

The Salemite

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Oslo Summer Is Exciting

by Vickie Moir

My summer at the International Summer School was important and rewarding to me in so many ways, both academic and personal, that I cannot go into all of them. I returned feeling that I had gained significant insight into the feelings of a differentiated group of people while re-examining my own opinions. The aspects of this summer that meant the most to me were the chances to gain insight into other cultures, to study in a truly stimulating atmosphere, and to get to know people from a variety of backgrounds as individuals.

As for providing a chance to know about other cultures, the Summer School offered a really unique opportunity. There were around three hundred participants representing over fifty countries in all. Since the group both lived and studied together, there were organized opportunities outside and inside the classroom to learn of one another's ways of life.

Organized, outside of class presentations took place many evenings. Many of the students brought slides and pamphlets and used these in their programs. While I took advantage of these programs to some extent, thinking back, I wish I had attended more of them. They were excellent ways to learn of other cultures.

One group that did not use the evening presentation as their means of expression but who were very enthusiastic and nationalistic were the Africans. The enthusiasm of this group contributed to making my most interesting course even more fascinating. When the time came for my political science class to discuss the African nations, practically all the African Summer School participants agreed to attend. During these class periods, a representative of a certain African country, such as Tanzania, Zambia or Kenya, gave background information on his country. Questions, discussions, and on several occasions heated debates would follow. These classes were real, unforgettable learning experiences. The bitterness and resentment of an individual to-

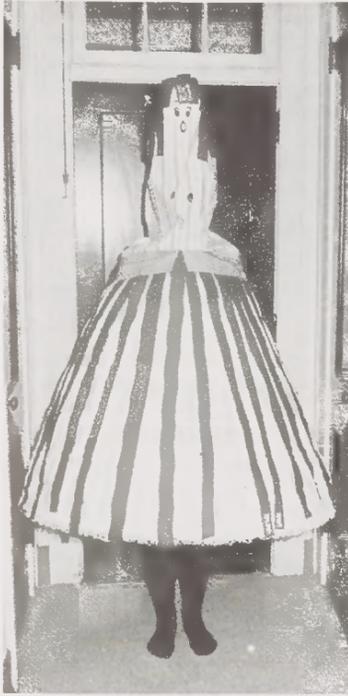
ward his country's colonizers and the wrongs they have done leave a far greater impression than the historical accounts and poverty figures of some seemingly remote area.

Though we had other outside speakers, the class also had resources of its own. We had representatives from a number of countries, including Norway, Austria, Poland, France, the United States, Romania, Bulgaria, Egypt and Israel. The incredibly knowledgeable and differentiated people in this course made it the most stimulating one I have ever had. Most of the class members were in graduate school or had completed undergraduate school and were taking the course for personal or occupational reasons. The instructors, one of whom had a radio program on political events, were extremely knowledgeable. Thus, the questions, discussions and debates were at a rather high level.

As one can imagine, my political science course set a rather high standard of comparison — one which my other course did not quite measure up to. The other course, Norwegian history, was interesting too though. It was a subject in which my knowledge was extremely limited and which I probably would not have had the chance to take anywhere else.

The personal side, as well as the academic one, was really rewarding. The possibly trite, rarely thought through statement, "People everywhere are just people," took on a new meaning for me. Living, eating, studying and partying with people of such a variety of nationalities made me realize that though customs may vary, emotions and feelings are much the same everywhere. Knowing people from many lands really makes facts, figures and textbook accounts have meaning.

Thus, the summer made a world of difference in the way I feel about a world that I found to be not so different after all. For me this summer was a real opportunity to get to know about a variety of cultures, to be really stimulated by classes, and to have some truly enriching personal relationships.



Put on your costumes and dancing shoes — Be what you dream of Saturday night at the Costume Ball.

Come Be Yourself

The big chance to show everyone the real you is coming October 27. The YWCA and SGA are sponsoring a Halloween Costume Ball in the Refectory from nine to twelve midnight. Celebrities such as Elvis, Cleopatra, and Mark Twain will be mingling with the usual and unusual Halloween creatures, and Bernie the Box from Clewell is even rumored to make an appearance.

Prizes will be given for the best costumes in terms of ugliness, the funniest, and so forth.

Wear something comfortable and dance to the sounds of Gene Barber and the Cavaliers.

Formal House has rented out almost all of its costumes, so try to dream up something original. Modest costumes are acceptable, and masks will be handed out at the door. Costumes are necessary for admittance.

Two ten-speed bikes, a guy's and a girl's will be raffled off to two lucky people at ten-thirty p.m.

Snacks will be served and setups provided (B.Y.O.B.) so have a great time.

Governor's School Boasts Unique Academic Program

By Jim Bray

To most Salem students the Governor's School of North Carolina is simply the school that is in session when Salem College takes off for the summer. For a few Salem students who have been students of both institutions, it is a vital institution housed on our grounds during the summer weeks.

The school began back in 1963 when Terry Sanford was governor. With a three-year grant from the Carnegie Foundation and matching funds from business groups in Winston-Salem, the school began. After three years of success, the State Department of Public Instruction took over the reins in 1966 and the school has just finished its eleventh year of service.

The school is for rising juniors and seniors of North Carolina public schools. Each student is selected on criteria for gifted and/or talented individuals. A minimum I.Q. of 120 is just one segment of the criteria. In addition, the student must give evidence of superiority in four other areas as well as be nominated by his superintendent of schools.

Now the Governor's School can boast of several of Salem's faculty and student body who have served well on the Governor's School faculty and staff: Mike Lewis, Laura Edwards, Don McLeod, Pete Jordan, Laura Crumpler, Lisa Chiles, Cathy Manning, Mary Davis, Michel and Kay Bourquin, Ester Mock, Clem Sandresky, Peggy Hart, Alta Lou Townes, Carroll Lennon, Gail Smith, and Frank Willingham. I probably have left someone out and if so, I apologize right now. Dr. Mike Lewis was with the school from its beginning and is largely responsible for the overall theory of the school that has received national acclaim.

North Carolina can boast of many firsts. The Governor's School of North Carolina was the first of its kind. Other states have followed suit and many have used the summer institution at Salem College as a model.

Students are nominated in either the academics or performing arts. The academics include English, natural science, physical science, social science, and mathematics. The performing arts include drama, dance, orchestra, and choral music. In addition, there is one class in art.

Some 400 students are chosen from several thousand candidates. And in addition to the area of concentration — either in an academic subject or one of the arts — the students also spend time with Area II, an epistemological inquiry on the relationships of disciplines, as well as Area III, a study of a psychological nature concerning self and society. All three areas are related and all three deal with up-to-date 20th Century ideation.

As Mike Lewis put it, "The Governor's School of North Carolina attempts to OPEN WINDOWS ONTO THE FUTURE for students who will become future leaders of this state and nation."

The Governor's School is an exciting educational adventure for all of us who have any part in it. And this is true for two presidents, Dr. Dale Gramley and Dr. John Chandler, who have served on the Board of Governors of the school.

For those of you who might want more information about the school, please do not hesitate to visit the Governor's School Office. The Administrative Assistant, Miss Brenda Petree, is on hand five days each week as the only full-time employee of the school. The office is located in the basement of Old Chapel. Miss Petree would be more than willing to give you any information you desire about the school.

And the next time someone asks you about the "other" school housed on our campus, please invite them to visit it whenever it is in session. In case you wish to get me started on the subject of the school, be prepared to talk at least several hours. I believe it to be a great school housed on the campus of a great college.

January Program Sparks Student's Interest in Special Education

By Jeri Bounds

Summer for me can be fun or busy or both, but rarely are they truly fulfilling as was Sorry Summer No. 21. Explanations anyone? (Please say "yes," I have to finish this article regardless.)

To begin with, I decided my sophomore year when 4-1-4 was first instated, that I would use my January terms as times for career exploration. Following an urge to pursue music therapy, I arranged a position with the Dorchester County (Maryland) school board as a roving therapist with mentally retarded children in the school system. The month was stupendous and my appetite for Special Education was whetted. The following summer, I was talking with an old high school teacher who had since taken a position as acting principal of an institutional school for the emotionally

disturbed, established at the Agnew Building of the Eastern Shore Hospital Center. We were sharing thoughts and theories of Special Ed. and hoping to tap into his genuine concern and enthusiasm, I asked if I could try some of my ideas on this other category of Special Ed. The suggestion was agreeable with Mr. Tubman (the principal) since there was, at that time, no specialist to work with music. When I arrived in January, however, a Music Therapist had been hired and rather than institute my own programs, I more or less had to follow along with hers. As the month progressed I discovered workable and non-workable approaches and the types of needs that I should try to fulfill. I also learned to anticipate and react to individual behavior and by the time I truly hit on my purpose

for being there, the month was over. I returned to Salem in February feeling as though I had finally found a field that really interested me.

At the end of the second term last year I had a call from Mr. Tubman, asking when I would be home for the summer. I said Tuesday and he asked me to come to work on Wednesday. I was to have four classes consisting of five to ten children each and was to work for six hours each week.

From the time I first walked into the Center until I walked out two days before school started, I don't think I stopped running or lost interest in my job. The age limit of my students ranged from four years to ten years of age — which of course means a wide scope of interests and attention spans. Because of this with four classes, I had to have a minimum

of three lesson plans for each class each day. If those children aren't "up" for a certain thing on a certain day, there is nothing short of a Ringling Brothers Spectacular that's going to attract their attention, so you pack up that plan, and move on to another — carefully making sure that you re-schedule yourself to put your new point across effectively.

As if all this planning for unexpected upsets isn't enough, I happen to detest the thought of music for music's sake—especially for the education of Emotionally Disturbed children. To explain: the basic approach utilized by the Agnew School is one of rehabilitation through a series of successes since all of the children there have failed miserably in one way or another. Our job is to help them realize their value as human beings or at least realize that

they are human beings. There are such pits, such empty places in their lives. I feel it's almost selfish to turn all my efforts toward one little isolated area. Besides this, I feel as though so many life experiences and so many basic skills can be simplified through music and therefore worked towards that end. My lessons included such things as: teaching my four and five year olds their colors through a stand-up-sit-down color song, interpretive painting to classical music for my ten year olds, writing songs to dramatize science experiments for my eight and nine year olds, and writing and staging a musical puppet show about the seasons with my six and seven year olds.

The work is demanding, yes, and even frustrating at times, but the rewards are just so instantaneous and so totally satisfying.