



Terry Sanford spoke at Salem College on September 19. Photo by Liz Keck

# editorial

By Laura Day

He was doomed from the start.

First, two amateur singer-guitarists approached the microphones and attempted a rendition of John Denver's "Country Roads" and "This Old Guitar". After their fiasco, President Ralph Scales of Wake Forest University approached the microphone and attempted an introduction of the featured speaker. After his fiasco, the star of the show, Duke University President Terry Sanford, attempted to convince the audience that he should be the next Democratic nominee for President of the United States. Sadly enough, his efforts failed also.

Sanford, a former governor of North Carolina, may be a respected and level-headed college administrator, but presidential material he ain't. His speech to the Winston-Salem Democratic Women's Club on September 19 showed just how long a road he still needs to travel in order to gain a national following.

The turnout in Hanes Auditorium was relatively small and for a native North Carolina boy who aims to be the 39th President, this was not a good sign. Sanford tried to save the evening, however, by thanking the women of Forsyth County for their help in his campaign. He also gave the audience a chance to pat themselves on the back.

"North Carolina has something to offer the nation," Sanford said, and he further stated that he would like to represent those interests. Precisely what North Carolina has to offer America, said Sanford, is good government and fiscal responsibility. Precisely how Sanford would implement these as President was never clearly revealed.

Of course, in this respect Sanford is no different from any other politician one hears these days. Many insist that America has lost her "world moral leadership." No one suggests specific ways to regain it. Some say that power needs to be channeled away from Washington down to government at the local levels. And again, no politician can seem to come up with a specific workable proposal.

Politicians are specific about one thing, though — 1976 is a bicentennial election year — and each candidate seems determined to convince voters that his or her campaign is a "return to the ideals of the American Revolution", whatever that amorphous statement entails. Sanford again is no different from the other candidates in this respect. His declaration of candidacy speech, delivered on May 19, is aptly titled "To Reinstatement the American Revolution . . ." and is illustrated throughout with enough red, white, and blue to make even the DAR envious.

Sanford's presidential campaign does differ from other campaigns, though, in one important respect. He really does seem to be making an honest effort to listen to people. Sanford Citizens Assemblies, group discussions planned by the candidate to include the "ordinary citizens" in his campaign, have been held in New Mexico, Maine, South Carolina, New Hampshire, and Iowa. At these, Sanford has played the role of onlooker and heard citizens' concerns about everything from corporate loopholes to unemployment to B-1 bombers.

Listening to peoples' problems is fine but doing something about solving them is much more important. At this point, Sanford's campaign, like the campaigns of other presidential candidates, is all talk and no action. This is not so surprising considering that good political strategy demands that you not show all your cards at once, (although a little peek every now and then, certainly would be nice.)

Americans, then, are used to rhetoric — hot air and political campaigns have always been synonymous. But

even if we know that candidates can't possibly deliver what they promise, we at least want them to sound like they can. It makes everyone more comfortable.

Sanford, unfortunately, is not convincing. He could "rhetorize" 'til Doomsday but the American public would never elect him. He simply isn't a dynamic personality.

Nothing in his appearance or manner of speech is charismatic. There's no wide toothy grin to make little old ladies in Peoria "ooh" and "ah"; no choice witty remarks to keep audiences drooling for more. And even though some may argue that charisma isn't everything in a campaign, it certainly doesn't hurt. Just witness JFK's snow job during the 1960 election. Granted, Nixon certainly didn't win the 1968 and 1972 elections on charisma (God help us — we've had few presidents with less), but he was able to convince the American people that he had positive, workable solutions to some major problems.

Sanford has yet to offer any new remedies for solving the nation's ills. His platform is sadly reminiscent of all the other candidates' time worn proposals. He's also having financial problems. In fact, Sanford says he could probably raise more money as a candidate for lieutenant-governor of North Carolina than for President of the United States. (Could there be a message here?)

So the country limps into 1976 with one bumbling Republican President, a couple of lackluster Republican hopefuls, and six (or is it seven at latest count?) Democratic candidates waiting greedily in the wings. The situation looks grim. America needs you, Harry Truman.

Laura Day

The Salemite welcomes reader response to articles that appear in the newspaper. Letters to the Editors must be typed and placed in The Salemite box in Main Hall mailroom by 4 p.m. October 9 in order to appear in the next issue of The Salemite.

ALL LETTERS MUST BE SIGNED IN ORDER TO BE PRINTED. We especially encourage faculty and administration to participate.

## What Was Freshman Studies?

By Debbie Knight

Just what is Freshman Studies? (Or what was Freshman Studies?) It might be a good idea to answer this question before proceeding to analyze its reasons for coming into existence along with its purpose and students' feelings about the course.

Offered in the school year 1974-1975, the basic purpose of Freshman Studies was to give the incoming freshmen an interdisciplinary course which could provide basic distribution credit in history, English, sociology and religion. With a basic theme of Freedom and Authority, the course was designed to help the freshmen become better oriented to college classes with a chance for stronger communications by having small discussion groups with one professor and a student assistant. Relevant films and outside lectures were also an added attraction. But then just why was it not offered this year?

I asked several students who were actually in the course at least one of the semesters it was offered what they thought about the course. One student stated, "There was too much work and most of the time I felt completely bogged down with issues that were entirely over my head. I needed more time to get adjusted to school . . . I never knew what I was talking about."

Another student added that her feelings about the course were similar. She often searched to find meaning in the course but found that the material did not blend as well as she thought it should. But here she said she sought help from her student assistant Cyndy Patterson, a senior last year. "That's one thing I really loved about this course. Getting to know an upper-classman was so helpful. She not only helped me academically but also personally."

Although many have said they would never take such a course again others disagreed and said it was the most exciting academic experience they've ever had. Along with "getting to know" the student assistants, many found that they could become better acquainted with their particular

professor. In the fall semester 1974 the teachers included Dr. Inzer Byers, Dr. Sidney Kelly, Mrs. Laura Edwards and Dr. Mike Thomas. However, in the second semester when enrollment dropped only two professors, Dr. Kelly and Dr. Thomas, were involved. During this semester the students attempted to resolve the imbalances between freedom and authority and how they might achieve a harmony between them in their own lives.

One student felt that in the second semester the method of group participation and being graded for input into the group was entirely unfair. She felt her own work was more important than trying to formulate group participation. Conversely one girl insisted "but don't you see that was the whole basis for our structure? We were

Dear Editors,

I want to thank the Salemite and Susi French for the great article (in the last issue) about the Bitting discussion groups. We had a good turn out for Judy Aanstad's talk on Body Language and hope to have an even bigger crowd for the next session. The speaker and topic have not been decided yet but from the plans we have made so far it promises to be a very interesting one. Look out for the posters and everyone come. This is the student's link to the real interests of Salem faculty and staff. Show them you are interested and we'll all be enthusiastic!

Thanks again Salemite and keep up the good work!

Jane Elliott  
President—Bitting Dorm

Are foreign language skills valued in the job world?

Yes. The Modern Language Association surveyed 800 businesses to determine their interest in foreign language skills for their employees. According to the results 56.3 percent considered foreign language useful in their business. 33 percent said they would pay more to persons with foreign language skills, and 60.5 percent would give such persons preference in hiring.

Submitted by Michel Bourquin

free to be ourselves with no real authority but ourselves. Therefore, it was our job to give structure to the course and be responsible for what we got out of it. I think we did it and I thoroughly enjoyed it."

Although this one student showed real excitement about the course most agreed they felt they weren't prepared for such a course mentally or socially. Many would have preferred to have taken the course this year, their sophomore year. They felt they could add more to the discussions and feel more confident in their topic after having been exposed to college life for one year. They realize now more of what was expected of them; perhaps that is because they've had to go through a growing process and they've realized it.

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# The Salemite

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