

## Keep Off The Grass

This is not going to be a "blistering" editorial. And it has no concern with keeping off the grass.

Next Monday afternoon at 5:00 the Student Council and their faculty advisory board will hold a joint meeting to discuss and vote on the proposed changes in the constitution of the Student Government Association. The proposed changes, which concern the distribution of activities within the Council, with whatever amendments the council and advisory board add, will be presented to the student vote in student body meeting on Thursday.

They help to define more clearly the exact function of the council and its different officers. But most important they dispel the obvious contradiction of having the council act as prosecutor, defense, judge, and jury in cases of violations deemed important enough to come before them. It is to be hoped that the judiciary board, if it comes into existence, will begin with a clearly defined policy as to bases of their decisions, and their finality. "The Case Is Closed" *The Salemite*, May 4, 1958, q.v.

The second major change to be presented to the student body is the points system, which has, along with the other changes, been discussed in student body meetings previously. The obvious advantage to the points system is the regimentation of student leadership, not so much to keep student affairs from being concentrated into a few students hands, but to allow more students, who have the capability but not the aggression, to assume positions of campus leadership. The points system as it is set up is certainly fair, and it certainly deserves at least a trial. If there are those who find it too binding, they could spend their extra time with more favorable results in matters academic. —J. S.

## PROBATION

TO THE EDITOR:

I have been asked to explain "probation" for the information of students generally. Here is a statement that may be helpful:

Probation is a status in which a student may be placed as a penalty for a deficiency of one sort or another; and it is also a period of proving for the student. Thus, a student on probation has opportunity to reestablish himself as to campus citizenship, or class attendance, or chapel attendance, or other matters, as the case may be.

Probation is the lightest of the so-called serious penalties imposed by colleges. The others are suspension for a period of time (a week, two weeks, a semester, a year) and expulsion. In the event of expulsion, a student is denied the privilege of being readmitted to the college which expelled him.

In the case of probation, a student who "proves himself" and reestablishes his standing obviously has benefitted from the experience. A notation of this probationary status will remain in the student's personal file, but it does not appear on a transcript of grades except in cases where a student is on probation at the time the transcript is requested. The transcript of a student who graduates does not carry itemization of a probationary status in, say, his sophomore year.

However, in all cases where letters of recommendation are sought on behalf of a student, the college will include an explanation of the probationary matter and the student's response as a result of it.

It should be pointed out, of course, that a repeated or other serious violation by a student while on probation usually leads to suspension or expulsion. Such violation is generally considered indicative that the student involved does not warrant return to full free status.

—Dale H. Gramley



Here comes another blistering "Keep off the grass" editorial! by Soath

## Faculty Discusses Worth, Results Of Evaluation

By Mary Lu Nuckols

Monday afternoon, the Student Council discussed the value of continuing the faculty evaluation program which was begun last year. At last a report has compiled the results of a faculty evaluation of the evaluation.

Last year the faculty voted unanimously to have the evaluation. Only 18 of the 52 faculty members, however, considered the evaluation important enough to answer these questions: 1) Do you feel you received any help from this evaluation? 2) Do you feel that you plan to change any part of your courses or any technique of teaching as a result of the evaluation? 3) Could you suggest any changes or additions to the questionnaire used? 4) We would like your frank comments on this evaluation.

Of the answers received, 11 faculty members were in favor of the evaluation and considered that they had benefited from student suggestions. The remaining professors who replied did not consider the evaluation of value. The professors who favored the evaluation had several suggestions, but the ones against it had no constructive criticism to make.

Violent opposition was expressed by one of the professors who said that, "The evaluation was a waste of time and proved nothing. The student has no business trying to act the teacher. The student is neither mature enough nor capable enough to know if the faculty is doing a good job." Such violent objection raises the question of why this professor objected to the evaluation after he had seen the results and not during the vote taken by the faculty preceding the evaluation.

Of the 11 faculty members in favor of the evaluation, 10 had suggestions for improvements. Those in favor seemed to think that there was not enough class time given for the students to carefully consider the evaluation. Many seemed to feel that the check list used was inadequate and that there should be more space for comments and for student self-evaluation. Even the professors who were in favor of the evaluation felt that too much emotion was involved for the evaluation to be effective.

The Student Council decided to ask the faculty again this year to vote on having the evaluation, the matter will be submitted to a vote at the next student body meeting.



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## Pakistan's Problems Need U. S. Sympathy

Caroline Easley and Sandi Shaver

Friday evening, we were fortunate in having Dr. Ralph Bribanti of Duke University here on campus to speak to us on Pakistan. Attendance at the lecture was not good, but better than if it had not been open to the public. Student attendance totaled about 25, or 35-40% of the audience. Just as a guess, it would seem that one cause was lack of knowledge of the subject. It certainly was not due to lack of publicity.

For those of you who didn't attend because you felt uninformed on the topic of his speech let us offer you some general background so that you will not be embarrassed for the same reason the next time someone mentions Pakistan.

Pakistan is located on the Sub-Continent of Asia (This is the area where India is located). Twelve years ago, it was part of India, but in 1947, the area was subdivided into two separate countries. By the provisions of the subdivision, Pakistan was divided, itself, into two parts, a thousand miles apart, one looking toward Southeast Asia, and the other looking towards the Middle East. This is borne out by the fact that Pakistan is the eastern anchor of the Bagdad Pact and the western anchor of SEATO. Thus oriented in two directions, it serves as a bridge between Asia and the West. Though this physical make-up is an interlocking factor internationally, nationally it serves only to divide Pakistan into two cultures, creating severe economic and political problems.

These two cultures stem from the extreme diversity of the climates of the two areas. The eastern portion is very wet and fertile while the western portion is very dry—"a camel culture", as Dr. Bribanti put it.

The original partition was a result of the religious conflicts of the inhabitants of India. Those who became Pakistani were predominantly Moslem, while the Indians were Hindu. The Pakistani government was organized as a theocratic one, but this has not been true in practice. Dr. Bribanti attributed the difficulty of setting up this government as well as other problems to five general factors.

First of all, there are conflicting opinions as to what exactly constitutes an Islamic state. (The attempt to organize such a state is unique in the world today.)

Secondly, the cultural differences between the two areas have affected the inability of the people to set up this theocratic government. There is much more religious diversity in the eastern portion, which includes many Hindu who did not flee to India at the time of the partition.

The third reason is more complex. An "Anglo-Oriented" select group of Pakistan who are trained in the English political tradition manage both internal and external affairs. The masses of the people, however, are "Islamic-Oriented" people who have little interest in things beyond the confines of each local area.

The fourth point which Dr. Bribanti called the "Literary Generalist Tradition" is the tendency of officials and educated men to be more interested in their literary ability than in their political accomplishments.

Lastly, and probably most important, is the question of Pakistan's foreign policy, and the Kashmir district. This is the territory which divides the two parts of Pakistan. At the time of the partition, it was agreed by both India and Pakistan, that as soon as conditions were more settled, the people of Kashmir would be given an opportunity to determine their own future by means of a plebiscite. India has refused this right of self-determination of the residents of the Kashmir district after repeated attempts of the UN to have India abide by her agreement. There is a strong sentiment in Pakistan to have the two areas connected but as long as they are separated, the setting up of an orderly and effective system of government will be delayed.

Dr. Bribanti offered no solution to the problem, but simply stated the case for Pakistan in order that there may be better understanding between peoples of the East and West. Refusal to try to understand on the part of either side simply delays any impending solution.

This brief description does not begin to cover the problems of Pakistan or our relationship to her, but is simply and purely an opening to mutual understanding and sympathy.