

Editorial

Self-Scheduled Exams: A Privilege To Respect

Concealed behind the agony and loss of sleep associated with exams is an easily overlooked privilege: the right of self-scheduling. Relatively few colleges and universities have made such an assertion of faith in students. Along with privilege, however, comes responsibility. Our responsibilities are simple: we must abide by the Honor Code and we must distribute the exams.

During exams, the Honor Code can be expressed simply as "no talking." Students may not mention anything about their exams until all exams have been taken. This policy includes the length of the exam, its difficulty, what to study, and how long the exam took.

This semester, the sophomore and senior classes are responsible for distributing exams. This responsibility, if not taken seriously, can result in the loss of self-scheduling exams. Last spring, the freshman and junior classes did a commendable job of filling up the distributor posters. Signing up to distribute will begin December 1.

While sitting in a classroom with a cloudy mind and aching hand December 16-21, keep in mind the privilege Salem College has given you. Perhaps this thought will diminish your agony.

-Susan Miller

Editors note:

Statistics and additional assistance for the editorial on the library were provided by Susan Leonard, Honor Council Chairman.

Letters . . .

Dear Editors:

The Continuing Education student, by definition one who is past the usual college age of 17-22, has become a familiar sight on the Salem campus. There are 110 women currently enrolled in this program. Much of this response by the women in the community is the direct result of Salem's encouragement and willingness to adapt some of its admission requirements and tuition policies to meet the specific needs of the Continuing Education student. However, if Salem is serious in her endeavor to attract the older student, then she should also re-evaluate her Physical Education requirements and make appropriate concessions for these students.

Salem requires all students to have four semesters of P. E. In addition to this requirement, she must also have three specific types; namely, a team sport, body mechanics, and modern dance. For the transfer student, a category which applies to the majority of these students, it can mean an extra semester just to meet the specific distribution requirements. This is not only time-consuming, but also expensive when both time and money are of importance.

Additionally, and perhaps of more importance, the specific needs and goals of the older woman, who in many cases has a family and home to manage as well as classes, are decidedly different from the average 17-22 year old student, and these factors should be considered. Many of the Continuing Education students have full-time or part-time jobs, and the P. E. requirements simply mean more demands on their schedule. The woman who has chosen to return to school and complete her college degree, or in some cases

begin it, usually has done so at no little cost to herself and her family. A full course load is quite

demanding for this student, and the additional time needed to satisfy these P. E. requirements seems unnecessary.

The rigidity of these specific requirements causes the greatest amount of conflict and problems for the Continuing Education student. Having specific courses required often results in conflicts in one's academic scheduling and also requires additional time on campus which is needed elsewhere. One prime example of the problems which these requirements produce can be cited. Last year a Continuing Education student was taking a full course load and also doing an honors course, while also working part-time to defray her expenses. Because of scheduling conflicts, she asked permission to take a course at the YWCA which at the time was offering a night-time Yoga class. The request was refused since this did not meet their requirements for a team sport, modern dance, or body mechanics. (Basketball would have met this requirement.) She therefore had to take two P.E. courses (in order to graduate this year) in addition to her full academic schedule.

The requirement for one to take a team sport, field hockey as one example, has discouraged older women from continuing their education at Salem. The trauma caused by a serious physical injury is certainly more acute for the woman with a family than it is for the student who has her meals prepared for her and is not responsible for the care of anyone other than herself. One Continuing Education student, who attended Salem a few years ago, suffered a broken arm while playing field hockey.

The sentiments of the women currently enrolled in the P. E. classes are varied: "Age

difference is more obvious in the classes, and this makes me feel very awkward."

"The procedure of stripping down to pants and bras and measuring one another in Body Mechanics is awful - my body no longer looks like an eighteen year-old one."

"The time required for these classes is needed more for completion of necessary academic courses."

"The requirements are too stringent."

"The sports offered are inappropriate and not pertinent to the goals which I have set."

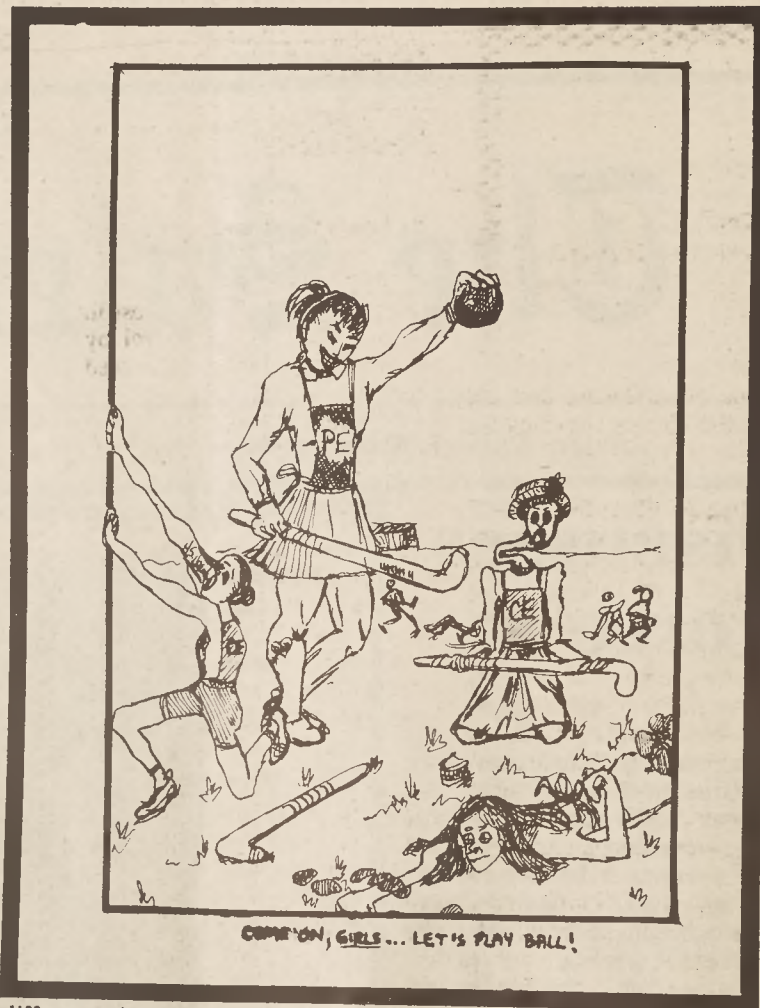
At least two students have chosen to challenge the requirements. They were not successful. In some cases the P. E. Department will allow the continuing education student to take what is termed a modified program - an appropriate YWCA class led by a qualified instructor to include a written paper on the activity at the end of the term. This is hardly a viable alternative. It simply means another place that she must go for classes in an already limited schedule. One student asked that she be allowed to substitute her

participation in the President's Physical Fitness Program for a P. E. course. This was not allowed.

However, some schools have altered their requirements to meet the needs of the older students. For example, the University of N.C. at Greensboro which attracts many older students, does not require the woman over twenty-six to take physical education courses. Many schools require less than two years of physical education, and they do not include in their requirements that specific courses be taken.

The increase in the number of women who choose to return to college grows each year, and the contributions which they have to offer the classroom and the college are valid ones. It is only a matter of time until Salem will be forced to look at this problem. She cannot continue to attract the older student without tailoring a program appropriate to these women. Salem may have its first cardiac arrest on the hockey field.

Name withheld by request.



Seeger To Speak

Dr. Ramond J. Seeger, director of the Scientific Research Society of America, will speak on "The Humanism of Science" at Salem College Thursday, Dec. 8, at 1:15 p.m. in Shirley Auditorium of the Fine Arts Center.

The humanistic aspects of the development and understanding of physics - the literary and social interrelations and the philosophical and religious implications - have been a long-time concern of Dr. Seeger.

His writings on this subject include many articles and seven books, including the most recent "Philosophical Foundations of Science," 1974.

Recently retired from the National Science Foundation, Seeger remains active in scientific societies, including the Chesapeake Section of the American Association of Physics Teachers, which he helped establish.

He was the first director of the Institute for Fluid Dynamics and Applied Mathematics at the University of Maryland and has taught courses in science-and-religion, scientific thought, and applied science at Virginia Theological Seminary, George Washington University, and American University.

Helmick

Cont'd. from one

areas. The recommendations will be procedural in orientation, or directed toward how evaluation, advising, etc. is done at Salem.

"Faculty task forces would not properly include students" at this stage, according to Dean Helmick, who also said that students would be consulted as soon as preliminary reports from the task forces were ready. Students have already had input into the task forces. An SGA-prepared report on advising is currently being used by the task force on advising. Dean Helmick feels that in the creation and implementation of the task forces there has been an attempt to "be as responsive to students requests as it is possible to be."

The Salemite

Printed by Smiley Publishing Co. and published every Friday of the College year by the Student Body of Salem College.

Editor-in-Chief - Beth Fenters
Assistant Editor - Sandra Spear
Associate Editor - Jane Dittmann
Copy Editor - Susan Miller
Reporters:
Margaret Aslanis
Anne Beidleman
Laura Castellanos del Valle
Becky Dunbar
Suzanne Eggleston
Holly Freeburg
Beth Jones
Margaretta Yarborough
Business Manager - Cameron Harris

Ad Sales -
Laura Castellanos del Valle
Margy May

Circulation Manager - Debbie Hudson
Art Editor - Hannah Haines
Art Staff -
Anne Beidleman
Sally Lowndes
Liza Ovington
Betsy Vance

Head Photographer - Karen Smith
Photography Staff -
Mildred Thomasson
Ann Yazujian

Salemite deadline, staff meetings every Monday, 4:30 p.m. Salemite office (below Student Center).