

Ssshhh!

As the time for Dr. Gramley's retirement draws nearer, rumors concerning his successor are circulating. If the selection has narrowed down, no official word of this has come from the Presidential Nominating Committee. It is understandable that the work of any committee of this sort must be confidential to some extent. But even if candidates' names cannot be released, it would be reassuring to faculty, students, alumnae, and friends of the institution to have an official report from the committee indicating at least what progress has been made. This report would also help to clear up false rumors.

Secrecy is evidently a hang-up at Salem, and not just with the Presidential Nominating Committee. For instance, one problem students have had on faculty committees is the lack of any definite policy concerning the confidentiality of committee work. As a result, student representatives often find it difficult to decide what information they can give to fellow students. Confidentiality may be important in some cases, but students should not feel intimidated by secrecy.

Another important area where secrecy sometimes causes problems is in Judicial Board cases. Although the Board's efforts to protect individual students are admirable, almost every case has a leak somewhere. And Salem's proverbial grapevine quickly manufactures spectacular rumors from any bit of information, true or false.

Confidentiality is an ideal; its effectiveness at Salem, and in many cases its purpose, can be seriously questioned.

more january programs

Music.

The Goldberg Variations. A study of the antecedents, form, and performance of the Bach Goldberg Variations. Maximum of seven students. Prerequisite is a strong background in piano or organ. Dr. Nolte and Dr. Mueller.

A Month of Song. This course for music and non-music majors will include basic vocal techniques, ensemble singing and song-leading, solo performance for those interested, and audio-visual experimentation. A variety of methods and material will be explored along with performance. Mr. Peterson.

The German Lied of the 19th Century. A study of selected Lieder from the works of Schubert, Schumann, Brahms, and Wolf. Singers and pianists may perform; others will be expected to contribute according to their ability and interest. The course will be open to music majors and non-majors by permission of the instructors. Mrs. Jacobowsky and Mr. Sandresky.

Beginning Piano for the Non-Music Major. A course acquainting the student with musical symbols, notation, scales, and arpeggios, in order to play solos and duets. Regular class meetings with private lessons. Book expenses, \$5. Maximum of 8 participants. Mr. Heidemann.

Class Harp for Beginning Students. A group of not more than eight will study beginning harp in a class situation. The class would meet daily, and skills will be practiced together; playing is approached through ensemble experience. Miss Pence.

Biology.

The Biology of a Tropical Island. This is a field survey of one or more islands in the Caribbean Sea with emphasis on the ecological relationships between the flora and fauna, both terrestrial and marine. Mr. Nohlgren.

Overpopulation: The Last Plague? A national and international investigation of the facts, theories, and predictions of the current population crisis. Variety of topics covered; a few are ecosystem contamination, family planning, population control and the effects of change on social, political, and economic systems. Prerequisite: Biology 10. Dr. Edwards.

Psychology-Education:

A Study of the Atypical Child. In this course the student will observe and work with the atypical child (emotionally disturbed, and/or mentally retarded or handicapped). Prerequisite: desire to work with this type of child. Dr. Karnes.

Special Study of Childhood Psychopathology. This provides the student with the opportunity to become familiar with a community clinic which is charged with providing child psychiatric services to children and their families in Forsyth County. The student participates in case conferences, observes

diagnostic interviews, and psychological testing. Prerequisite: Introduction to Psychology and Child Development. Two participants. Dr. Hills.

Inter-Disciplinary:

The Education of the Gifted. A Study of the education of the gifted students utilizing the facilities of the Governor's School of North Carolina as well as the Gifted and Talented Section of the State Department of Public Instruction. Out-of-town trips to observe operating gifted programs. Cost to cover out-of-town trips. Maximum of 15 participants. Mr. Bray and Dr. Lewis.

The Arts in London: An opportunity to experience varied artistic attractions in London. The course will include attendance at opera, dance, drama and concerts as well as visits to galleries, museums, and places of historic interest. Cost N. Y.-London-N. Y. air fare plus basic expenses \$400.00. Additional costs for 2 meals daily and options, probably \$150.00. Maximum of 45 participants. Dr. Homrighous, Miss Ruffy and Miss Samson.

Impressionism. An analysis of the innovative music, painting and sculpture of France between 1860-1930; their impact on the art and music of other countries; and their roots in the philosophical and cultural spirit of the period. Prerequisite Art 120 or Music 110 or permission of the instructors. Maximum of 12 participants. Miss Wurtele, Dr. Kelly, and Mr. Mangum.

The January Program Committee urges students to set up their own projects for the January Term. Such things as laboratory research, literary study, special field work come quickly to mind as possibilities.

Guidelines for independent study are liberal, placing the emphasis on student planning and design of her own work. Each must have a Salem College faculty sponsor for her independent project. The project, with the signed approval of the faculty sponsor, will be detailed on an Independent Study Application Form and turned in at the time of the January Term Pre-Registration

(Continued on page 8)

Dear Salemite Editor:

You want some provocative material, you say, to start the ball rolling on the "mini-symposium" on education coming up in March. Submitted for your judgment as to their provocativeness are the following comments and questions.

In an article in a magazine called MAIN CURRENTS IN MODERN THOUGHT, an outstanding physicist and an outstanding mathematician wrote a joint article about what seems to me to be the meatiest thoughts, both educationally and in daily living, we can contemplate today.

Henry Margenau, formally of Yale physics department, and F. L. Kunz, formally in mathematics at Pennsylvania (I believe), say some things like the following that I have excerpted from their article, and which, when put together thoughtfully by the reader, are simply astounding. (The bold prints are mine, made to help guide reading)

"... At the beginning of our century three specific scientific achievements put an end to one age and opened up another . . .

"... In 1900 Max Planck initiated an ever-expanding endeavor to reveal the mysteries of atomic matter, planting the seeds of what is now called quantum theory . . .

"... Again, in 1906, Einstein created the theory of relativity. Its importance as a purely intellectual enterprise, quite apart from its curses and benefactions in the atomic world, is rarely made clear to students: the theory represents a new way of thinking about the world of moving objects (and which objects don't?) . . . it proclaims and justifies a new freedom from hackneyed mechanical and materialistic constraints upon scientific thinking . . .

"... Finally, by 1900, Gregor Mendel's experimental work upon heredity in plants had been rediscovered, and its meaning began to be vigorously pursued . . . Thus, in the life sciences, as in the science of matter and energy, system and meaning were no longer artificial formulations, temporary and precarious . . .

"... All aspects of knowledge were involved in this new development, and hence cultural institutions were deeply affected. Especially obvious were the implications for education, which must necessarily proceed in a philosophical context, and this contest, in ignorance of the new scientific knowledge just sketched, was unsuited to achieve significant pedagogical, let alone integrative success . . .

In simple language, a REVOLUTION in ideas is happening right under our noses—in our very daily lives!—that makes the Copernican Revolution dividing the Middle Ages from Modern Times (16th-19th

centuries) look like a tempest in a teapot.

The questions that arise in my mind go something like these: Will students know more about these three great revolutionary ideas—what they mean, and why they make absolutely necessary a re-thinking of every life-relevant question from child care to religion? Will students, even if they don't learn much about these matters, get turned on about them in the "mini-symposium"? or will the ideas almost never be even mentioned!

On the other hand—instead of discussing the foregoing important IDEAS—will our students be pretty much as they are now: concerned oh so deeply! about moving the furniture around: 4-1-4 or 3-3-3; modular classroom and cubbyholes for all sorts of "different" activities; free assemblies or compulsive ones; why don't some teachers be better "sports" and "play with us" more so we can develop a closer relationship with them; why can't we all, some, or none have "comprehensives with seminars" or "comprehensives without seminars" or both made optional for both teachers and pupils (how many know what a "seminar" is, anyway — is it just another "course"? or something else very special?); why can't we each choose our very own individually "tailor-made" curriculum; etc., etc., etc., ad nauseam, all in order to solve the great problems of the revolution happening in education by arguing about what "gadgetry" we're going to try next!

I'll end up with the pertinent question: Which will help students understand best why Einstein's physics makes the conventional doctrines of "materialistic" America and Russia highly questionable and almost certainly obsolete, the 4-1-4 plan, or the 4-1/4-4-1/2 plan?

What will the "mini-symposium" be? a talk-binge on "how to shift the furniture about in the educational establishment"? or an effort to understand why modern physical "field theory" makes obsolete that grand old rule that "that government is best which governs least"!

Which will it be, dear editor? Wanna bet?

Dr. Mike (sandbagger) Lewis

Dear Editor:

Friday, March 5, David Schoenbrun spoke at Wait Chapel to an audience of approximately 1700 citizens of this area. The North Carolina Committee to End the War in Indo-China sponsored this lecture. This committee is composed of prominent citizens in North Carolina whose objective is to put pressure on Washington to stop the Indo-China War. The aims of the committee are put forward in the following statement:

"The committee is organized to further a rapid end of all US military involvement in the Indo-China War. This can be accomplished and expedited by one or a combination of several actions. These include complete withdrawal of U. S. forces by the end of this year by order of the President, by congressional prohibition of the use of funds for the war after Dec. 31, 1971, and by prohibition of the use of funds to support any invasion of North Vietnam."

Is your liberal arts education making anything happen to you? Are you stretching?

The committee further plans to educate the Winston-Salem community on the history of the war as well as take action by pressuring both Congress and the President to end all U. S. military involvement in Indo-China by December, 1971. Periodic trips to Washington by citizens are planned to arrange interviews with various senators and congressmen. Also, a letter-writing campaign is being organized. People are urged to go and meet their congressmen when they are in their local districts in order to communicate personally their feelings concerning the war issue.

Salem should be involved in this campaign. An important factor in the next election will be the 18-21 year-old vote, and politicians are not going to disregard student opinion. Get registered NOW and write (even if it is the twentieth letter you have sent) to your U. S. congressman and senator. Go meet him and talk to him when both of you are home. If some students are interested in going to Washington, the committee would love to get in touch with you.

The anti-war effort is no longer solely a student one; there is a great deal of support from the outside community. Let's not give up on a hope for peace, but renew our efforts through constructive action.

Sincerely yours,
Mary Leight

Dear Editor,

The freshman class would like to ask the faculty a question. Should we recommend to next year's freshman that they try to have a faculty tea on Parent's Day, even though our failed?

This year's Faculty Tea Committee did all it possibly could to assure the faculty's attendance. Fifty-two invitations were issued to the heads of departments and to those faculty members that teach freshmen. Only twenty-five replied to the R.S.V.P. on the invitation. On the Thursday before Parent's Day, members of the tea committee reminded all of the faculty possible of the upcoming tea. Nevertheless, only ten teachers came.

Needless to say, the tea didn't fulfill its purpose of allowing parents to meet their daughter's teachers. If the whole faculty invited had had the common courtesy to reply to the R.S.V.P., the class could have seen the lack of interest and tried new tactics on the faculty or decided on an alternate plan. As it was, there were many disappointed parents and students. Much was said about the supposedly close student-faculty relationship. Many parents were left wondering whether such a situation actually exists.

This year's freshmen would hate to advise the upcoming freshmen that it is hopeless to plan a faculty tea because a major part of the faculty is not interested. That may well be the case. In any event, the freshmen would like some faculty opinions on this matter.

Freshman Class

notice

Pierrettes will have a workday Saturday at 9:30. Please come, we will need your help!

The Salemite

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