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Judi Board Has Responsibility To Issue Facts, Stop Rumors

In the past month certain cases—decisions made by the Judicial Board have been criticized by members of the student body—in most instances, for the lenience of the penalties. We feel that this current of dissatisfaction with the Board's work merits a thorough analysis.

During the meetings of the Board on each of the cases, there were many rumors going around the campus, often even arousing discussions late into the night. Students were aware of the fact that something had been done, but in every group, the story was magnified. No one knew the specific facts which the Judicial Board had to work with in rendering a decision. As the tales grew, the student body became concerned about what the Board's decision would be. And, when the decisions were posted, few people could equate the mild penalties with the offenses they thought had been committed. "Looks like you can get away with anything at Salem now," became the campus opinion.

However, the fact that such an opinion, a condemnation of leniency, exists on campus is the fault of the Judicial Board. The only way to prevent rumors spreading and to show the relation between "crime and punishment" is to inform the student body. We cannot be expected to judge the penalties correctly until we know the facts of the cases. We cannot be expected to have confidence in the capability of the Judicial Board until we know how and why their decisions are made.

Not only would informing the student body restore their confidence in the power of the Judicial Board. An informed student body might also help the Judicial Board make a better decision. For, if the student body takes upon itself the responsibility to tell members of the Board that they are concerned with the seriousness of the case, or if the Board merely becomes aware of this opinion among an informed campus body, the penalties given will probably not raise as much disagreement as has been evident lately. A decision may be fair, in the Board's minds, but it can create a very bad situation on campus if the students do not understand the reasons behind a lenient or stiff penalty.

But how can the Board seemingly keep the students informed without violating the rights of the girl "on trial?" Obviously we cannot have the sensationalism of a Finch trial. But the total secrecy policy of this year's Board defeats the very purpose of granting this phase of activity to a group of students.

In her speech as a presidential candidate, Janet Yarborough suggested that the Judicial Board bring weekly reports to the Legislative Board, a suggestion which members of the Legislative Board, no doubt collectively groaned about. Tied up in parliamentary procedure and carrying the pressure of both Administration and students on their shoulders, the Legislative Board cannot take on this added responsibility. Instead we feel that the Judicial Board should use the logical organ of communication on campus, i.e. the *Salemite*. Weekly reports on proceedings, with as much discussion as possible on the major cases should be published for the benefit of the whole student body. If the Judicial Board does not feel the details of a case can be opened to the public, there should at least be a list of reasons backing up a decision. A certain amount of publicity will result in explaining the Honor Tradition as it works or does not work in specific instances and will make the tradition a concrete part of every Salem girl's actions.

The gossip on campus must be stopped. This can be done only by publishing the true facts.

S. L. F.

Government, Industry Offer Jobs In Science

The woman who specializes in science rates the highest beginning salary of all women college graduates, and the prospects are even brighter in the years ahead. The woman chemist received the highest beginning salary, an average of \$4,847 per year; mathematicians and statisticians were second, with an average of \$4,675; biological technicians, \$3,854 is fifth with only the home economists and nurses intervening.

Perhaps, the most urgent demand for science majors is in the field of teaching. While a bachelor's degree with a teaching certificate is sufficient preparation for the secondary level, college teaching requires graduate study leading at least to a Master's degree. Salaries are not as high as in industry, but there are other benefits, such as freedom of research and less rigid schedules, as well as the atmosphere of the college campus.

A large majority of chemists work in private industry, which offers higher salaries than other chemical careers. The wide variety of employment opportunities in this area include such well known companies as Dupont, United States Steel, General Electric, and the many food, pharmaceutical, and oil companies. Chemists are also found in almost any department of the U. S. government, but particularly in the Department of Agriculture, Department of Defense, and such organizations as the National Bureau of Standards and the National Institutes of Health.

Opportunities in fundamental and applied research are related to medicine, private industry, government and teaching.

Of special interest to girls settling in North Carolina is the Research Triangle that is being formed around Duke University, University of N. C., and N. C. State.

Chemistry majors are also being sought for such specialized fields as patent law, technical writing, public relations, and advertising. The rapid growth of chemical literature and documentation opens up opportunities for girls who combine interests in chemistry and English.

The mathematician can find wide opportunities in government and industry. Depending upon the varied interests of the individual, employment is available in research or in applied mathematics.

Many insurance companies, such as New York Life Insurance Co. employ women as actuaries and statisticians, and IBM has openings in computer work. Langley Air Research, RVA, Southern Bell Telephone Co., and General Electric are only a few of the industrial giants who hire women for mathematical positions.

The government offers advantages under the Civil Service Administration in research as well as in statistics and computing.

Medical technology is a particularly expanding field for the biology major. The medical technologist finds many career opportunities in hospital laboratories and with private physicians, with the U. S. Civil Service Commission. The Veterans Administration and in the Departments of Health on the state, county, and city level.

Varying career opportunities are available to Biology majors with the national and state government. Some of these positions include Wildlife Biologists, Bacteriologists, Geneticists, Aquatic biologists, zoologists.

The proportion of women to men in the field of science is still relatively low, but within the next ten years women are expected to be in the greatest demand in this field.

All Too Quiet On The Campus Front Some Students Seek A Challenge

By Fred M. Hechinger

(The following is reprinted from the New York Times, Sunday, February 7, 1960.)

If you hear soft noises of rebellion on the college campus, it is not likely to be the protest of freshmen confined to their quarters after a "panty raid." Nor is it the explosive revolt of political radicals or of idealistic reformers. The voices are not violent. They are only impatient. They seek escape, not from the social order but merely from the protective, peaceful ivory tower.

A student at New York's City College asked to write an article about student life "then and now" for an undergraduate publication, called an alumnus who had been graduated in the early Forties to find out how the older half had lived. He listened to the accounts of "peace strikes" and political feuds, student rallies and protest picketing.

"It must have been exciting," the current freshman said, with a tinge of disbelief. "Things are quiet today."

Writing with too much bitterness in "Liberal Education," bulletin of the Association of American Colleges, Prof. Paul C. Wermuth, who teaches English at an Eastern state teachers' college, speaks about students who "have never suffered or worked hard or been caught in the economic trap; never felt loneliness, fear, dread, loss, grief, pity, pain—and have not even shared these things vicariously through serious reading." He describes their campus activity as "merely social" and devoid of any real purpose "except to amuse the witless."

Status Quo

Commenting on today's student, Edward D. Eddy, Jr., provost of the University of New Hampshire, said in a lecture at the Jewish Theological Seminary in New York: "He is interested primarily in the maintenance of the status quo—a very comfortable status quo which makes him the sought-after darling of business and industry and the recipient of a generously paying job or fellowship immediately upon graduation."

This, Dr. Eddy believes, has led to an attitude he calls "privatism." The student "searches for a rich, full life for himself. His strong interests are centered on the material benefits which he and his family may be able to enjoy * * *. The constant question is first: 'What's in it for me?'"

A retired professor, looking back over a forty-year-long parade of passing students at the College of the City of New York says: "It must be hard for kids today. I don't envy them. How can they get involved in the problems of the world when the problems are so big? What can they do?"

What can they do? Some students—not all of them; not even the majority but a top layer of intellect and sensitivity—ask this question today. The answers they give are quite different from the violence of the Thirties and from the hopeful dreams of "one world" in the middle Forties.

'Left Out'

Typical of the questions and the new answers are those that have come from a group of Yale undergraduates and their new venture "The Challenge." It is described in the prospectus as "a student program at Yale University to confront with realistic concern and responsible action the crucial issues of today's world."

Stephen Kass, one of the undergraduate leaders of the program, sums up the reasons for "The Challenge" more simply: "We felt left out. Most of the problems—take atomic energy for instance—are

just too big. What are we to do? As a result, many students are either just cynical or they get lost in their small personal problems. We had to find a way to open up the world of the greater problems."

"The Challenge" tries to confront the student with that world. It sets a theme for each term and it encourages public meetings, informal discussions and, where possible, individual action and involvement.

A student-sponsored colloquium on "The Nuclear Age" brought to the campus Senator Hubert Humphrey; General Carlos Romulo; General James Gavin, the former chief of research and development of the United States Army; Dr. James Crow, professor of Medical Genetics at the University of Wisconsin and August Heckscher, head of the Twentieth Century Fund.

This week "The Challenge" will start printing a weekly newspaper and syndicate a column by prominent observers to college newspapers across the country.

Movement Spreading

"The Challenge" movement is spreading. Students in other colleges in the East, Midwest and South have already asked the leaders at Yale for help in starting similar programs. Organizations have been begun at Smith, Stevens, Antioch, Reed and Oberlin and at the Universities of Chicago, Wisconsin and Princeton. Inquiries come in at the rate of one a day.

This need for student action may also be an indictment of the colleges: they have apparently left an intellectual vacuum. Dr. Eddy charges that while a university ought to be "the place for the airing, wide open airing, of many points of view," it today often covers all controversy "under a blanket of . . . objectivity." Thus, while "today's student is more educable than those of a great many past generations," he is apathetic "in part, because the college fails to provide a truly demanding challenge."

The students are asking for something better. "On some campus the student is ahead of the faculty," said Dr. Eddy. Last year at the University of Wisconsin, 20 student leaders wrote in a petition to the president: " * * * We believe that the university has failed to challenge the students sufficiently. In many senses, it is too easy to get by and never learn to become critical, analytical thinkers or to achieve an understanding of the world around them. Students on all levels of attainment feel that they have not worked the limit of their ability and time."

Student Conference

Recently, students from six colleges met in a special "student government conference" at Carleton College in Northfield, Minn. They represented Antioch and Oberlin both in Ohio; Pomona College in California; Reed College in Oregon and Swarthmore College in Pennsylvania. The delegates agreed that student government must take a more active part in "academic affairs" and in the creation of real interest "in social and political issues beyond the limitations of campus."

Admittedly, in their attempt to achieve this, the students appear to be floundering. Like their elders, they left many of the issues to be clarified later—presumably by committees and surveys, the most common substitute for action. But in stirring—from Yale to Wisconsin to Swarthmore to the West Coast—there are signs of recognition that "privatism" is not enough. It would be naive to pretend the question, "What's in it for me?" won't be asked any more. But there is hope of a new student voice that seems to say: "We're in this together."