

The Salemite

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Professors, Students Argue Pros and Cons of Symposium

by Patt Hall

SYMPOSIUM '74: doughnut holes, questions, control, sangria, vote "for" — "against", discussion, peppermint and orange, individual rights, no classes, responsibility, cheese and crackers, laws, ethics, life. These are a few of the things that made up the symposium. And it all added up to new, interesting, and enjoyable experiences for me. With this being the first symposium for us Sophs, I must admit that I was rather unprepared. I was looking forward to some free time, getting a tan, and a chance to do all the work that had been piled on. Yet my skin is pale, I'm still working on last week's assignments, and free time never seemed available. Much to my surprise, after the first session I found myself drawn back for one reason or another. Not all of the questions were answered, not all of the issues resolved. When each session closed, I felt there was so much more to hear, ask, and say. Everyone seemed so involved and really added a part to each evaluation. The dynamic speakers encouraged participation and demanded that each individual consider in her own mind the issue at stake. That's what kept us all coming back. And believe me, when that many people give up prime sun time, the "soaps", and extra sleep, it must be worth something.

Hats off to the Hastings Center, the lecture-assembly committee, and all that made the symposium go for a job well done!

Madhatters Compete

The week of April 15-18 marked Salem's 1974 April Arts Week. A wide variety of activities were planned for each day.

Monday night a talent show was held in Hanes Auditorium. The show began at 7:30 and Ann Posson, playing the piano and singing her own compositions, was awarded top honors.

The annual Madhatter's Tea Party was done a little differently this year. Participating students wore "mad hats" to dinner in the Refectory and were entertained afterwards on the golf field with tea and cookies. Winners in the hat competition were: Kem Mims — 1st place, followed by Ruth Reid, Stell Snowden and Susan Kelly — 3rd place, Julie Smith — 4th place, and Maggie Guerard in 5th place. Five other students won honorable mention: Leigh Thurston, Adrian Winship, Becky Tucker, Nancy Tower, and Liz Malloy. All of these winners, plus winners of various games, such as croquet, will be honored at a later date with a keg party.

The spring craft fair was held on Wednesday in the Square and moved to Main Hall at the first sign of rain. A great selection of handicraft items, food, etc., made by students, were sold: The picnic that followed the fair was moved inside the Refectory.

Thursday the students were entertained in the Maydell with wine, cheese, and good music. The entertainment was provided by Julianna Brown and E. A. McConaughy. That night as a completion to April Arts Week, a silent movie, "The General," was shown in the student center.

by Dr. Francis Lazarus

Symposium '74, "A Matter of Life and Death," provided me with both an opportunity and a stimulus for serious investigation and discussion of some of my most deeply held convictions. It was of primary importance to me as an individual and as a member of a very complex and frequently bewildering society. The type of questions asked, moreover, were those which all too frequently brought to the fore questions many of us completely neglect in our hurried lives or at least obscure by our preoccupation with questions of more immediate and strictly personal concern.

The format of submitting mock legislation for debate was a fairly successful device for channeling discussion onto specific topics, out of which more general and more basic questions could be brought forth for consideration. The symposium participants, moreover, did move, quite properly, from the specific issues presented in the legislative proposals to the underlying questions concerning the nature of human freedom, the limits, if any, upon that freedom, and the proper relationship between individual freedom and the legitimate concerns of society as a whole. Everyone listening to and participating in the debates was invited and challenged to investigate his position with regard to the proper relationship between the individual and society or to formulate such a position if he had not previously done so. The greatest potential benefits of the symposium seem to me to lie in each person's effort to respond to this invitation and challenge.

In spite of the relative success of the debate format in channeling discussion into specific areas, I was a bit disappointed by the specific proposals introduced for consideration. I think the quality of the discussions could have been improved and the specifically ethical nature of the questions could



Yes, Winn, EVERYBODY loves IRS . . . THANK YOU for a most fantastic Weekend.

have been made clearer if the proposals had been composed in the form of resolutions, whose conclusions were couched in the terms of more general propositions. For example, the resolution concerning genetic testing could have listed its premises (all of which dealt with the question of protecting individual freedom) just as it did and then concluded, not with five legal statutes, but with the single proposition that "The right of a state to limit individual freedom shall not extend to mandatory genetic testing." Such a proposition admittedly runs the risk of spanning a caustic debate concerning the legitimate powers of the state. However, the opportunity that such a proposition offers for a broader debate, free from specific statutes, concerning the state's versus the individual's rights more than compensates for such a risk. In addition, if the debates had been organized around more general propositions, it might have been possible for the principal speakers to avoid the questionable practice of supporting positions which they do not personally hold.

Prospective Students Invited to Discover Life on Salem Campus

by Mary Denson Abbitt

The minds of most high school students are brimming with unanswered questions concerning one of their most anticipated ventures in life — college. Many are fearful of blindly choosing an institution based on their own suppositions, word-of-mouth information, and slanted college catalogues. After gleaning their choices to a select few, the ultimate decision still remains with questions and indecision becoming prominent. At this time the students are concerned with learning what the actual atmosphere of the campus is like. What are the opportunities for a taste of college life beforehand? Our freshman class decided to create one this year and invited prospective students to take a look at Salem from the inside: to discover the academic, social, and spiritual life at Salem College.

What was this experience like and what kind of questions and answers did it produce? On the first Sunday afternoon in April twenty-six high school juniors arrived at Main Hall eager to briefly venture into the life of a Salemite. After being greeted by their freshman hostesses, they soon found themselves settled in dorm rooms and flitting around campus. Once oriented to their surroundings, they were treated to a picnic featuring Ted's barbecue chicken and potato salad plus entertainment by the Archways. This was followed by a session with Dean Johnson and Dean Somerveille. This meeting emphasized choosing the right college for each individual, whether it be Salem or elsewhere. Later that evening the prospective students were treated to a movie in the Drama Workshop. Finally, this evening was concluded by one of the typical Gramley ice cream parties.

Sunday night dorm life was a new experience for these students. They found that it was not a big

by Dr. Jim Edwards

MANDATORY CONTROLS = FREEDOM

While I was very pleased with the Salem Symposium in general, I certainly fail to understand the relationship between "Population Control With Dignity" and the proposal on which we were asked to vote. Indeed a more appropriate title would have been "Population Control — Maximizing for Individual Freedom," a self-contradicting title which is consistent with Dr. Callahan's remarks. To vote for Dr. Callahan's proposal is to vote for a policy of no national control and to vote against leaves us where we are: with no policy.

What are the fundamental issues? Quiz (50 points) Check the correct answer:

- (1) Does the Government have the right to tell you how many children you may have? Yes No
- (2) Does the Government have the right to tell you how many husbands/wives you may have? Yes No

And now that you and I understand rights and that freedom

pajama party. Instead of sitting around and talking with stereo music in the background or foreground, they were quieted by study-tired, play-tired upperclassmen. They saw that consideration was the key to a friendly dorm.

After a routine morning where the prospective students attended classes and had interviews, they met with the professors for lunch. This gave the students a chance to find out what each department was like and what would be expected of them academically.

Was this twenty-four hour experience successful in giving the students an idea of what Salem is like? There were various observations by the students. On the social level, they were amazed at the friendliness among the students, surprised at the number of guys on campus, and pleased that it was not as strict and formal as they had assumed it to be. Academically, some found it to be harder than they had previously thought. Though some of the students left totally confused on the matter of choosing a college, it is hoped that they can now approach the problem with more insight and maturity from this experience.

Senior Class Announces Gift to Salem

by Kathy Bacon

In connection with the April 4 dedication of Salem's Dale H. Gramley Library, the Class of 1974 announced their gift to Salem College. This year's Seniors are giving \$1,000 as an endowment fund for a browsing collection for the library.

The emptiness of the bookcases in the browsing room of our library will be remedied, but the process will be gradual. The gift is in the form of an endowment. Its interest will purchase contemporary books this year and for years to come. Rather than fill the bookshelves immediately with current books (best-sellers,

really is the recognition of necessity, what are the consequences of having no mandatory controls on reproduction? The consequences are clear and predictable: Malthus was right and so is Garrett Hardin: "It is a mistake to think that we can control the breeding of mankind in the long run by appeal to conscience." While time and space do not permit me to substantiate this conclusion here, I should be pleased to provide documentation to anyone.

But are there other critical related issues for today's world? Let us consider only one: natural resources. What raw materials keep our industrialized society operating? It is interesting to note that in "Reckoning With Recklessness" by Donella Meadows that among 36 basic substances (aluminum, cobalt, copper, iron, lead, mercury, nickel, platinum, zinc, petroleum, uranium, etc.) considered necessary for modern industry, the United States is self-sufficient in nine of them and must import 27, whereas the U.S.S.R. is self-sufficient in 29 and must import 7. And, indeed, the impact one American makes on this spaceship Earth, as shown in the accompanying figure, is more than I can easily comprehend.

Well, of course, there is much more that needs to be said. I trust that it is clear in these few comments that I am not really trying to frighten anyone: I simply indicate that under present "population policy" I am at least a little scared.

The Birthing of a User

One American baby born in 1972 will require —
26 million gallons of water
52 tons of iron and steel
1,200 barrels of petroleum
13,000 pounds of paper
50 tons of food
\$10,000 in public expenses
10,000 pounds of fertilizer
In his lifetime he will discard —
10,000 no-return bottles
17,500 cans
27,000 bottle caps
2.3 automobiles
35 rubber tires
126 tons of garbage
9.8 tons of particulate air pollution

etc.), the gift will help keep some up-to-date books on the shelves. It is hoped that around eight to ten books can be bought each year with the gift's interest.

Contemporary books purchased through this fund will be placed on the second floor browsing room shelves. They will eventually be moved as the shelves fill and as they can no longer be considered contemporary. Even when they are placed on other shelves, they will bear the name of the Class of 1974 on the bookplates. The Class of 1974 can also contribute more to the Class of 1974 Browsing Collection Endowment at any later time.