the uncensored voice of the salem community LAURA DAY

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Mrs. J. W. Edwards

## editorial

The final discussion panel of the symposium left many students with some questions about the direction Salem College should take in the role of women's education. The discussion focused on students getting the most out of their education. It is my opinion that a student cannot be forced to take advantage of what Salem might have to offer. We need to make learning an enjoyable experience.

First of all, every student must learn how to learn before it is possible to be enjoyable or meaningful. And we cannot assume that even the "A" student entering her freshman

year has developed this ability.

During the panel discussion, Arnie Nelson asked if there is a need to change Salem. I don't know what all is involved in changing Salem, but I do feel that improvements and additions could be made within the system. These improvements, in both the academic and social areas, could bring us closer to the goal of making Salem a more intellectual community and a progressive woman's college.

What can we do to make Salem a more intellectually stimulating community? What can we do as students, faculty and administrators to help develop intellectual and independent women? We can begin by evaluating our present

One policy that has been brought to my attention is basic distribution requirements. Lucy Rose pointed out in the panel discussion that when you arrive at Salem you are immediately following a course of action which has previously been decided for you. Also, it has been my experience that most students are not interested in these classes, mainly because they didn't choose to take them. How can we expect the faculty to be exciting and present their best when the students seem to just be going through the motions?

It's possible that my experience is not an adequate picture. I hope it is not. But if it is, after two years of going through the motions, it will be hard for anyone to believe that the majority of students and faculty at Salem are serious about education. Is this the reason for the high

rate of students transferring?

Recently, an administrator commented to me that if you transfer before your junior and senior year, you're missing the most that Salem has to offer. This remark was not made in relation to basic distribution, but maybe there is some correlation. I'm not advocating an abolishment of distribution requirements, but we should at least discuss the possibility of reduction.

Another academic policy which I'll discuss briefly is tenure. This is an issue which has become popular in most colleges. There are a thousand suggestions and revisions which could be made concerning tenure, but of biggest concern to Salem students at this point is student voice. Since we've shown concern in this academic issue, why

doesn't someone take us up on it?

Besides academic concerns, there are steps which we can take in our social environment as well. At Goucher College they have what I'll call resident personalities. These "personalities" range from potters to lawyers to even married couples expecting a child where the students can follow the wife through the pregnancy. Very few of the resident apartments at Salem would be adequate for a small family, and I'm not suggesting that there is no need for housemothers on Salem's campus. But possibly as some retire, the larger resident apartments could be utilized in this way. Not only would these "personalities" be there to meet individual needs, but their presence might promote dorm discussions

and possibly more interaction between dorms. This could add a more intellectual atmosphere to our social life.

I've made a few suggestions that I hope will be explored. These aren't just reactions to the symposium, they are ideas and issues that have been on the minds of many people on

campus for some while.

In closing, I have to express one of my greatest concerns, which sometimes I feel I share with no one — our attitude while developing our intellectual community. It is true that we pay thousands of dollars to come here every year. It's also true that many people don't take advantage of the many opportunites Salem has to offer. But, as I stated earlier, I don't feel that a student can be forced to take advantage of the system. It's a serious generalization to say that everybody on campus is a worthless no-mind that has to be forced off their asses. And it's dangerous to feel that we are the only one who knows the correct way to pursue an education.

There are many ways and many directions. I hate to see those directions stifled. How fair is it to judge another's direction with our values? Of course, not everyone has a direction, but we can offer guidance and an intellectually stimulating social and academic environment. But the ultimate responsibility lies on the individual. If we can provoke awareness in the individual - awareness of her potential and her environment, then maybe in return she

can add to our intellectual community.

Avery Kincaid

## Ramblings . .

February 18, 1976 — the most significant day of my four years at Salem. Students, faculty, and administration gather in a symposium forum to openly and I believe honestly discuss the direction of the college. A beautiful event in the sense that for once I think we're finally starting to listen to one other. Even more beautiful because students proved to faculty that they really are concerned about what their education buys. A painful event, too, though, because honest self-examiniation is never pleasant. This is the beginning, I hope, of many more open dialogues and the starting point

for much-needed change.

Speaking of change . . . Here's a personal suggestion for the Lecture-Assembly Committee: Our own Salem faculty and staff performed quite admirably on the symposium panels. Since students no longer receive the benefits of the Piedmont Lecture Series, since it seems to be the general consensus that Salem College does not provide a stimulating intellectual atmosphere outside the classroom (and unfortunately, sometimes inside classes as well), and since a symposium only appears once every two years, why not sponsor a "mini symposium" in the "off" years, using our own people as speakers? It would be a great way for students to find out about faculty research as well as a chance for the campus community to share in some lively intellectual debate. Perhaps the funds that were once allocated for the Lecture Series could be channeled in this new direction, providing a stipend or monetary enticement for faculty willing to devote their time to preparing for such a project.

And speaking of projects—perhaps you all have noticed that a questionnaire has been circulating prepared by students for students concerning the teaching effectiveness of professors. This project was engineered by three concerned seniors — Susan Bingham, Avery Kincaid, and Mandy Lyerly - after visiting several Northern schools during January break and examining similar questionnaires prepared by students there. These forms are different from the usual course evaluations handed out in class at the end

of each semester in that

(1) the questions are simple and direct

(2) all Salem students are given the opportunity to respond, whereas in the past, even handing out an evaluation form at all was left up to the whim of the individual professor

(3) the questionnaires are filled out in the privacy of one's dorm, without the fear of the professor looming about, watching every check and scratch made, and

(4) until students achieve more of a voice in the tenure process, these questionnaires are the most effective means we have of gauging faculty teaching effectiveness.

If you're really interested, though, in influencing faculty teaching effectiveness; ie, making sure that those professors we hire in the first place are the most qualified we can get, and that once at Salem they continue to merit our approval, then collar one of the crew on the Faculty Affairs Committee and push for more student voice in tenure. Committee members include Ed Shewmake, Joan Jacobowski, Anne Woodward, Adam Stiener, Lucia Karnes, Miranda Dungan, and

Francis Lazarus. Mike Thomas is chairman.

Finally, an invitation to the Salem community from four concerned students, who in a decidedly offbeat way want to promote informal discussion and a chance for relaxed socializing among students, faculty, and staff. At UCLA, it's called "Dinner for 12 Strangers"—a chance for members of the college community to get to know one another. At Salem we call it "Tea with 3 Seniors, and a Sophomore". Cathy Goodloe, Laura Day, Katherine Skinner, and Beth Laura Day, Beth Jones cordially invite anyone who is interested to share our own spurious version of cha-no-yu, the Japanese tea ceremony (complete with authentic tea set and unauthentic

Place: The "Upper Pleasure Grounds" (area behind Main Hall).

Dates and times: To be posted.

Requirements: Nothing, except the desire to come.

We hope you will.

Dear Editors:

The students of Salem begin to thank Interdorm Dean Johnson and her staff en for their endless hours of work producing our final Social cedure Sheet.

Interdorm continued to before dinner, after dinner; sometimes worked through di every week during first semen

Careful Evaluation of our Social Procedure Sheet rely needed changes and new it that the students will apprece

Many thanks again should to Len Brinkley, Chairman Interdorm; Interdorm Com and Dean Johnson for their valuable work.

Patrice M

The alumnae association has many students will enter competition for the Katherine Rondthaler awards to be nounced May 13.

Prizes are offered in musica position, art (any media prose, and poetry. All Salem students, regard

of major, are eligible to enter category. Off-campus judges cide the winners. Entries may be turned

through Friday, April 16, to Mangum's office (art), Deans dresky's office (music) and alumnae office (prose and poet

The Rondthaler awards E established by the alumnae ciation in 1951 to honor the of Salem's 12th president.

## SILVER CONTEST

During the months of Febru and March, Reed & Barton, Ar ica's oldest major silversmi are conducting a "Silver Opin Competition" in which value scholarships totalling \$2,500 being offered to duly enrolled dents at a few selected colle and universities.

Salem College has been select to enter this Competition in w the First Grand Award is a \$1 scholarship, Second Grand Av is a \$500 scholarship, Third Gra Award is a \$300 scholarship, seven Grand Awards of \$100 scholarships. In addition, t will be 100 other awards consis of sterling silver, fine china crystal with a retail value of proximately \$100.00.

In the 1976 "Silver Opinion Co petition", an entry form trates twelve designs of steri with eight designs of both c and crystal. The entrants sim list the three best combinations sterling, china and crystal fr the patterns illustrated. Schol ships and awards will be made those entries matching or com closest to the unanimous sel tions of Table-Setting editors for three of the nation's leading m azines.

Miss Kathy Taylor is the dent Representative who is ducting the "Silver Opinion Co petition" for Reed & Barton Salem College. Those interes in entering the "Silver Opin Competition should contact Kal Taylor at 102 Bitting for en blanks and for complete det concerning the Competition ru She also has samples of 12 of most popular Reed & Barton signs so that entrants can how these sterling patterns at ally look.

Through the opinions on sil design, expressed by college s dents competing for these schol ships, Reed & Barton hopes compile a valuable library expressions of young America taste.

Laura Day