

Editorial

To put it kindly, the road from Raleigh to Winston-Salem is tedious. The memory of three years of mind-boggling mileage emphasizes each long minute. A week ago when I made my "final move" back to school I was deep in reverie and feeling rather saddened over my seniority. I was jolted out of my cap and gown misery by a new sign on I-85 - **The Strong and Simple Beauty of Old Salem**. No longer was I oblivious to the road; my destination was clear to me. I felt proud and honored. Unlike my fellow travelers seeing that sign, to me that "strong and simple beauty" was the home of my dreams and aspirations. I was returning to a part of myself which had lay dormant over a summer of reflections, remembrances and adjustments. Coming home to my storehouse of potential, coming home to where I had learned the meaning of the words "caring" and "growth", coming home to the traditions and love that warm and define me - coming home to myself.

My first days at Salem are a blur of smiles, outstretched hands and the constant worry of whether I was fumbling as only an innocent could. One memory from those days is particularly clear. A table in the refectory during lunch where I sat with other "greenhorns" was our vantage point to observe the upperclassmen confidently and boisterously welcome each other. The faces that particularly stood out were the seniors. We could pick them out easily (or so we thought). Yes, they were the "old" girls with that certain glow of sagemess and savoir-faire. The thought haunted me at the onset of this summer - would this year's freshmen recognize me as a "senior citizen"?

The summers have always been for me a time of growth nurtured by my experiences of the previous year. I have the time to recollect my memories; to see where I have been and where I am going. These past few months I have adjusted two initial impressions from my freshman year. Seniors do feel those fluttering butterflies so common to freshmen orientation. The markings on the butterflies may be different, but cause and effect remain the same. At times I have felt my classmates and I had only reached a different level of ingenuite. But labeling these plateaus is insignificant, in comparison with the striving for them. Our days at Salem are a precious few and each second is undeniably all ours. These times are what we make of them; their meaning is the significance we give them. Never again will we have the opportunities for unlimited expansion as we do now. This growth is deeply rooted with the traditions of hard work, comradeship and intellectual and ethical maturity that are the trademarks of our Salem College community.

The second misconception I have dispelled from my early days at Salem is the nagging fear of foolish failure. Our heritage at Salem will not allow this, as long as we remain constant to it. What we fear is the unidentifiable, the unknown, those things that go bump in the night - those products of imagination which lull us into doubt. Our history is strong and simple and beautiful. As an integral part of the story of Salem College we are sisters with the founders of 1772, we are a sisterhood in 1979 and we are the future our history so richly promises.

Laura Castellanos del Valle
Editor

Cont. from page 1, Morrill

academic discipline from discipline. We have posited careers as a threat to wisdom. The list of disjunctions could go on, but need not. Much more is to be gained from seeking integrative solutions than in finding splinters and fragments.

There is a way to wholeness, and it is in re-gaining a sense of the human possibilities of education. We should neither promise too much nor offer too little. We cannot save souls, nor heal broken hearts. We are not a family, nor are we a church. But we can develop human capacities and enhance the human spirit. We are able to educate the intellect in the many-sided skills of analysis and synthesis, to discipline the imagination in the arts and emotions of self-expression, and to form the will according to the demands of honor and integrity. Who we educate is not some fragment of humanity -- some behavioral organism, some disembodied mind, some genetic species -- but a human person. For the human person there may be distinctions between feeling and thinking, knowing and doing, and learning and living -- but there are no separations.

This point is made tellingly by the playwright Robert Bolt in *A Man For All Seasons*. In one exchange the heroic Thomas More, refusing unto death to swear an oath to Henry VIII, says to Norfolk: "I will not give in because I oppose it-- I do -- not my pride, not my spleen, nor any other of my appetites but I do -- I!"

We should be under no illusion that a humanizing education is easily won. It can be difficult and ambiguous because it refuses to accept fragment as final. But I have a strong hunch and a growing belief that Salem College is adequate to the humanizing task. We are many times blessed in pursuing an integral education of the person.

If ever it could be said we can say, "Small is Beautiful." For us education can be engagement. The oversized universities or our day must be content to pass out facts and theories in little packets, little bits of information from the teacher as a remote transmitter to the student as a distant receiver. Here, though, we cannot separate knowledge from the person. Here, ideas are

my ideas; my progress in grasping them and in growing in them and with them happens in a setting where people care. Here a student and a faculty member know one another to be engaged in a common search. They can share together their quandries and their puzzles, their achievements and their discoveries. So all the while one is learning facts and mastering theories and developing talents one is also accepted as a partner in a quest. While the mind enlarges in wisdom the person grows in maturity and self-confidence. I am acknowledged as me and confirmed in my belonging to a wider community. It is the simple but profound magic of human sharing. It raises our expectations of one another and deepens our experience of what it means to know.

We are blessed in other ways too, and surely so in the past that lives on all around us. The simple elegance of our campus and of Old Salem point to deeper truths. The Christian tradition refuses to split the mind from the conscience and to accept a fragmented education. This institution takes root in the belief that the quality of our lives must never be separated from the quality of our intellects. The Moravian tradition in particular is rich in its insight about the ways in which education and virtue and work are inseparably linked. One's work is a divine calling which one performs as a public trust in the service of God and of man. Work is not a fall from intellectual purity but is part of a wider personal fulfillment that one seeks precisely through education. Against our young friend, we can say that work and education are no mere private pleasures. They are good for the self only because they contribute also to the good of others. They are eminently important in their connection in the life and practice of a democracy. The educated self is always a civic self. Private satisfactions soon fade without a responsible and healthy society in which to pursue them.

A humanizing education comes in other ways too in this very special place. It comes today in the enlargement to choice for young women. The college offers itself to you its students with no strings attached and with no artificial limits.

It says, "Become the fullest and the best that is within you." It says, "Here you can put aside the sometimes strong though often subtle prior definitions of the social role you're supposed to play and of the person that you can be." At Salem all the resources have been brought to a fine point and laid before you. Your role as a woman is no simple matter. Your exercise of choice as a woman occurs at a great historical moment of new opportunity. But it is also a heavy responsibility. Whatever else, a humanizing education should give you the chance to find that self you truly are and to affirm your own best possibilities. The quality of care and support and mutual respect that runs so deep in this institution is not just an emotional pleasantry. It is an educational and human resource. It is the very means by which you can dare to look deeply into your own life and to share that life with the people around you.

A convocation is just a beginning, and surely that is all we have made here in finding the human scope of education. It is a special joy for me and my family to be able to join with all of you in becoming part of a truly special and a truly human place. Let us work together and share together in discovering all that it means to say education with a capital E. Thank you so very much.

Richard L. Morrill
President of Salem College

New Faculty

Psychology
Jeffrey Alan Ersoff, PhD

Physical Education
Olivia Lincoln Gibboney, Masters

Economics
Sung Keun Ha, PhD
Alexander Riddel, Jr., PhD

Spanish
Eugene Anthony, Mais, PhD

French
Gary Richard Ljungquist, PhD

Librarian
Rose Ann Simon, PhD

Diane Daley is touring professionally with the LPGA this year. Her progress will be monitored closely by those at Salem who wish for her only the best.

Campus News

The Phi Beta Kappa petition is scheduled for fall, 1979. Any member of that society who wishes to help prepare the petition should notify the Dean as soon as possible. We want to make the strongest possible case for Salem's election to membership.

A committee was appointed by President Cuninggim this spring to study Intercollegiate Athletics at Salem College. This committee recommended that Salem continue the tennis program and discontinue the field hockey and basketball teams for the immediate future. The Executive Committee of the Board of Trustees approved this recommendation in May. There will be a review of the situation each spring.

Arrangements are being made for Salem field hockey players to join the Tobacco Road Field Hockey Club of Winston-Salem and to have these practices and home games on our field.

The architectural firm for the gymnasium-pool complex has now been chosen. It is the firm of Newman, Calloway, Johnson, Van Etten and Winfree, and they are hard at work producing detailed plans to be completed by the end of the year. The timetable has the letting of bids set for January and February, with groundbreaking at, perhaps, April's Board meeting and completion hoped for by the fall of 1981.

Salem College has received Honorable Mention in this year's Alumni Giving Incentive Awards Program competition sponsored by the Council for Advancement and Support of Education and the U.S. Steel Foundation.

Announcement national awards to institutions in competition was made this summer by Richard A. Edwards, president of educational fund raising for CAS.

Salem's award, in the Private Men's College Women's College Improvement category, recognized the "excellence of programming" and included a \$1000 grant. The success of the 1977-78 annual giving program was the result of a combination of things including the school's first national phonathon and an inventive gift, according to James Barre, director of development.

The award program established in 1959, recognized more than 400 institutions and contributed to general picture of increased alumni giving throughout the country during the past decade. Salem's 1977-78 increase over 1976 amounted to 806 gifts, a 39 percent increase in participation, and a 100 percent increase in total.

A letter to Diane Dailey from Beverly Stone of Purdue University dated May begins:

"It is with genuine pleasure and enthusiasm that I inform you officially that the petition of the Salem College Alpha Kappa Honor Society membership in national Alpha Lambda Delta has been approved by the National Council. We are delighted to have your group become the 1979 chapter on the National roster and look forward to the ongoing success of the chapter on your campus."

Alpha Lambda Delta is a national scholastic honor society for freshmen.

Installation of Salem's chapter will be early in the fall of 1979.

The Salemite

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