

# Vermont College Replaces Traditional Requirements

**The Salemite**  
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## editorial

The elections committee is attempting to interest students this year in the petition system of elections. This system allows any eligible student to nominate herself for an office if she gets 10 per cent of the student body's signatures on her petition.

The petition system works at other schools but has had a slow start at Salem. At Hollins all offices are filled by petitioning nominees. At Salem, few if any nominations are made by petitioning.

The student body nominated eligible students for office on February 14. At the time of nominations, several students' names were omitted from the eligibility list. These students were interested in running for particular offices. Other interested students did not receive enough votes to be considered nominees for offices.

Under our petition system all of these students may still be nominated for student government offices. The nomination petitioning began on Friday, Feb. 16. This will continue for two weeks during which interested students can circulate a petition among her friends.

One irate student who wanted to run for office complained that the petition procedure is "too much trouble." That idea is absurd. A student merely must approach the elections committee with her desire for candidacy. The committee has petitions already drawn up and they circulate them after the potential candidate sign them. Is this difficult?

## Pot Disturbs Sleep

Galveston, Texas -- (I.P.) -- The chronic use of marijuana changes sleep patterns -- sleep patterns which, in turn, may affect brain functioning and basic physiology, as well as behavior -- according to reports on human research underway at the University of Texas Medical Branch.

After the first seven days of daily marijuana usage (one joint a day), the human subjects studied were found to have significantly less of the deep stages of sleep which have been related to basic biological restorative processes.

Even after the subjects stopped smoking marijuana at the end of 10 successive days, their physiological responses indicate that the loss of the deeper stages of sleep remains significantly less than they normally get for at least seven days.

These human research findings have been confirmed by similar findings in sleep studies under way by researchers at the University of Florida as reported at the American Psychiatric Association meeting in Florida last May.

In human subjects, normal sleep patterns are checked for

about four days and nights to establish baseline values. The subjects' sleep patterns are then monitored and recorded during 10 successive days of marijuana smoking plus a one one-week recovery period. "National surveys show that about 5 per cent of marijuana smokers smoke at least one joint a day, so this is not an unreasonable amount," the scientists explain.

After receiving a daily dosage for about seven days, the subjects studied to date showed a deprivation of stages three and four sleep. Stage 4 or REM (Rapid Eye Movement) sleep is the deepest level of sleep, in terms of arousal thresholds.

They also did not return to the baseline levels during the recovery week. In addition, the human subjects complained to the researchers of being "tired and sluggish all the time," without prompting or questioning.

The experiment to test the hypothesis that chronic marijuana usage disturbs the sleep-wakefulness cycles was suggested by incidental observations of changes in the sleep records of cats being monitored for other experiments by UTMB researchers.

Burlington, Vt. -- (I.P.) -- "This has been a year for debates about academic freedom at the University of Vermont," observes Dr. Dean C. Corrigan, dean of College of Education, in a recent paper entitled "Academic Freedom for Students."

"It's interesting to observe that most of the comments I have heard focused on academic freedom for faculty. Very little, if any, of the dialogue has concerned itself with the issue of academic freedom for students. It appears as though the University of Vermont academic community has not yet come to the realization that the freedom of both students and faculty is reciprocal, any restriction on the students' freedom to learn will inevitably adversely affect the professors' freedom to teach." Excerpts follow:

Even though they should be self-evident, some basic value premises that are essential for academic freedom of students are worthy of mentioning here. The students' freedom to learn is a complement of the faculty member's freedom to teach. An academic community dedicated to ideals will safeguard the one as vigorously as it does the other.

All college programs should be predicated on the notion that the individual student is an intelligent, resourceful human being, capable of making decisions about his own education.

Students must have an opportunity to reject what they consider irrelevant.

The only way students, or for that matter any of us, learn to be responsible is by having a chance to be irresponsible.

Responsibility is learned by having the opportunity to make choices and deal with the consequences.

One student, who dropped out recently, stated the problem of relevance to me in this way, "My university education has prepared me for the best of all non-existent worlds. I've got to 'leave the womb' and see if I can do something."

In today's world as the VISTA motto says, "If you're not part of the solution you're part of the problem." Camus states the challenge of this particular time in history and its consequences in his book, *Resistance, Rebellion and Death*.

Because information now belongs to everyone (the mass media has seen to that), there is no such thing as inaction. Once knowing and not acting is in fact an action. One chooses not to act. The excuse of not being aware as a reason for inaction is no longer valid in our world.

There is much reason to believe that the present-day dissatisfaction with our education system stems in large measure from one simple factor. That is, that our society offers but one legitimate, sanctioned occupation for its youth, aged 12 to 22 -- attendance at school.

For the past ten years, I have talked with school superintendents about running essentially custodial institutions. They resented my remarks, but today are the first to make that very point. The same thing can now be said of the colleges.

Presently in our universities, we have enclaves made up of students who have learned to play the game of disinterestedness. In such circumstances, there is an alienation of the mind. What is missing is something in which to believe. Youth who have been

kept away from the work-a-day world have never had any way to feel they can do something to help their generation survive. Education must change. It must help our young people develop a sense of belonging to a community in a proud way.



## of cabbages and kings

by Sarah Dorrier

Contrary to popular belief, all those social psychology questionnaires you find in your boxes every year really ARE used for something besides scratch paper! One of my psych major friends suggested that I might find some interesting tidbits in the pilot studies, so I went off in pursuit of Dr. Karnes. After rummaging around in her office we finally reached the conclusion that the folders of pilot studies were in Mrs. Mock's office. They were. I've read through reams of them, and here are the resulting tidbits!

In a survey of Salem and WFU girls, twenty-nine Salem girls thought the honor system was effective and respected as compared to only nineteen WFU women. As for student government, 32 Sa-lemites thought it necessary and effective while only 25 WFU women responded positively.

On the subject of transferring from Salem:

- The reasons in order of their importance are:
- a better department in a major social opportunities
  - academics
  - co-ed element
  - expenses
  - planned to transfer after two years
  - 15 of 25 students transferred to in-state universities

What about post-college plans?

Seniors and freshmen were asked three questions. Here are their responses.

1. What do you hope to be doing the September after you graduate?
    - Seniors: Career with marriage
    - Travel
    - Freshmen: Travel
    - Career with marriage
  2. What do you really and truly think you will be doing the September after you graduate?
    - Seniors: Career without marriage
    - Career with marriage
    - Graduate School
    - Freshmen: Career without marriage and career with marriage (tied)
    - Travel
  3. What do you think you will be doing ten years from now?
    - Both chose: Career with marriage and kids
    - Marriage with kids
- Conclusion: Not so many southern girls go to college with the big goal of snatching a husband as some people claim.

Adjectives most often chosen as ideal characteristics for both fathers and boyfriends:

- responsible (66%), considerate (66%), affectionate (56%), interests wide (42%), ambitious (40%)

Those least often chosen:

- sentimental, charming, cautious, efficient

Dorm stereotypes?

- Clewell: loud, cliquish, hell-raising, fun-loving, and friendly
- Babcock: quiet, friendly, socially-minded, fun-loving, and cliquish

Students choose dorm with the stereotype in mind.

A study conducted by rating ten recent movies as to amount of noticeable sex revealed that we are becoming immune to sex and nudity on the screen.

Sexual attitudes at Salem, WFU, and UNC:

- 11 out of 20 Salem women had experienced intercourse as compared to 5 of 20 at WFU, and 8 of 20 at Chapel Hill.
- 50% of those having intercourse used none or risky methods of birth control.
- At Salem 8 of the 11 used birth control, as compared to 3 of 5 at WFU and 8 of 8 at Chapel Hill.

Point to ponder: *Forever is a compound of nows.*

--Emily Dickinson

## The Salemite

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