

# The Salemite

## SGA Retreat Brings Council Fun, New Ideas For Year

by Mary Anne Campbell

Friday, September 8, nineteen leaders left Salem for a week-end at the Terraces, conference center for the Episcopal Diocese located in Southern Pines, N. C. The weekend was organized by the Campus Ministers, Jake Viverette, Bill Cheval, and Mark Rose, to develop leadership skills. Carolyn Necke and Phil Craig conducted mini-lectures and the leadership training activities which followed. The officers present included representatives from Executive Board, Honor Council, Interdorm Council, and the Class Presidents. The weekend began with a social hour, providing a time for initial introductions to be made. We ended a delicious dinner, and then to formulate goals for the weekend. Carolyn suggested that each make a "personalized name" in the form of a collage. We learned a great deal about the internal make-up of each other, and making collages an easy way to express feelings we would not expose otherwise. After this exercise we realized that we had

revealed only a small part of our complex personalities. Activities of the rest of the evening included bridge, ping-pong, scrabble, and lots of talk.

The next morning came too early for most of us, but we managed to get up around 8:30. After enjoying a great breakfast, we met again in the living room. Our purpose for the morning was to experience some dynamic inter and intra group relations. To do so, we played a game which tested our ability to trust the opposing team. Even though each team saw the purpose of the game differently, we learned that it is possible for the separate groups to work toward a mutual goal. Our game was followed by another mini-lecture, after which we "brainstormed" to come up with the names of national leaders. In attempting to rank these leaders in order of priority, we learned to listen very carefully to the opinions of others. Before presenting his own view, one had to repeat the view stated by the previous speaker. This exercise in listening was both difficult and useful for most of us.

After lunch we had a break to

sleep, to study, to shop, or to relax awhile. When we met again at 3:00 Phil gave another mini-lecture, after which we participated in an exercise in decision making by consensus. From this activity we realized that although a group decision is often difficult to reach, the process of decision-making by consensus can be extremely effective.

After supper we divided into groups to list those things which we wish to accomplish on campus this year. Then meeting together, we divided them into three categories, social, academic, and miscellaneous. We spent the rest of the session forming action plans for accomplishing these goals. Most of us felt that this session was especially productive, in that our plans were organized and realistic. Before ending we were taught the procedure of agenda building. A suggestion was made and adopted that the agenda for all SGA meetings be placed on a poster for the student body to follow. We decided to program a follow-up meeting to the conference on October 18th for all Student Council members. After our evening session while Betsy Hester attempted to teach Anna Moore Butzner and Holly Materne about Turkish numbers, others talked in small groups, a few studied, and the smart ones went to sleep.

Sunday morning we met downstairs for our final session. Dividing into small groups, we worked on writing two petitions and outlining this article. After answering an exaltation of the weekend for Phil and Carolyn, we met outside for a special worship service. Our weekend ended after lunch when we returned to Winston-Salem.

Our "design skill conference" was organized to be "job oriented rather than person oriented." Our leaders are to be praised and thanked, for we certainly accomplished our goal for the weekend: "To begin building a leadership team by discovering and using specific leadership skills." Ours was a closely knit group when we left Southern Pines, eager for the challenges of the coming year.



Mrs. Doris Eller relaxes in the Alumnae House, her new business office.

## House Boasts New Alumnae President

by Helen Holt

Salem is full of new faces this year and the Alumnae House is no exception. The new president of Salem's Alumnae Association is Doris Eller, a graduate of the class of '54. Since graduation Mrs. Eller consistently has been involved in academics and academic communities. In addition to teaching in the Raleigh city school system and at Salem Academy, she also has served as the Alumnae Association's second vice president and Executive Board member for four years.

When asked how she liked her new position, Mrs. Eller replied that she found the work very exciting.

"I love my work," she said enthusiastically, "and this is one of the few ways I can meet Salem students. Many girls have shown interest in our work; not only those who are on scholarships but also those who are just eager students."

Being an alumna, Mrs. Eller had definite impressions of today's Salem students. Her response was entirely positive; "I think the girls are of lovely quality and are certainly the nicest looking of girls. I don't mind the changes in social regulations or in dress codes, for I believe the students have made reasonable requests. The relationship between students and administration is exceptionally good, which is something that seems rare these days."

Mrs. Eller has many plans for

the Alumnae Association which will, no doubt, prove beneficial to all concerned. She now is in the midst of experimenting with the Alumnae-Admission Program, a major project which will organize volunteers in various areas throughout the country as representatives of the admissions office. She also hopes to help in planning the Third Century Fund Campaign Committee as alumnae have throughout the country.

Students and faculty of Salem might be particularly pleased with Mrs. Eller's interest in the proposed campus snack bar. Although a large sum was donated to the snack bar project by the class of '72, Mrs. Eller states that a total sum of \$8,000 is necessary to construct and operate this convenience. By using the support and contributions of special clubs she hopes that the necessary funds will be obtained and that the snack bar will become a reality on campus.

Mrs. Eller's office is located on the first floor of the Alumnae House. People do not have to be alumnae to be welcomed by her there. Mrs. Eller is anxious to meet all of Salem's students. She also reminds us that visiting parents, friends of the family, and other relatives are welcome at the Alumnae House too. Room rates are \$5.00 single, \$8.00 double on the second floor, and \$2.50 per person in the rooms on the third floor of the House.

## Teacher Examinations Beckons Seniors

Princeton, New Jersey, September 17—College seniors preparing to teach school may take the National Teacher Examinations on any of the four different test dates announced today by Educational Testing Service, a nonprofit, educational organization which prepares and administers this testing program.

New dates for the testing of prospective teachers are: November 11, 22, and January 27, April 7, and May 21, 1973. The tests will be given at nearly 500 locations throughout the United States, ETS said.

Results of the National Teacher Examinations are used by many large school districts as one of several factors in the selection of new teachers and by several states for certification and licensing of teachers. Some colleges also require all seniors preparing to teach to take the examinations. The school systems and state departments of education which use the examination results are listed in an ETS leaflet entitled **Score Users** which may be obtained by writing ETS.

On each full day of testing, prospective teachers may take the Common Examinations which measure their professional preparation and general educational background and Teaching Area Examination which

measures their mastery of the subject they expect to teach.

Prospective teachers should contact the school systems in which they seek employment, or their colleges, for specific advice on which examinations to take and on which dates they should be taken.

The **Bulletin of Information for Candidates** contains a list of test centers, and information about the examinations, as well as a Registration Form. Copies may be obtained from college placement officers, school personnel departments, or directly from National Teacher Examinations, Box 911, Educational Testing Service, Princeton, New Jersey 08540.



The Freshman Mixer with Wake Forest was held Thursday, September 7, and was a great success both for freshmen and upperclassmen. The evening's only catastrophe arose when the Refreshment Committee temporarily ran out of beer; as all upperclassmen know, "when you're out of Schlitz, you're out of beer!"

## Disability Center Aids Youths

Today—September 18, Salem College's Center for Special Education opens its doors to approximately 35 children who are eager to overcome learning disabilities. The Center for Special Education, under the direction of Dr. Lucia Karnes, is an outgrowth of the Orton Reading Center which has served the Winston-Salem area for many years. Mrs. Samuel T. Orton, founder of the Orton Reading Center, will serve as a consultant to the Salem Center. Dr. Karnes views the Special Education Center as a birth-day present for Salem's 200th anniversary. "We are sharing with the people of Winston-Salem what they have given us."

The young people attending the school may range in grade levels from the first grade to college. The learning disabilities treated may vary; and eight professional therapists at the center are able to work with them to overcome or

improve their disabilities. Each child has three, one hour classes per week and receives treatments according to the degree of his problem.

Dr. Karnes stresses, "A child with a learning disability exhibits a dysfunction in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, talking, reading, writing, spelling, or arithmetic. They do not include learning difficulties which are due primarily to visual, or motor handicaps, to mental retardation or to emotional disturbance." Dr. Karnes refers everyone to **Education for Exceptional Children**, N. C. Department of Public Instruction, 1970-71, from which she quoted her information on learning disabilities.

Dr. Karnes emphasizes that the greatest contribution the Center can make to Salem College students is

in creating an awareness of these learning problems. Research on learning disabilities has shown that as many as 10% of all children with average intelligence may possess a learning deficiency in some area. It is, therefore, important that we recognize these deficiencies so that professionals can work with our peers and relatives who have them.

In accordance with the North Carolina Board of Education guidelines, Salem College has designed a course of study which will provide Salem College students the opportunity to earn a Certificate for Teaching Exceptional Children and Youth (Area of Concentration: Learning Disabilities). This course must be approved by the State Board and is not anticipated until students following the program are actively participating in internships for Education 350.

## ANNOUNCEMENT

The office of the Registrar wishes to state that there were three names not appearing on the list read by Dean Hixson at the Opening Convocation. The three names were Allison Towne who made Dean's List and Class Honors, Irene Kimel who made Dean's List, and Alice Carol Smith who made Dean's List.