

Editorial

Change Part of Well-Laid Plan?

Task forces ... new majors ... curriculum changes: words which have caused controversy among faculty; words of which students have heard all too little. According to the grapevine change is in the air, but few students seem to know what is being changed, what the effects of change will be, or, most important, why the changes are being proposed.

Changes in curriculum and the addition of new majors can affect all facets of Salem's future status: the quality of students and faculty whom she can attract and keep, the way in which the business community and graduate and professional schools will view her graduates, and the amount of funds that she can obtain. Students have a vested interest in Salem's future reputation. As such, they should not only be informed of proposed changes, but also have a voice in their implementation.

But requisite to change is the existence of a purpose for that change: some mutually held vision of the College's future that such change will help bring about. If recently proposed changes in curriculum are part of some comprehensive plan for Salem's future, then students, who should have had a major voice in determining that plan, have not even been told of its existence. Should not this fact call into question the validity and desirability of that plan? Indeed it should. One is even tempted to speculate about the motives of the plan's architects, whoever they are (another point for speculation).

If, on the other hand, these proposed changes are not part of some comprehensive design, they should be. Indeed, considering the possible repercussions of broad changes in the nature of Salem's curriculum, embarking on such a course of action without a clear goal in mind would be nothing short of folly.

Of course, change is not intrinsically bad, but neither is it necessarily good, particularly when it comes as a response to current "fads" and not as a part of an overall plan for the future. The need for change may exist, but that need should firstly be established to the College community. Before action is taken, however, the College community (including alumnae, trustees and administration, but primarily students and faculty) should convene to discuss candidly what Salem is today and what we want her to be in the future. Then we should insist that future changes affecting her future be discussed and analysed openly. With so much at stake, including a 205 year-old tradition of academic excellence, we can afford to do no less.

- Sandra L. Spear

S.G.A. Reports

By Anne Piedmont

Everyone seemed to be very honest about their problems, especially in the area of social regulations. We found that of the schools present, Salem had the most liberal social rules. Some of the other schools had little or no visitation or drinking privileges. Salem also has the highest level of involvement with the faculty, administration and trustees. One school had no input in the curriculum, and another didn't even know what their college president looked like.

The Southeastern Women's College Council of Student Governments conference was a big success. We had representatives from Converse, Agnes Scott, Wesleyan, Peace, Meredith, Queens and Virginia Intermont. Although we were disappointed that more Virginia schools did not attend, we were quite pleased with those who did participate.

There were two general discussion groups on Friday night. One involved the structure and operation of the Student Government, and the other dealt with house boards and honor councils. We heard about other ways to structure the government and other methods of collecting the Student Government fee.

On Saturday, there were 18 different workshops covering topics from faculty evaluation to visitation to apathy.

S.G.A. SALUTES

S.G.A. would like to thank Ron Short, Dean Johnson and Suzanne Martin for their help and guidance in planning and executing the conference. We also want to thank Robin Maxey, Susan Miller, Amy deCourt and Jan Guiton for leading workshops. A special thanks goes to all the girls who served as hostesses for the visiting students.



INDIAN WOOD SCULPTURES — Two Salem sisters, Debbie Austin, senior and Anne Austin Kilbe, a 1972 graduate, have given the College two wood sculptures owned by their family for 25 years. The figures, a dancing bear of mahogany and a raccoon of wild mountain cherry, were done by Indian students of the well-known Cherokee sculptor, Amanda Crow.

Heaton Presents Organ Recital

By Suzanne Eggleston

Like a boomerang returned to its thrower, Susan Heaton has returned to Salem College. Susan graduated from Salem in 1973 with a Bachelor of Music in organ and has since received her Master of Musical Arts from Yale. She presently is employed by Salem in the preparatory music department, and on Friday, Nov. 11 will present an organ recital in Shirley Auditorium at 8:15 p.m.

Susan packs her small frame with a boundless energy that finds its outlet in many ways. She teaches a eurhythmics class to a group of six and seven year-olds. The class combines music with

dance to have the students walking, running, and leaping to the music. Susan is very enthusiastic about the class, and feels the students are learning a great deal and enjoying it. She also teaches organ lessons and is organist and choir director at All Saints Episcopal Church in Concord. Since July, Susan has been helping Charles Fisk add the finishing touches to his new organ at the School of the Arts.

Susan's recital will consist of music from the early 18th century to contemporary, including pieces by Bach, Vierne, Alain, and Hindemith. The varied program, combined with Susan's unquenchable spark, should make the evening exciting.

Barrett Speaks on Math Careers

By Rebecca G. Lasley

"Women Mathematicians, Past and Present" seemed an unpromising title for what turned out to be an interesting and entertaining lecture by Dr. Lida K. Barrett, professor or mathematics at the University of Tennessee at Knoxville. The lecture, presented Wednesday afternoon, Oct. 26, provided some intriguing insights into the battle women have fought for recognition in a field generally considered to be singularly "unladylike."

Finding records of past women mathematicians proved to be a somewhat difficult task at the time Dr. Barrett did most of her research on the topic. Since she was only a graduate student then, she found one pattern in the lives of these women to be particularly disturbing -- with few exceptions, they all seemed to have died young. Another factor, which they shared with women scientists, was that most of them entered their field "by virtue of being daughter of or wife to a mathematician or scientist. From that point, they often had to fight to be allowed to continue their work, and used every ploy they could devise from marriages of convenience to writing under assumed male names. Even when her work was accepted by her masculine colleagues, however, the woman mathematician found herself hailed as a startling anomaly of her sex, rather than as a person who happened to choose mathematics as a career.

Dr. Barrett interspersed her thoughts about these women with anecdotes about herself in her role of mathematician, which she has chosen to combine with being a wife and mother. Her career has been a varied one. She has taught at universities in Texas, Pennsylvania, Utah, Connecticut, Wisconsin and now in Tennessee, where she also has served as a consultant at the Oak Ridge National Laboratory.

The Salemite

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