

Students Voice Opinions On Preferential Voting System

As a follow up on the new system of slate and preferential voting, the **Salemite** took a student poll Tuesday after assembly. Students were asked their opinion of the new system — their praise or their criticism, their ideas for improvements, their reaction to the system.

Anna Zimmerman said, "I just love it! . . . so exciting watching it all happen. I think it's very good . . . so democratic."

"I think it's excellent!" said Ricky Eikendal.

Becky Chappel thinks the system is "excellent! It's perfect!"

Martha Cole Glenn commented, "I think it's very good. Causes much less confusion and is much quicker."

Even the faculty was asked. Miss Battle said, "I think it helps make elections interesting and not laborious."

Barry Thompson commented, "I thought it was great." and Marty Paisley said, "It's more convenient — it's easier."

Agnes Smith expressed her ideas. "I think it's so terrific! I couldn't believe it was working so well and going so fast."

Ann Kearfott stated, "I think it is a great improvement over the old procedure."

"I like it very much. I think it

seems to be efficient and seems to be popular among the students", said Evelyn Brown.

Julia Leary thinks the new system is "a pretty sharp idea."

Sally Wood said, "I thought at first the old system would be better if people would keep their interest up. After today I realize this will be a lot better."

"The new system is a great improvement over the old. Interest is held, and more people vote in each election. The run-offs are not tedious as we do not know when there is one—a good idea. The preferential system worked much more smoothly than I believed possible. I like it!" thinks Elizabeth Smith.

Madge Kempton and Tish Johnson feel that "the new system is just great but we think freshmen should have a full vote on NSA!"

Kaye Pennington thinks preferential voting is "terrific and very exciting."

Becky Boswell commends Legislative Board: "The Legislative Board can take bows for the rest of Salem's existence—a great improvement on a weak system."

Vicki Sims thinks the new system is "quite an improvement. Everyone seemed interested, whereas, in using the old system very little interest was shown be-



cause of the duration of time."

Abbie A. Suddath comments, "This makes me wonder about tradition. Why didn't we do it sooner?" and Mary Oettinger says, "One of the best changes in my four years—should have been done sooner."

Lynn Robertson feels the new slate is "much more efficient and adds to school spirit."

Shannon Smith expressed her opinion: "The new system of elections is so much better. I like the speed of voting and knowing im-

mediately who has been elected. Also this system insures the voting of more students."

Craig White feels, "I think it's the greatest change Salem has made this year." and Ann Jewell said, "voting was really a pleasure this time. I've never seen such a speedy and efficient way of handling the voting problem . . . and it certainly was a problem before now! Well done, Legislative Board."

Elise Vitale stated, "I definitely approve of this time saving system. I think more students will vote

since they don't have to bother with special run-off elections."

Ginger Ward expressed concern for the ballot counters: "I thought this new method a great improvement, primarily because of the elimination of time and the elimination of duplicate candidates in the actual voting. I think, though, that the voting should be planned to be completed during the assembly periods. I don't think that the polls would have been well populated on Wednesday at 6:30. I feel sorry for the ballot counters, though."

Salem "Y" Delegates Attend First Regional Conference In Richmond

By Martha Still

"Around the Square" and "Beyond the Square" are two well-known phrases here at Salem. As a part of recent efforts to broaden ourselves in both fields, Salem just participated in another "first". Last weekend three delegates from our campus YWCA — Patricia Weat-

hers, Dr. Inzer Byers, and I participated in the first Southern Regional Student YWCA Assembly ever held. This assembly took place at "Roslyn," the Episcopal Diocesan Center in Richmond, Virginia. Colleges, both white and negro, from ten southern states composing the Southern Region of the student YWCA were represented.

This assembly was a "first" because previously the only conferences held specifically for our regional YWCA were in conjunction with those of the YMCA.

Our weekend was jam-packed with dynamic talks, discussions, and people. While enjoying the lovely setting of "Roslyn", a spacious estate on the James River, we were also busy finding out where our local YWCA stands as a part of the national organization, learning the "in-basket" technique for dealing with problems of a local "Y," and discussing the purpose and problems of each local group.

We learned that the National YWCA is not a commanding force for the campus and region, but rather a unifying factor for the nine regions and in turn for the ideas of the local campus organization. The importance of our campus YWCA in determining or changing the policies upheld by the national movement was stressed.

The assembly was planned around an emphasis on the campus YWCA as the basis of the national structure. The programs helped us to clarify the purpose of the "Y" and the duties of our association. We talked about the image of the YWCA and how to present it more clearly on each campus. At the close of the conference, the panel on "take-home techniques" helped us relate our discussions to our local campus problems.

Besides the camp delegates from

schools in Florida, Georgia, Alabama, Louisiana, North Carolina, South Carolina, Virginia, and Kentucky, there was also a representative from the World University Service present, from whom we received additional information about the working of WUS and its role in helping refugee students.

The assembly provided a good opportunity for us to share the problems and program ideas of other campuses. Two major problems discussed in detail were that of membership—what should the criteria for a member of a YWCA be?—and human relations—especially the interracial question.

A highlight of the weekend came Friday night with a talk by Dr. Albert Mallegen, Professor of New Testament Language and Literature at the Protestant Episcopal Theological Seminary in Alexandria, Virginia. He talked on "A Community of Faith in a Community of Learning". He pointed out that the first duty of a girl at college is education, but that her community of learning should be only a part of the universal community of faith. After Dr. Mallegen's talk, we had an informal question and answer period. We hope that Salem can be represented in June at the Southern Regional Conference (YM-YW) at Berea, Kentucky, to help solidify our relations with other "Y" groups. We also recommend that your "Y" council discuss and take definite stands on policies given attention by the national YWCA. In addition, we hope to set up several new "Y" committees and to increase student participation in all "Y" projects. After all, the student body is the YWCA at Salem.

We feel fortunate to have been able to participate in another Salem "first"—the Regional "Y" Conference and feel challenged to share and spread the new insight we received about the "Y" within its potential to promote Salem as a community of learning within a community of faith.

Artist Mangum Displays Works In Main Hall

William Goodson Mangum, North Carolina artist, has an exhibit at Salem. His pictures are being shown in the basement of Main Hall, in the stairwell of the new addition to Main Hall, and in the Music Building.

Mr. Mangum was born in Kinston, N. C., in 1924. He received his diploma from McCallie School in Chattanooga, Tennessee; his A.B. and M.A. from U. N. C. He also attended Corcoran School of Art, Washington, D. C.; Chicago Academy of Fine Arts; and Art Students League of New York. He is now living in Sylvia, N. C., with his wife and two children.

In 1958, Mr. Mangum accepted a position as instructor of fine arts at Western Carolina College, in Cullowhee, N. C. He teaches History of Art and instructs in the rudiments of drawing, painting, and sculpture.

Mr. Mangum has exhibited his drawings, paintings, and sculpture in The Creative Gallery, New York; The Springfield Museum of Fine Arts, Massachusetts; The North Carolina Museum in Raleigh; and The Atlanta Art Association Museum, Georgia; and has had one-man exhibitions at the Virginia Museum of Fine Arts and the Morehead Planetarium, Chapel Hill, N. C.

Freshmen State Problems In Recent Seminar Poll

"Only 24 hours a day and so many things to do" seems to be the cry of the freshmen at Salem this year.

According to the Freshman Seminar findings released this week by Mrs. Heidebreder, 35.1% of the class had difficulty in budgeting their time and 18.7% of the class found this problem most difficult. In conjunction with the problem is the one of insufficient sleep with which 23.2% found difficulty and 1.5% found greatest difficulty.

Almost one-fourth of the class—23.2%—felt that one area in which they need improvement is preparation for college; 7.5% of the girls felt that this was their greatest need. Statistics show also that slow reading habits are a handicap to 23.9% of the students with 2.9% finding this area most difficult. That the standards of work required at Salem is unfamiliar and difficult was a problem to 29.9%.

The greatest drop in complaints comes in the area of noise in the dormitories where only 16.4% find this a problem and 2.2% have greatest difficulty with this. The figures show a drop of almost one-half from last year's results.

Emotional upsets were a source of concern to 16.4% of the students; and 14.1% are having troubles adjusting to the living arrangements. Over 5% find this area most disturbing.

Some girls—10.4%—state that the instructors' attitudes have caused problems and 2.2% find this a major problem; yet only 4.5% had any complaints about the impersonal nature of classes. An-

other cause of concern is that 11.9% of the freshmen feel that they have no person to aid them in questions of academic matters, and 14.1% with personal matters.

Almost one-fourth of the class—23.2% are having problems with required subjects and 6.7% state that this is their greatest problem.

Many of the students—41%—have no definite vocational goals in mind and 9% are most concerned about this situation.

Very few of the Salemites—5.9%—find social activities interfering with their work. However, 81% of the girls attend movies less often than once a week and 16.4% only that often. Watching TV does not appear to be a major problem with 37% reporting they never watch it and 37% no more than one hour.

The freshmen on an average spend 15 to 25 hours studying according to the statistics showing 44.8% averaging this, and 41.8% spend 25 to 35 hours per week. 77% of the class feels that closed study is not necessary and 21% feel that it should be put into effect. Many of the freshmen—47% utilized their maximum of light cuts and one student reported "many times in the closet!"

The freshmen approve of "Bricks, Books, and All That," the pamphlet sent to all incoming students almost unanimously and they also are in favor of handbook study as being sufficient to acquaint them with Salem's rules.

The above figures were compiled from unsigned questionnaires completed by the freshmen at the end of first semester Freshman Seminar.

