

Salem Hosts Governor's School

By Margaretta Yarborough

Have you ever wondered what happens to our sedate, ivy-covered Alma Mater during the summer? Each year 400 screaming high school students descend upon the Salem campus. Sisters, Strong and Clewell become boys' dorms. For six weeks students argue over deep concepts and furiously scratch their names into desktops. The campus may be draped with a 300-foot inflatable yellow tube twisting from the FAC to the refectory, or Michel Bourquin's French classroom may be turned into a forest of string. One year a boy posted himself in the pecan tree outside the refectory and chunked bark at passers-by until one of his irate targets stuffed him headfirst into a garbage can. To some observers, a strange experiment seems to be in progress. In a sense, it is.

The thirteenth session of the N. C. Governor's School was held this summer, like the 12 before it, on the Salem campus. A product of Terry Sanford's administration in the early sixties, the Governor's School was conceived at the same time as the N. C. School of the Arts and the Advancement School. Until the Governor's School was instituted, most programs for exceptional students had focused on underachievers and on those with learning disabilities. Sanford envisioned a program which would work with gifted and/or talented students. (Hence the name "and/or" which refers to anyone who has been to Governor's School. One summer the students went so far as to name their paper *The And/Or.*)

North Carolina's Governor's School was the first of its kind in the country. It has served as a model for similar programs in Georgia, Virginia, Kentucky, New Jersey, Connecticut, and Texas. Jim Bray, who in addition to his work on the Salem faculty is the resident director of the Governor's School, says that the School actually receives more notice from other states than from North

Carolina itself. As an experimental school the Governor's School works with innovative teaching methods, and those which are successful are channeled back into regular high schools. Since 1970 a teacher-training institute has been connected with the School for those who desire certification for work with the gifted.

Students are chosen to attend Governor's School in different fields, which in academics are English, math, French, natural science, and social science, and in the performing arts are choral music, instrumental music, art, dance, and drama. The particular field in which a person concentrates is known as Area I — most classroom time is spent here. In addition, all students participate in Area II, which concerns different concepts of knowledge and the interrelation of various fields, and Area III, which examines the psychological problems faced by the gifted. (Some students have instituted Areas IV, V, and VI, which meet respectively behind the gym, in the Babcock bushes, and in the cemetery.) The unique feature of the N. C. Governor's School program is its total concentration on 20th century ideas. The man most responsible for the School's format is Mike Lewis, who until his retirement in 1973 was head of the modern foreign languages department at Salem.

In the original plans, the Governor's School would have been located at a state-supported school, but this was soon abandoned as impracticable. For one thing, most state colleges already

had some type of summer program. Salem's central location appealed to the School's planners. There was a certain charm in the idea of a futuristic 20th Century school located in an enclave of historical traditions.

In order for the Governor's School to be located here, the Salem campus is literally rented each summer for \$110,000. Few questions remain about the School's feasibility, but the state of the economy may become the key factor in its continuance. The School's operating budget of \$219,000 was not increased this year, but there is little chance of it being cut entirely since the Governor's School funds comprise only 1/50 of 1% of the North Carolina budget.

Jim Bray has worked with the Governor's School for 10 years. In 1966 he was appointed coordinator of Area III. The next year he became the assistant to the superintendent, and in 1969 he took the position of resident director, which he continues to hold. He is a man happy with his work. It may have its harrowing moments, caused by daredevils who fall out of windows or off the railing into the moat around the FAC, but these slight inconveniences are outweighed by the enormous rewards of directing the School. For most who come to the Governor's School, it is a one-shot affair, unless they return later to teach. Jim Bray has the unique experience of working continuously with the School as it evolves through the years.



Sarah Parsons blocks shot.

Photo by D. Dismuke

SPORTSIDE

By Kathy Watkinson

Salem's hockey team had its season opener against Pfeiffer, and lost, 2-0. Due to many days of rain, several practices had had to be called off before this game, and the girls simply were not ready for it. They were not playing together, and could not seem to rally long enough to score.

The second game against Averett turned out well with a 3-2 win. After a week of intensive practice, the team showed definite improvement. The forward lines passing was much better, and there was more communication between the offense and defense. Kate Wallace tied the score at 1-1 with a beautiful goal from the side. Gail Merrick pushed in another, followed by yet another goal — a hard drive from the edge of the circle by Kathy Watkinson. Averette did score again, but could not overtake Salem.

The team's third game was a disappointing loss, 4-0, to High Point College. High Point's defense was overpowering, and Salem was only able to attempt one shot.

Two problems that plague the team are the lack of communication and remembering to "keep your sticks down!" However, these obstacles are being overcome by practice, and there is always general improvement. The offense is working on many new passing patterns and different plays for scoring. The defense is working on an entirely new strategy, which should prove to be an exciting asset. Everyone is looking for success in the future, and wish for the support of the entire student body. The remaining in-town games are as follows:

- Oriday, Oct. 17 — Furman
- Monday, Oct. 20 — Wake Forest (at Wake)
- Thursday, Oct. 30 — Campbell
- Tuesday, Nov. 4 — Duke J.V.

All games begin at 4:00 p.m. See you there!

Freshman Studies

(Continued from Page 2)

hurts but in the long run it is so beneficial in all their classes.

As a student assistant, I personally loved the course. Working with Dr. Byers the first semester and Dr. Thomas the second was indeed a challenge but so worthwhile. It gave me an opportunity to be on the same level as a professor and as a co-worker trying to help the students understand the material. And what was even more challenging was the opportunity I had to really be involved with the students on a personal level. Freshmen always have a fresh outlook and although they felt "dumb" and incapable of handling the work load, I saw in them an eagerness to learn and a willingness to give of themselves to help others. Although at times throughout the year I felt like throwing in the towel, someone or something would happen that would revitalize the whole course. The excitement would grow again and the learning experience would blossom. And if any of the other assistants or professors could enhance that experience, they would.

Here one can't help but realize how excited the professors were about the course and the time and energy they spent in developing

new ideas, new methods and diverse presentations. Some of their developments were either sparked or watered down by what the students gave. But their interest never wavered. For one year I saw the struggles these professors went through and the real love they showed when helping their students learn. It certainly has been one of the most rewarding experiences I have ever had in my four years here at Salem; and perhaps for this reason and my seeing the struggles the freshmen had with this course I feel it should be offered again but only to upperclassmen. With other courses under your belt and after having been exposed to college life, a student might be better equipped to handle such diversified material and piece it together more beneficially for her future.

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Dr. Pate contributed the following puzzle which was published in the October 3 Salemite. The answer appears this issue.

You have a pile of nine coins. Eight of these coins have the same weight and one is heavier than the others. Your task is to determine which coin is heavier and to do so in only two weighings. You are given a beam balance (scale) which will compare the weights of any two sets of coins out of the total set of nine coins.

Answer: Separate the nine coins into three groups of three coins each and weigh two of the groups. This will allow you to narrow down the heavier coin to one of the groups of three. Finally, compare two from this group and identify the odd coin. How many weighings would you need if you did not know whether the odd coin was heavy or light?

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