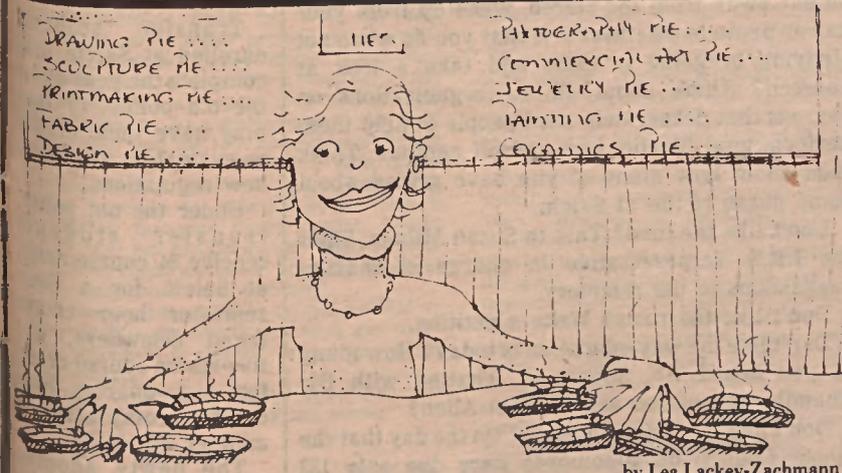


The Salemite

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by Lea Lackey-Zachmann

What's An Art Education Degree?

Each day many of us walk to the FAC, pass by a window wall, and nonchalantly glance through the glass panes to see students' creations on canvas. If one takes the time to go to the basement of the FAC, however, walk through a long corridor, and into the vast room with these window walls, and talk with Lea Lackey-Zachmann, the art instructor, one will discover more about Salem's art department than just palettes, paints, and brushes.

What one will discover is that Salem's art department offers an art education degree, and at present has only one major, Donna Andrews, who transferred here last year from Peace College. Donna said, "The need for art educators is increasing because art awareness is increasing in community art councils and in school systems."

Not only will this art education major benefit

her after graduation, but also has benefitted her the past two years. "Since I am the only art education major, I receive private instruction, encouragement, and devotion from Lea Lackey-Zachmann. And because of Lea Lackey's "call-me-anytime-you-need-assistance" devotion, I will be well prepared for teaching."

Donna's preparation already has brought her rewards. She is presently student teaching grades nine and ten. "Watching the students express themselves through various art media and develop their imaginations and creativity," said Donna, "fascinates me." "But watching learning disabled students, pleases me even more. They work diligently, painstakingly and often produce the best art."

Another reward of Donna's student teaching comes from the informal classroom

structure. "I am not confined to lecturing or to keeping the class silent. I have the opportunity to develop teacher-student, friend-friend relationships. I can walk around the room, observe each student's progress, and give constructive criticism and praise."

As for her own artistic interests, silkscreening and ceramics, Donna says she plans to continue these after graduation. Also, she said, "Even if I cannot get a teaching position next fall, I will find something - instructor in art council workshops, arts and crafts instructor in kindergarden, or possibly someday an art coordinator for a school system."

So next time you walk past these window walls at the FAC; do not think only of palettes, paints and brushes, but instead of the opportunity the art department offers--an art education degree.

by Stephanie King

Akosua Lured By Administration

Akosua Amponsha found out about Salem a little differently than most of us. She did not see the Salem brochure in her guidance counselors office; she was told by a medical student in her country, Ghana. Akosua was very impressed with what the student said about Salem's high academic standards and the well organized administration. This prompted the 21 year-old to come to America for an education.

Akosua spent her first year at Bowling Green State University in

Ohio. Since entering Salem in September, she has been impressed by the people. "The kids are well-disciplined and very nice." She said Janet Owusu and the girls in Sisters have been a great help. The administration has been everything Akosua expected. She said they "care for everyone and are very efficient."

Akosua said her classes are O.K., and her teachers are helpful and very patient about explaining things to her. She knows the English language, but the accent is what gives her

problems. Akosua should feel better knowing that Northerners also have a problem with the Southern accent!

When asked about Old Salem, Akosua commented that the Moravian Church and the tour guides' costumes were what she liked the most. Would she advise her African friends to come to Salem? "I would recommend Salem because it gives a good impression of America."

by Amanda Mays

STAR —

New Program for Exceptional Children

Children with learning disabilities, mental health problems, and children who have trouble learning within the regular school system need special attention. Social workers, mental health clinics and school psychologists often help these children overcome their problems. But there are other students with difficulties who do not respond to these programs. In a special environment, these very exceptional children can indeed make progress in learning and eventually re-enter the regular school system.

This special environment is now part of a program at the Salem College Special Education Center. The new "STAR" program, (School for Teaching, Assessing and Re-entry), is the only one of its kind in the Winston-Salem area.

Patty Brown, coordinator of the program, said the STAR program staff urged parents of kids who have severe problems in school to make use of other counseling services before enrolling their children in the STAR program. The school plan is "a last alternative placement (resource) for children ages 6 to 18 who need a short term diagnostic placement," she said.

Ms. Brown added that the children come from all areas around Winston-Salem, and the program is open to any child who needs the services offered.

Rene Kimel, teacher-counselor for the school, said it is usually the parents who refer the children to the STAR program.

Before a child enrolls in the school, Ms. Kimel meets with parents and children. She stressed the importance of having the child present when his problems and possible

solutions are being discussed.

Some of the children have learning disabilities, some are emotionally handicapped, and others have trouble of a different nature; but each child receives specialized individual attention, as well as a chance to participate in group activities.

Ms. Kimel explained that the children are responsible for academic work (on their own grade level) as well as other jobs. When they fulfill their responsibilities, they are rewarded with special privileges, like eating lunch in the refectory or a game of pool in the student center.

To encourage adherence to the schoolday schedule, Ms. Kimel draws a contract for each student. The contract, when signed by the student, is a promise to complete assignments to the best of his ability. Also in the contract is a commitment by Ms. Kimel to review the student's assignments if the child feels his responsibility is too difficult or unfair.

Ms. Kimel said the overall objective of the program is behavior and attitude modification. At regular meetings of the STAR staff, she said the counselors discuss philosophy a great deal, because the teachers' attitude is of major importance in working with the children.

One of the primary tactics is to avoid "power struggles" with the students. Ms. Kimel stressed that counselors must have respect for the children. "We try to remain either neutral or positive at all times and try to avoid negative feelings," Ms. Brown added.

Ms. Kimel emphasized the importance of the child's self-concept; he must

have respect for himself before he can begin to realize that he is capable of learning and accomplishing his objectives.

While the children are learning to learn, counselors at the Center work with the parents. They also keep close contact with child guidance clinics, social workers and other organizations involved with the child.

When the children are ready to return to the regular school system or another alternative school, Ms. Kimel writes a detailed report of the child's progress, and meets with the principal and teachers of the child's new school.

Ms. Brown and Ms. Kimel agreed that most of the children who have come to the STAR program have been able to return to their regular school with noticeable improvement, usually within weeks. (Six months is the longest a student is allowed to attend school at the center.)

Of the 20 students last year, and the seven this year, only one or two have remained seriously deficient in their learning ability.

Both Ms. Brown and Mrs. Kimel said that it is not always easy working with their children in the STAR program. In talking with them, it is clear to see that they work closely as a team. "When we start to get impatient with the kids, we try to look inside ourselves and see why we feel this way," Ms. Kimel said.

She said nerves can be frayed when a new student comes to the school who has not yet had the benefits of counseling. "When they act silly and goofy, and the other kids pick up on it, it's hard to keep control." Ms. Kimel said. It is times like this when she calls on Ms.

Brown or another counselor to take over for a bit while she enjoys a relaxing break. But she always returns to the students with a smiling face.

Mrs. Brown said that for students thinking of going into special education, it is important that graduates have a "very accepting attitude of the kids, and a great deal of flexibility...You can't get set in your ways, because as soon as you do, you're out to be proved wrong."

She added that Salem interns have been of real help in the STAR program. "They are prepared to handle the responsibilities I give them, and they are very good workers."

Ms. Brown said she hopes to develop a January internship in the STAR program for next year.

The STAR program began in the fall of '79, with the help of a grant from the Winston-Salem Foundation.

Ms. Brown said the STAR staff hopes to receive more students next year, as well as financial help from other organizations.

Ms. Brown spends her weekends working at the Runaway Care Center here in Winston-Salem. She taught students in the first grade for three years before joining the Special Education Center in 1976.

Ms. Kimel has been a learning disabilities resource teacher at Forsyth Country Day School, and organized the LD program in the Reidsville City School system. She also taught adults with learning disabilities at Forsyth Technical Institute. She has been working with the special education programs at Salem for four years.

Carolyn McCollum