

EDITORIALS

Anti-Intellectualism

A college is an intellectual institution—or is this still true today? Is anti-intellectualism being encouraged directly or indirectly by faculty, students, or outside groups?

In one light it appears that anti-intellectualism is being encouraged by both the colleges themselves and the students. Professors who feed information to students to be merely memorized and regurgitated on quizzes contribute to creation of the situation in question. Disproportionate emphasis on social life and extra-curricular activities is a fault on the part of both students and faculties. The term "intellectual starvation" can be used, relating to instances in which controversial lecturers or persons with ideas not completely in conformance with the prevailing philosophy of the college are barred from the campus. Granted, our Christianity and Culture program brings students into contact with new concepts and ideas, but should mental stimulation and challenge be confined to a single course? Can intellectuality—the power to reason and judge, to make decisions based on facts, to weigh evaluations—be achieved in a sterile atmosphere? The faculty of a college is again at fault when lesson assignments and work are made as a matter of form or tradition, not with a specific purpose or end in mind.

Students who feel secure in balancing a just-barely-average academic record with extra-curricular activities are deluding themselves. The balance seldom holds for long, and too often the scales tip toward the social whirl and non-academic matters. Students who refuse to read anything other than their assignments or material that must be read miss an intellectual as well as, oftentimes, an aesthetic experience.

The constant raising of requirements for college entrance and continuance refute somewhat this charge of growing anti-intellectualism. Persons already in college as well as aspiring high school students are aware of this fact, are even at times discouraged by it. There are available on every campus activities outside the classroom which broaden one's knowledge as well as serve as a means of social intercourse. Programs such as the National Merit Scholarship program that offer financial aid to students encourage intellectual achievement in high school as preparatory to college and supply an incentive to high achievement while in college.

To produce a healthy atmosphere of balanced intellectual and social pursuits is the duty of students, faculty, administration and persons outside the college who have influence upon the college, both directly and indirectly.



Lectures

Trueblood Explores Aristotle's Wisdom

"His glory of life was that he came to feel that he had a mission to 'tend the souls' of the people," said Dr. Elton Trueblood of Socrates at the first of his lectures entitled "Beginner's Philosophy for Adults."

At Tuesday night's lecture, fourth in a series of seven, by Dr. Trueblood, a well known American philosopher, 300 students and citizens of Laurinburg listened to the different thoughts of contemporary philosophers.

On campus since Jan. 3, Dr. Trueblood began his talks with an upperclassman chapel talk on "finding happiness in the difficult." The following week he spoke to the sophomore and freshman chapels, too. On Jan. 6 the Westminster Fellowship of St. Andrews heard him speak.

In his evening lectures Dr. Trueblood has stressed Socrates, Plato, Aristotle and contemporary philosopher and existentialism. These lectures, which begin at 7:30 p.m. and end at 9 p.m. "standard St. Andrews' Scottish time," have attracted many freshman C&C students.

"Plato's strongest argument for immortality," Dr. Trueblood pointed out in the second lecture, "is that man at his best in most akin to the realm in which intangibles exist."

On Jan. 10, Dr. Trueblood spent the 90 minute lecture period discussing Aristotle and his ideas. "There are four causes," he said, "material, formal, efficient and final. The material is like the clay used when one is making a vase. It is necessary, but not sufficient. The idea in someone's mind that includes the shape of the vase and controls the use and disposition of the material is the formal cause. The efficient cause in the technique with which the worker works the clay. And the final cause is that for which the thing is done."

Often in his lectures, Dr. Trueblood uses material from one of his 20 books. In Tuesday night's lecture he had the galley copies of his forthcoming book, to be on sale at the end of March.

John Snowdon, manager of the college book store, has had a display of books, recommended by Dr. Trueblood as parallel reading for his lectures, in front of the mural after each of the lectures.

Under the topic of existentialism Dr. Trueblood said, "Modern positivism stems from the Vienna Circle with the philosophy that nothing has meaning unless it can be proved true. These men hold theory 'God is' to be untrue because you cannot put it in a test tube. Religious experience could not even be discussed if you held this theory."

Professor, lecturer and author, Dr. Trueblood has preached at churches in the surrounding area each of the Sundays he has been here. During the day he is available for conferences with students. On Jan. 9 Dr. Trueblood had supper with a group of students in the faculty dining room at which time he talked on the church.

With Dr. Trueblood, his wife has been popular with the girls on campus, especially on Jan. 11 when she held a "gab session" with interested girls in the main lounge of Concord Hall.

Academic Probation Reviewed

Questions raised during the past weeks have made it necessary to issue an official memorandum reviewing the provisions of academic probation.

All students with a grade average of less than .6 at any of the four grading periods are subject to probation, suspension, or other appropriate action. Those who are on probation at the final grading period for two consecutive regular semesters may expect to be suspended for no less than one full semester.

Written notices to students and to their parents are given when probation occurs, and the students are expected to be alert to the requirements of good standing and to keep their parents or guardians fully informed of their progress or problems.

Students on academic probation are required to observe the following strict probationary conditions:

1. The students shall not carry more than 14 or less than 12 semester hours.
2. Academic schedules will be balanced between Monday-Wednesday-Friday and Tuesday-Thursday-Saturday class sequence.
3. A weekly schedule will be worked out, to be approved by Deans Decker and Hester and the student's faculty advisor, to include:
 - a. Two hours preparation for each semester hour.
 - b. Thirty minute break when free from classes during the morning and afternoon of Monday through Friday to visit the Student Center, in addition to normal time for meals.
 - c. Twice weekly, the break may be extended to Laurinburg when cleared beforehand and recorded at the reception desk.

d. The student will work out with the Residence Director definite understanding as to "sign-in" and "sign-out" when leaving the dormitory.

e. An evening break of thirty minutes, between 9:30 and 10:00 may be taken for visit to the Student Center.

f. Some time, perhaps a hour daily, should be set aside for recreational enjoyment on campus (e. g., intramural bridge, other students in the room, etc.).

4. Automobiles, if possessed are to be operated only for essential trips into Laurinburg or if by non-residents, for travel to and from the campus and other essential places in Laurinburg. "Out-of-town" trips will be approved only for trip to one's home and then only once each eight weeks except in emergencies.

Non-residents are expected to follow a similar schedule and to assure knowledge of whereabouts with their parents or landlord.

If there are any questions that are still unanswered, check pages 10 and 11 of the handbook or see an advisor, Residence Director, or dean.

No Increase In Tuition Foreseen

For some unexplained reason, some students persist in circulating a rumor that there will be a \$200 increase in tuition next year.

This question has not been raised officially anywhere on this campus and there is no plan for changing the cost of attending St. Andrews next year. The Board of Trustees of course, has this right any time it sees fit.

I hope that each of you will refuse to repeat rumors. This is a part of being a responsible member of a college community.

A Career In

Oceanography

By PROFESSOR DONALD W. PRITCHARD
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EDITOR'S NOTE: This is one of a series of special articles on various careers being distributed to high school newspapers by The Johns Hopkins University, Baltimore, Md.

The oceans of the world have been shrouded in mystery since ancient times. Man has explored the farthest reaches of the earth and he has probed the upper atmosphere to observe the sun, the moon and the stars. But the ocean deep has proved a formidable foe and much of the mystery remains today. In fact, we know less about many regions of the ocean than about the surface of the moon. It is the job of the oceanographer to remedy this situation.

Oceanography is the study of the sea. It is a relatively new field of scientific endeavor, having grown greatly since World War II. It has four main areas of study: physical, chemical, biological and geological.

Physical oceanographers, for example, investigate the character of the great ocean currents such as the Gulf Stream, while chemical oceanographers seek improved methods of determining the composition of sea water. Geologic specialists map the ocean floor with its 35,000 foot trenches and undersea mountains. Finally, biological oceanographers study the billions of living organisms in the sea ranging from microscopic plankton to whales.

INTEGRATED SCIENCE

Many oceanographers are employed by federal or state governments to help solve contemporary problems. The disposal of water of radioactive atomic

waste, for example, is one of the most vexing questions facing us today. Internationally, marine scientists work with the UN and the International Cooperation Administration, helping underdeveloped nations. The petroleum industry, in its quest for undersea oil, is one of the many industries which employs oceanographers.

As you can see, oceanography is not really a strict science itself, but rather it is an integration of many sciences—all applied to the study of the sea.

BRIGHT PROSPECTS

To be an oceanographer, one first must be a scientist. College training is necessary, of course, so fill your high school program with as much biology, chemistry, physics, mathematics and geology as you can get.

As a college student in oceanography you will acquire a fund of knowledge about the ocean itself; you will study other sciences to use as tools in your oceanographic studies; and you will learn how to apply these tools in the study of the sea.

What are the prospects for good oceanographers? Well, the National Academy of Sciences tells us that twice the present number are needed soon.

I prefer merely to tell you that there are 300 million cubic miles of water on this planet! That's future enough.

The Lance

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The Lance is published every other Tuesday except during holidays and vacation periods. Offices in the Student Union. Subscription \$2.00 for the remainder of the year.