive examinations, structuring the traditional seminar as a one hour course second semester of the senior year to give basic, but not in depth, guidelines for pulling the material in the major together. Again, an advanced level course for majors, highly recommended, but not required, could be offered in addition to the seminar course by departments who have heretofore structured their seminar this way. With this system, a senior could be exempt from taking final examinations in those courses within her major field which she is taking during second semester.

Both of these solutions satisfy the problems. They enable the student to draw together the material of each department with some supervision, they allow departments the option of establishing a general advanced course for majors, they somewhat alleviate the problem of time for the busy seniors, and the entire program becomes more consistent among departments.

By The Way....

Two new courses are to be offered next semester, Dean Hixon announced recently. For the first time, antropology, Sociology 130, will be offered. Home Economics 227, Historical Aspects of Design will also be offered. This latter course will be taught jointly by Miss Susan Stitt, administrator of the Museum of Early Southern Decorative Arts, and Nicholas Bragg, Director of Education and Interpretation of Old Salem, Inc. Facilities of Old Salem, Bethabara and Reynolda House will be used. The class cannot be offered unless fifteen people are enrolled, and this quota is not yet filled. Students desiring this course should see Mrs. Snow.

Asian Studies 200 will be taught next year, as usual, but it is not known as yet who the professor will be.

Dean Hixon also announced that withdrawal blanks will be available for those students who are transferring. She emphasized that these blanks must be filled out before transcripts, etc. can be sent to another school. All obligations to the college (bookstore bills, library fines, etc.) must be fulfilled before

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Coming Events

ON CAMPUS

May 16 Diane Ward, Sophomore piano recital
7:30 p.m.
Shirley Recital Hall

Mary Crawford Schaub, Senior piano recital
Shirley Recital Hall
8:15 p.m.

May 19 Carol Watson, Sophomore voice recital
7:30 p.m.
Shirley Recital Hall

Virginia Vance, Senior organ recital
8:15 p.m.
Shirley Recital Hall

May 20 Singer's Guild Concert
8:15 p.m.
Hanes Auditorium

May 23-June 8 Senior Art Exhibits Nancy Coble, Sue Leake, Carilee Martin, Marianne Buie Gingher
Fine Arts Center

Around The Square

Class Of '73 - The Statistics Scoop

The 1969 freshman will have a variety of names, but will probably be called Elizabeth, Ann, Mary, or Susan. The tallest is 5 ft. 10 inches, the shortest 4 ft. 11 inches; the average girl is 5 ft. 5 inches. Her average weight is 118 pounds, though possibly as heavy as 160 pounds and as light as 96 pounds. Thirty-three of the freshmen wear contact lenses.

Forty-four of the freshmen (including the five new day students) come form North Carolina but overall will represent 19 different states and one foreign country. They're from as far north as Groveton, New Hampshire, as far south as Goulds, Florida, and as far west as Albuqerque, New Mexico.

In high school she was most likely on the annual staff or newspaper staff, a member of the student council, and a cheerleader. Approximately 74% of the freshmen atended public high schools.

She averages 18 academic units for her four years of high school preparation: 4 in English, 4 in foreign language (usually French), 4 units in math, 3 in science, and 3 in history. At this point she plans to major either in English, some field of science, or math.

If some names or faces sound or look familiar, such as: Mary Ellen Bosch, Sara Carson, Brenda Griffin, Pamela Kirby, Sally McMurdo, Libba McPherson, Mary Murrill, Becky Smethie, Elizabeth Ward, Alice Watson, Christi White, and Ann Wood, it is because they already possess "Big Sisters" at Salem.

Social Psych. Students Study Salem Stereotypes

By Becca Morris

Are you honest? Do you often go along with certain so-called accepted stereotypes? How and why did you choose your roommate? All these questions and more are being studied in the social psychology course being taught by Dr. Lucia Karnes this semester.

Whether you are aware of it or not, those silly, sometimes bothersome questionnaires that you have been filling out for the past month or two have developed into significant psychological studies. Did you realize that the certain schools in Winston-Salem have stereotypes associated with them, as do certain types of cars and their owners? These studies have shown surprisingly that there are also significant correlations to these sterotypes.

One of the most pertinent and interesting studies involving the girls here at Salem deals with roommate selection, the hows and whys. Did you realize that the people you were placed near, or were on your hall when you first came here are probably the people that you remained the closest to for your college career here at Salem? It is true that proximity is most definitely an influence on eventual friend relationships and finally upon roommate selection in particular.

Car sterotypes have also been studied in the course in relation to four fairly ordinary cars well-known to people on this campus. Such cars are Cadillacs, Ford Mustangs, Chevrolet Corvairs, and Volkswagons. These cars were matched by students in a random sampling with a list of thirty adjectives. The data was computed and the results did prove significantly that these cars do have

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Students Polish Fine Art Of Exam Cramming

(ACP)—It was bound to happen. After all, this is the age of instant coffee, automatic dishwashers and TV dinners. In keeping with this trend, students have developed instant education — sometimes known as cramming, comments the **Collegian,** University of the Americas, Toluca, Mexico.

Cramming has been refined to art form, and to cram well one must first learn the language involved. The **Collegian** defined the essential terms this way:

Cram — to jam your head so full of facts the night before an exam that all this knowledge will burst back out all over your exam paper.

To pull an all-nighter—to stay up from the time the party breaks up until the hour of the exam the next day. This time is usually devoted to cramming.

Bennies—the magic little pills that keep your mind bright and clear through the fuzzy-wuzzy hours of the morning.

To pop a pill—the act of dropping a Benny.

A Bear—an exam that defies cramming.

Ace it—when the cram pays off.

Frog (flag) it—when the cramming process fails you, usually used in conjunction with a Bear.

Crack a book—(vulgar) to study.

Who resorts to cramming? First, the All-American type who will later succeed in business without really trying. Second, the psuedo-intellectual, who spends his evenings solving the Vietnam war and the racial problem, saying he's too busy educating himself to worry about class assignments. Third, believers in the philosophy, 'eat, drink, and be merry, for tomorrow you may die.' Many of them, indeed, find they are dead on the day of exams.

They approach the cramming process in one of three ways. First, by learning one-fifth of the material presented, then writing down all they know, no matter what the professor asks. Second, by feigning profundity—learning obscure words and using them repeatedly throughout the exam. Third, by the "kiss-up approach"—the old shiny-apple-to-the-professor routine. Any of the three, if used well, should result in an A, the dean's list, and top honors at graduation.

And if the crammer doesn't learn anything in the process? Well, as Benjamin Franklin said (or was it John Paul Jones?), "Ignornance is bliss."

Beyond The Square

Nixon Alters Modern Cities

By Joy Bishop

A characteristic of the Johnson Administration was a continuing belief that almost any social ill could be cured by gavernment or private actions if sufficient commitments and resources were brought to bear on it.

A characteristic of the new Nixon Administration has been a conviction that there is a limit to what government can do, and that hopes should never be raised above what is certain to be accomplished.

The basic difference between the two Administrations was borne out a few days ago when a major reorganization of Model Cities was announced.

The idea for Model Cities was conceived in 1966, after it had become obvious that the Viet Nam war would for some time prevent any massive allocation of funds to rebuild the cities.

The Johnson Administration decided that it would demonstrate in half-a-dozen or so cities how deteriorated neighborhoods could be thoroughly renewed through a concentration of federal, local and private services and facilities, locally administered and with residents of the neighborhood sharing in the decisions.

After a struggle in Congress, the number of cities was expanded to 150, but the Model Neighborhoods were kept small (10 per cent of the cities' populations) in order to work under a limited budget. Still the plan bogged down, and only nine cities were approved for the first of the block grants.

What the Nixon Administration found attractive about Model Cities was its administrative features, which fit nicely with President Nixon's ideas for decentralization and local control. The Administration therefore removed the 10 per cent population limit, giving mayors the option to extend the Model Neighborhoods to all poverty areas in their jurisdiction.

With no Federal limit on size, the cities are likely to extend the boundaries generously, spreading the already limited Model Cities funds even thinner.

It seems that the new Administration has abandoned the primary goal of Model Cities in order to apply a secondary goal—that of reform of administrative techniques — in an attempt to administer all new and existing social and housing programs in almost all urban poverty areas.

Sources:
The New York Times, May 11, 1969.
U. S. News and World Report, May 19, 1969.

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