

## Fest Marred by Poor Behavior

Fall Fest '82 was both the best and the worst I have experienced at Salem. It was the 'best' for me because as a Senior I really enjoyed participating and helping my class make our skit, songs, entrance and performances in the games our best ever - and we succeeded. As a result of the disrespectful and inconsiderate behavior many underclassmen displayed, it was also the worst Fall Fest I have experienced.

I noticed a distinct difference between upperclassmen and underclassmen behavior at Fall Fest. Seniors behaved more maturely and responsibly than the Freshmen and Sophomores did. After three years at college most of us have progressed from acting like obnoxious, callow highschoolers -- we are mature, responsible adults. We would not be in the positions we are now if we behaved in the manner the Freshmen and Sophomores did at Fall Fest.

I am all for having a good time, living life to the fullest, sowing any 'wild oats' etc. but, not if it encroaches on others. Pushing, shoving, throwing beer on people and other rude behavior has no place in Fall Fest celebrations - either on campus or at the after party at Hollyfields.

As most underclassmen should now realize, Fall Fest is the Senior Class' chance to 'shine.' I am angered that my last Fall Fest was marred by underclassmen's behavior. I realize the behavior I observed on Fall Fest could be the exception, and not characteristic of the Freshmen and Sophomores. I hope so, because stepping on the toes of your predecessors and peers is not going to get you very far.

Teri L. Capshaw

about the world. They naturally enjoy this, choosing to practice newly acquired skills and smiling when they recognize an object. The hedonic value of learning need not be lost as we become adults. Ask your professor why she chose

her academic field and you will find that she enjoyed thinking about the ideas in her discipline. Each of us on your faculty believes that our subject matter is fun to think about, that its ideas are interesting. That explains why we exhibit such dismay when confronted with questions like "Will this be on the test?" or pointed clock watching. We expect you to enjoy learning. Each course offers you its ideas and, in understanding them, the excitement of insight. Allow yourself to be captured by it.

The Salemite welcomes all Letters to the Editor. Names may be withheld from publication at the request of the author(s) if cause to do so is evident, but will be disclosed upon individual inquiry. Letters must not exceed 300 words in length. The Salemite reserves the right to edit any letters for length, clarity, or those which are libelous or clearly in poor taste. Letters may be left in the 'Letter to the Editor' boxes in Main Hall or the Refectory, or they may be submitted to Teri Capshaw, 305 Bitting.

## Letters to the Editor

### Frustrating System

Dear Editor,

I am sitting in front of my January Program catalog, frustrated and angry.

While reading a descriptive paragraph of the program, one line in particular holds my attention; "The student who approaches the January Program with a sense of creative curiosity and serious inquiry can participate more fully in the discovery of the key to successful learning: self-teaching." And yet, while "self-teaching" is supposedly the central aim of the January Program, I have been denied the opportunity to engage in an structured, well-planned and rigorous independent study. Please let me explain.

Last year about this time, a group of interested students and myself expressed a need for a January term course designed to improve logical inference skills and problem solving for the Medical College Admissions Test. Evidently our inquiries were denied or forgotten. And so this year, we tried a different approach: a self-directed independent study. After many hours of research and discussion, we formalized a proposal.

The study was structured so that only well-motivated and academically prepared students would meet the conditions of admission. The study was time and subject itemized - totaling a minimum of 120 demanding study hours. But the proposal was unanimously voted down by the January Term Committee.

I am not attacking the members of the January Term Committee. I understand their concern over setting a precedent which might become a stumbling block in the rejection of a questionable applicant. It is the system of deciding what is worthwhile and what is not that frustrates me.

After reading through the January course offerings, and after going through the proposal process, I am convinced that anything can be studied or conceived as a J-term class as long as a faculty member is the instigator. While it is acceptable for me to spend the entire month in a course intended only as a hobby or

pastime, it is unacceptable for me to participate in a study that might, in affect, change the quality of my future graduate training. I question the logic and the objectives of such a system.

In closing, I want to say that while the rejection of our proposal has taken away important study time, it has increased our perseverance and determination.

Maybe this January we can prove that Salem students have the necessary motivation and maturity to in fact teach ourselves.

Sincerely,  
Gwen Campbell

Dear Editor,

As an active student at Salem, I have become increasingly aware of the apathy concerning student activities and clubs.

One of the clubs that is suffering the most is Pierrettes. The membership dropped drastically after the senior class graduated, and we desperately need student assistance. Pierrettes would like to do a workshop in October, an evening of one-acts in November, and a major production in the spring.

We need more than actresses -- we need prop people, artists, and musicians. Drama is a subtle combination of all fields. Any talent you can provide us with in any area will be of great help.

Pierrettes has the potential to grow and present quality productions. With only 8 to 10 people in the club these plans are not feasible!

Please don't let apathy kill some of Salem's finest organizations - participate!

Sincerely,  
Serena Sappupo

### Wanted: Pen Pals

Dear Editor:

I am currently incarcerated in the Washington State Penitentiary. One of our most important goals for rehabilitation here is to have correspondence with the outside world.

I am thirty-two years old and five feet, nine inches tall. I have mocha brown skin with a light ebony tan, baby brown eyes, a goatee and naturally curly hair.

I have many interests: from dancing to meeting new people, to a more subtle tempo such as reading, sports and traveling.

I am a graduate of the University of Washington's Chef School. My long range goal is to open a restaurant and become a master chef. I am currently taking correspondence in business from the University of Washington in Seattle.

Correspondence would be very important to me. I will answer all letters.

Sincerely yours,  
Samuel James, No. 630797  
P.O. Box 520, 23-B-5  
Walla Walla, WA. 99362

### For the Record

Because of a proofreading error in the story titled "Students 'Dug' Old Salem" (Sept. 17), The Salemite incorrectly reported that Sumner Brown participated in the archeological dig. Ferebee Brown did participate in the dig.

Because of an editing error in the story titled "Sports Roundup" (Sept. 17), The Salemite incorrectly reported that the volleyball team is in the Division III, A.I.A.W. League. The volleyball team is not in any league.

## The Oracle

by Dr. Jeffrey Ersoff  
Assistant Professor  
of Psychology

The purpose of "The Oracle" is to involve faculty and administration in expressing their views about pertinent issues concerning students and today's world, around or beyond the square. This week, Dr. Jeffrey Ersoff, assistant professor of psychology, addresses faculty expectations.

There is a set of expectations that I believe most of the faculty members share and, about which you should know. These I will call meta-expectations since they are our expectations about your expectations. Two of these are, in my opinion, quite critical and often remain unacknowledged. These meta-expectations are: 1) we expect that you expect to be responsible for your education and 2) we expect that you expect to find the act of learning pleasurable.

1) You are responsible for your education. There are several explanations of why individuals tend to avoid assuming responsibility for their actions, eg. prior experience, self-protection, innate personality traits. Whatever the reason,

college students must clearly understand that they are expected to be in charge of their education, not their parents, nor their instructors, nor their advisors. It is the faculty's appreciation of this reluctance that may lead them to reinterpret student complaints such as "That is a trick question."; "I couldn't help sleeping through that test."; or "There is too

much reading for us to do." Your professors face a paradox in helping you to deal with responsibility. Each time we extend a due date for an assignment in response to class coercion, each time we include substage deadlines (for outlines, etc.) in a term paper to insure that you are making progress; we are assuming some of your responsibility. Whatever else you learn, appreciate that life is not a series of events that happen to you as though you are being swept helplessly by the currents of a river. Rather, you are the captain of a ship, powerful enough to go its own way. Take command.

2) Learning is pleasurable. Why do people bother to learn anything? One reason must be that learning is intrinsically motivating since so much learning proceeds without the presence of anything that could be meaningfully called "reinforcement". Why did you learn to focus your eyes, to

taste the difference among wines, to hum a new tune? From the first day of life, infants are joyfully involved in learning

## The Salemite

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