

Exemplary Penalties Needed

1958-59 has been a good year. An aura of optimistic willingness to work has resulted in, among other achievements, a new Constitution. The new officers have taken up the task of putting the new ideas to practical use, and seem to have done well. However there is one question which must be cleared up before it can be certain that the new Constitution will work. This is the question of what position regulations handed down by the Legislative Board and enacted by the Judicial Board will hold.

In the first place, it seems entirely a waste of time to make regulations which will not be upheld. The reason behind the regulation may be a valid one; but personal honor cannot be depended on in a situation where the regulation is too stringent or is just unnecessary. A point in case is the suggestion that girls be required to sign out to go to Gooch's in the daytime. This rule would, nine times out of ten, be ignored; therefore, there is really no use for such a rule to go on the books.

However, it is the place of the Legislative Board, and it alone, to discuss the necessity and validity of the rules. The Judicial Board should not consider it within its province to decide whether a regulation is "fair" or not. It has been commonly acknowledged by philosophers and judges alike that until the law stands supreme over any personal considerations, there can be no stability. This concept of law makes it mandatory that all students know the regulations under which they live. Therefore, the rules must continue to be posted, announced in Stee Gee meetings, and published in the paper.

But, once the clarification has been made, the Judicial Board has no power to decide where the rules should apply. There is a vast difference between judging a person's guilt, and handing down a just penalty. The concept of justice enters when a penalty is being given. This is the area in which improvement can be made next year. The very uncertainty of not knowing what the minimum and maximum penalties are has caused many students to fail to admit their guilt in breaking a regulation. It is not fitting for the Judicial Board at Salem to set arbitrary penalties. But, some standard is necessary. The most obvious result of the changes made this year is that there must be some areas where changes can not be made. Merely pleading the efficiency of the Judicial Board should back up this need. Students must know that, when they have broken a regulation, they will receive a definite penalty, within limits set beforehand.

The year 1958-59 has been one which saw many changes. 1959-60 must be a year in which these changes are put into action. The Legislative Board must proceed with care, making regulations which it feels are necessary and reasonably enforced. The Judicial Board must serve in its capacity as a separate body to judge, not the applicability of the rules, but the gradation of the penalties to be given. If the Board wishes to become a respected organ on campus, it must set up precedents which can be expected by the student body. A definite limit for minimum penalties must be set, in order to make the Student Government an active force on campus, not an ignored farce.

S. L. F.



The Salemite

PUBLISHED EVERY FRIDAY OF THE COLLEGE YEAR
BY THE STUDENT BODY OF SALEM COLLEGE

OFFICES—Lower Floor Main Hall — Downtown Office—414 Bank St., S.W.

Printed by the Sun Printing Company

Subscription Price—\$3.50 a year

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Take Time This Summer To Read These Book

Salem College urges students' summer reading. In addition to the usual reading lists issued by the college, the *Salemite* polled the faculty for recommendations.

Boris Pasternak's *Doctor Zhivago* was first choice among the faculty. Dr. Byers said that "this book has power both as a novel and as the record of an independent thinker inside the Soviet state. One sees the 1917 revolution and the civil war period through the eyes of a Russian intellectual." Miss Byrd thinks this novel is well worth reading so that one can "find out the feelings and reactions of Russians to the disorders of war and the problems they face . . . a novel by a Russian who loves his country." Giving also the bad side, Miss Byrd admits that "this book will take time and patience" to read since "it is a poor translation."

Dr. Africa listed four books that he thought are "highly readable and provocative of continued reflection." Max Lerner's *America As A Civilization* he recommends, saying it "is an imperfect synthesis, but makes challenging reading." Dr. Africa also listed *The Loom of History* by Herbert J. Muller; *The Affluent Society* by John Gilbraith; *Only In America* by Harry Golden. He stated that "Harry Golden IS his book in the same way that Walt Whitman wanted *Leaves of Grass* to be."

Miss Byrd also suggested that students "buy and read for pleasure a small volume of poetry." She suggested William Blake's *Songs of Experience* and *Songs of Innocence*, or a book of Robert

Frost's poems.

For those who "do not have a science background but need a better understanding of the implications of science," Dr. French suggests *Modern Science and Modern Man* by James B. Conant; and Bertrand Russell's *The Impact of Science On Society*.

Mr. Shewmake thinks that Irving Stone's *Lust For Life* "reveals an exciting, romantic version of the artistic personality." He also recommends *The Story of Art* by E. H. Gombrich as "an easily read survey of art history."

Dr. Lewis recommends as "two of the great and meaningful books of our twentieth century," *The Magic Mountain* by Thomas Mann; and *The Castle* by Franz Kafka.

Dr. Welch suggests two books by Harry and Bonaro Overstreet, participants this year in the Lecture Series program. They are *What We Must Know About Communism* and *The Mature Mind*.

Mr. Meigs chose two books at random from the reading list which he and Mr. Paine drew up for last summer. He recommends E. M. Forster's *Passage To India* for its coverage of the race relations between the Indians and the British. However, he warns that the book is disappointing in its naive conclusion. He feels that the study of such a pertinent subject will make the book interesting to the students. Mr. Meigs also recommended that the students read one of the period studies by Henry James, either *The Ambassador* or *The American*. These books deal with Americans traveling in Europe during the Victorian Era.

Letter To The Editor

Dear Editor,

I have been appalled by the general lack of student attendance at sophomore and senior recitals this spring. Do the students not know how to budget their time so that they can attend these recitals, or is it just that they do not feel any support for their classmates and fellow Salemites? How many times have girls taken the opportunity to play that game of bridge or to eat that steak at a local restaurant? Could this time not be just as well spent at a recital? Often a music student puts in as much as four hours of practice a day, and yet there seems to be the

feeling on campus that to take forty minutes or an hour of an evening to hear a finished performance is too much to ask. Also, some girls seem to think that because they are not a music major and do not know a vast amount about music that they would not enjoy a recital. How can understanding and learning take place except through exposure and effort? Busy people such as Dr. Gramley can always find time to support the girls on their big night. Can't the rest of us do likewise?

Sincerely yours,

Frankie Cuninghame

Now It's Our Turn!

At last, we can relax. Exams have come. No more meetings. No more term papers. No more anything. Just the peace of giving out instead of swallowing. The chance to create something which is your own. Who knows how many masterpieces of connection and generalization fill those blue books? But how to make the shift from being passive receptacles to creation? First, a walk in the graveyard—this is where the peace begins. All is in vain, therefore there is no need for panic.

And think of the individuals that have gone before. Margaret, eccentric, true, as she opens her Latin on the floor of 104 in the corner by the radiator. And Jean, grabbing the lectern and twirling the rose with stabilizing assurance. And all the rest of '59, if they can do it, we can. And you can. And everyone will always be able to.

So why worry. Be creative. Double dare ya! Add something to the mass of notes. Add yourself.

West Approaches Berlin Realistically And Firmly

By Louise Adams

It seems ironic that attention is turned to Geneva and foreign minister talks as we celebrate Armed Forces Week in the United States. Armed Forces have become a symbol of understanding that we are obligated to be strong if we expect to remain free.

And while bands play and our academy students march, the foreign ministers from the United States, Britain, France and Soviet Russia are in conference around a round, maybe a square table, dealing with the problem of Berlin. That is the immediate issue. It is but one focal point in a world-wide contest between Communist imperialism bent on world domination and a free world's determination to defend itself. The real issue is whether the Soviet Union will abandon world conquering ambitions and try to cooperate in a place based on the principles of the United Nations. Since it is impossible that such a decision will be made by the Kremlin it is likely that the cold war will continue, with the inherent danger that it might explode into a nuclear and holocaustic war. The Soviet regime is noted for breaking agreements. And the Western nations have gone to Geneva without illusions and false optimism. There is only the hope that in this atomic age the Soviets will recognize that there is no alternative to peace and will refrain from the use of force which will bring counter-force and war.

What is the United States' policy toward Berlin? We have embarked upon these negotiations with a complete agreement on a program which is in keeping with United Nations principles. It is a comprehensive program which should find support from free peace-loving men and nations. It comprises three basic points: (1) Germany reunified gradually but in freedom (as the key to a European peace settlements); (2) A European system linked to arms controls which would assume security; (3) The firm determination to stand fast in Berlin until she is once again the capital of a free and unified Germany.

The program is firm and unalterable in principle but flexible in its application. It is presented as a basis of negotiations matched by Soviet counter-concessions. The program is based on the assumption that a divided Germany is a continuous threat to peace and until she is reunified, a Western withdrawal would be disastrous for the free world. The West is very firm. And so far, this firmness has paid dividends. Mr. Khrushchev has backed away the time limit on his ultimatum. He has announced that he is willing to discuss Western proposals. This is quite a contrast to the previous Soviet stand.

If the West can maintain its unity and firmness perhaps a solution, such as in the case of Austria, will be found. If the West can avoid separate diplomatic excursions such as contributed to the failure of the first summit meeting in Geneva, the Western strategy may be able to find a just and lasting peace.

Perhaps some day our chauvenistic display of might during Armed Forces Week will not, from necessity, have to remind us to remain strong militarily to remain free. In the meanwhile let us remember that machines are operated by men upon whom we are dependent for our security and our freedom.