

Minority Candidate Can Win A Campus Election

Under the present system of elections it is possible for an officer to be elected who does not have the support of a majority of the students. Any time three candidates are running in a final election, this may happen. Let us say that Mary, Sue, and Betty are running for an office. Mary gets 40% of the vote; Sue gets 35%; and Betty gets 25%. According to the present system, Mary would receive the office because she had a plurality, even though 60% of the students did not vote for her.

The correct procedure would be to have a primary vote between the three and choose the two with the highest number of votes, in this case, Mary and Sue. Then, a final election would be held and a simple majority would decide the winner.

This is the only way that we could avoid the chance of having a minority candidate in charge of a campus organization. Each time that there are more than two candidates on the slate for an office, there should be a primary election and then a final election.

Primary elections were proposed at a recent meeting of the Student Government's committee for studying election procedures. The committee will submit this proposal to the Student Council. If it passes the Council, it will be sent to the student body in the form of a constitutional amendment for a vote.

It is necessary that the Student Council and the student body accept this proposal, regardless of the extra work and time that it would involve. If it fails to pass, the success and the future of a student organization may be jeopardized because its elected leader and her policies were not endorsed by a majority of the members, resulting in lack of co-operation, loss of enthusiasm, and absence of respect. For example, think of whether or not you would like to be represented by a girl who had more people voting against her than for her.

Nuclear Ban Proposal Tops In Soviet, U. S. News

U. S. S. R. AND U. S.

Foremost in the news lately is the proposal for talks between the Soviet Union and the U. S. Both countries realize that there should be negotiations, but the question is raised as to how and on what level they should be begun. In two notes, the first on December 10 and the second on January 8, Soviet Premier Bulganin proposed a broad summit conference. He wanted to discuss disarmament, a ban on nuclear weapons, and making East and West Germany, Poland and Czechoslovakia a nuclear-free zone.

President Eisenhower replied on January 12. He said mainly that progress should be made in lower level negotiations, on the ambassadorial or foreign ministers level or at the U. N. before summit talks take place. Since then Moscow has been trying to have talks begin at the summit rather than below. Krushchev said in a speech that a summit conference was "very urgent". He announced that Moscow was ready to discuss a ban on intercontinental ballistic missiles if the West would agree to liquidate overseas military bases, end nuclear tests and put a ban on nuclear weapons.

The State Department firmly rejected this proposal from Moscow. And there has been no reply to President Eisenhower's proposals of January 12. There seems little hope for a constructive outcome of a conference between nations who cannot even decide who will attend and what they will discuss.

Mr. Dulles' announcement to attend the meeting of the Baghdad Council brought a scorching message from the Soviet Foreign Ministry. He was accused of attend-

ing the meeting to "force" the Baghdad nations to accept nuclear weapons and missile launching sites on their territory. Mr. Dulles' purpose according to the State Department was "to show U. S. sympathy and support for the security and independence of Russia's southern neighbors."

The Baghdad powers (Britain, Iraq, Iran, Pakistan, and Turkey) are meeting in Ankara, Turkey this week. The U. S. is not a full pact member, but Mr. Dulles is attending as an observer. On Wednesday, the allies in the Bagdad Pact established a combined military planning organization. This may be the beginning of a unified command in the Middle East like that of NATO.

BILLION-DOLLAR PROGRAM

Speaker Sam Rayburn and House Republican Leader Joseph Martin, Jr. agreed that trouble could be expected in Congress for President Eisenhower's emergency billion-dollar education program. The main part of the program provides for 10,000 college scholarships a year for four years for high school graduates who show ability in science and math. It also calls for government aid to give fellowships to train teachers in these fields.

PEOPLE

Despite the efforts of her parents, British heiress Tessa Kennedy escaped to Havana with her lover, Dominic Edives. After a 4,000 mile trip Miss Kennedy found in Havana a law that allowed her to marry.

Rita Hayworth and producer James Hill obtained a marriage license this week. They plan to be married early next month. This (Continued on page three)

Why Are We Here? . . . Learning How We Should Hold A Drink? . . . Intellectual Interest? . . . Using It . . . Someday?

Why are you here?

Because of the conventions of going to college or because you want to find your own identity? Dr. Harold Taylor, president of progressive Sarah Lawrence College (no exams, no grades, no required courses) was quoted in the *Miami Herald* from a speech he delivered at the Association of American Colleges meeting last week.

"College women are victims of a wish for security. They marry for it and they marry early, without finishing college for it."

Why are you at Salem?

To find your own identity with what you really want, or to find security? The following articles written by two Juniors present opposing views on the value of a college education for women.

Victorian Attitude Is The Wrong Approach

Last summer I had an argument with a boy who had just completed his fifth year and second degree at Georgia Tech, and thus supposedly an educated person. We disagreed completely on the purpose and value of a college education for women. He felt that the only reason a girl should go to school was to find a husband while preparing herself to carry on a half-way intelligent conversation while in public with him. He also thought a girl during college should pick up certain social graces, such as how to play Goren bridge and what drink to order when. He conceded the fact that some girls had enough ability to take their places in fields that men previously had dominated. But these girls he put off as failures socially; not at all the type of girl to be a wife or raise a family.

From the conversation I made up my mind that he was a mid-Victorian, narrow-minded idiot. Since then I have met other men who feel that what girls really need is a finishing school. Personally, I think college should be, not a finishing, but a starting school; and a college education should prepare a girl, if she has any ability whatsoever, for a useful and challenging occupation. Whether this occupation is in the business or professional world, or in raising a family, I believe that a college education—I do not mean a diploma *per se*—is a necessity. Most people nowadays will agree that it is important for a girl to be able "to do something in case of an emergency." But I feel that this "emergency exit" is being stressed entirely too much and very little stimulus is given girls to develop or acquire any definite ideas about a job after graduation which uses their abilities. For four years boys are constantly urged to prepare themselves to utilize their own interests and abilities. Girls, on the other hand, are always advised, "Whatever you do, get a teacher's certificate." Then IF you don't get married right after you graduate, or IF something should happen to your husband, you'll always be able to get a job. It does not matter whether you are interested in teaching. This attitude, I think, often lets a girl get out of college without having challenged her a bit to investigate her interests, the job opportunities in that field, or the possibility that she might like to work instead of having to work because of an emergency. Naturally I think that having a home and family is the purpose of every girl; but I also think that often a woman could be a much more stimulating influence on her family if she had a challenging interest outside the confines of her home. But whether or not she ever enters the business world is not the question. The important thing is that she does not become bored with herself, or let herself become boring to other people, especially her family.

If a girl gets married the day after her

graduation and never works a day in her life, it is still important for her to have taken a course of study that has developed and added to her interests intellectually. In fact, it might be even more important in her case than for the girl who does work and is in contact with business people every day. In a home where the husband goes out to work every day and the wife stays home caring for the children, he continues to grow and to develop. She becomes firmly set in a dull rut if she has developed no other interests than the everyday happenings of her home and her bridge club. She falls behind her husband's growth and no matter how much love they have for each other their relationship lacks something.

If she has developed her interests in literature or politics or business or art or any field, she is in a favorable position to encourage her children's interests and development.

I believe in a college education for girls that stimulates the maximum development of their abilities. These abilities may lead her to an interest in teaching, a major in mathematics, or a degree in medicine, an appreciation of music, art and literature. I feel that a girl should go to college to grow and to develop her own specific interests, and that such growth increases her chance for a happy marriage, I think that sending a girl to college to take a few courses so that she can get a diploma, social graces, and thus the art to ensnare a husband is a waste of her parents' money and four years of her time!

—Ann Brinson

It Will Be Worth It . . . Someday

It was five years ago when you first decided to enter college. "An education is something every girl needs," your father told you, "you can learn a lot of things. Your mother and I've been saving money and buying stock so you could go to Meredith or St. Mary's or even Salem. Yes. Every girl needs an education—makes you cultured and makes you smart."

You enrolled at Salem and began taking courses—required courses in the fine arts—history, English, Latin, music.

In your history class you learned about Napoleon and the American Revolution. You rushed to your 8:15 class, after dropping by the dining room at 8:13 and relaxing over a cup of coffee and scrambled eggs, and then began taking notes. How fast the instructor talked and how fast you had to take down every word! By the end of the course a hard wart had formed on your middle finger where you had pressed your pencil against your finger. But then you were educated about how the Greeks were once the most powerful empire, and it really didn't matter whether the appearance of your right hand was ruined.—It would all be worth it—someday.

You took English—in fact you took six hours of English. You tried to stay awake in your American Lit class, even though the teacher had a monotone, soothing voice that could easily effect sleep. Therefore, you tried to listen to the rhythmic scratching of other students' pens — (Dear Mother and Daddy . . .). However, you did learn that Thoreau spent his life in the Concord pasture watching the movements of the cows because he was a transcendentalist—and not because he had a hypo-case of kidney trouble.—Yes, it would all be worth it someday.

You took Music Appreciation so that you could learn all of the works of the three B's. You spent three to four hours each day that

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