

# On And Off Campus

by Gill Rock

"We the members of St. Andrews Student Association in order to insure a more democratic and functional Student government, do hereby propose this amendment to the Constitution of the Student Association."

## AMENDMENT

"The Scholastic qualifications for all student government offices shall be an overall scholastic average of 1.0 (all other qualifications shall remain as stated in the Constitution of the Student Association.)"

This constitutional amendment presented to the Student Association for presentation to the entire student body represents the question that at present a student must have a 1.5 quality point average in order to hold a Student Government Association position. This problem has come to light in view of the upcoming student election, in which many of the campus leaders have failed to produce a 1.5 quality point average. This average is formed on the basis of the number of quality points a student has earned, divided by his total class hours. It is felt that if a student has a 1.5 average based on quality points, that this is a safe sign that he holds a high "C" scholastic standing. But, if the averages are worked out, it can be shown clearly that a person can hold a strong "C" average numerically and still not maintain a 1.5 quality point average.

If the student body votes to accept this amendment, it will then be sent to the Student Life Committee. Their job will be to examine the amendment and decide if it is feasible. It is unlikely that they will decide in favor of it unless they, or some other interested parties come up with a plan in which there is a fair means of establishing a scholastic qualification while still maintaining the academic safeguard. Although the proposed amendment has not come in

time to affect the present elections, it would be an improvement that the students can hope for in next years' election.

With the raising of campaign banners, we should begin to look closer at the upcoming Student Assoc. elections. Where all student offices will be open, the importance of this election will lie in the office of president. It is clear that this position is the most powerful student position on campus. Unlike most of the other offices open for election, in this run there are two separate views held by the candidates Carol Brooks and Joe Chandler concerning the position of the president and of the Student Association. Both of these candidates are running on platforms. Personality, which will be a major factor in the election of the other student offices will not enter into the race for president.

It will be up to both Joe and Carol to present their programs to the student body. The existing factions on campus that wish to see either Carol or Joe put into office will have to know the platforms of their candidates and try to sell it to the students as the best means of establishing a strong Student Association.

The students who are voting, however, should not rely on the candidates presenting all the factors that go into deciding whom to vote for. He should instead question the candidates and the people who are actively supporting them on questions that they feel will confront them once in office. Questions such as — how the candidate feels about the faculty and student honor court — how they feel about the student newspaper — what do they feel is the role of president — what they feel can be done about the present apathy on campus. Such questions as these call for direct answers that can give a student a better understanding of each candidate.

## Letter To Editor

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against this amendment, I ask you to consider the following points:

1. By the process of logical reasoning it would appear that a student who would make a capable leader would have the 1.5 average, a C-plus.

2. No doubt cases can be cited where a student with an 86 numerical average has a 1.0 average, while one with an 87 could have a 2.0. I wonder if the possibility of an exaggerated deficiency in one subject and a pronounced efficiency in another has been investigated. We are not all equally qualified in every subject but it would seem that a well rounded leader would be able to hold all his grades on at least a C-plus level. If he does this then where is the danger of the unfairness in an 86 numerical average being 1.0 and an 87 being 2.0?

3. Our student government is new and in a truly embryonic stage. Should not we require this embryo to grow to certain standards instead of shrinking to lesser standards?

4. Last year was there not a Student Council Retreat at which time the present handbook was drawn up? What ever became of the arguments that favored the 1.5 requirement? These must have outweighed

A means of presenting their views to the students would be through the Student Forum, where each of the candidates would present a formal address and expression of their platforms. After the formal presentation the two candidates might then open a question and answer session entertaining those questions that interested persons would like answered.

In conclusion, the over-all election will be its usual popularity contest, except in the run for student president where it will be possible for the students to examine the platforms of the candidates and make a valid decision on the merit of their respective programs.

# Dumbo

by Wayne Wooten

I went into the park to play with the other children. As I came near a small crowd of children, they pointed their chubby little fingers at me and laughed.

"Look at his floppy ears and the big-beaked nose." They all gathered around me closing off the air and screamed their little cries of evil. One little boy ran up with a grotesque puppet dangling from a handful of strings.

"He looks like Dumbo! . . . Dumbo! Dumbo!" They chanted their little song as the boy thrust the warped doll in my face. He looked as if someone had melted his plastic face with a match as his skin drooped down and his nose pointed downward ending in a knotty drop. His hair was red and kinky and he stared at me with a cruel smile.

"Look in the mirror! See yourself! See yourself!" I fought my way through the ring and raced from them. As I ran by the swings the pendulum children echoed the cry. The name rang in my ears. I raced from the park and bumped into a bulky lady with a mousey dog on a string. I bounced into the flow-

those opposed since the 1.5 average is now in effect.

5. Consider also the future of our Student Government. It will be no doubt easy to get the average lowered to 1.0 but how easy would it be to raise it again? One of the reasons given by forces in favor of the amendment for lowering the average is to enable leaders that the student body will follow to run. If these leaders are worthwhile then they will be willing to meet the requirement as it stands and not have it meet them.

Yours truly;  
M. Preston Stone

## (Jobs, cont'd.)

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and many others. Students will receive the same wages as the Europeans with whom they are working. In addition to an opportunity to personally get to know "the man behind the counter" in Europe, a summer job in Europe can defray the cost of the trip by as much as 50 per cent.

For further information and complete details see Dr. LaMotte at SAP, or write to ASIS, 22 Avenue de la Liberte, Luxembourg.

ers and she seemed to pick up the cry.

"You dumb kid. Watch where you are going." I ran from her and raced blindly to my house. I locked myself in my room and buried my head in the pillow. The pillow screamed the cry of the children in my ears and the twisted face of the puppet burned behind my closed eyelids. I ran to the mirror and saw the puppet staring back at me. The cry bounced in my head. I took a candle, lit it and let the melting wax drop in my ears. The fiery liquid rolled down my ears and carried a layer of skin with it. The wax cooled and swelled in my ears and it felt as if hot drops of it were splattering on my brain. The cry of Dumbo still rang in my ears. I took a can of lighter fluid and squirted the liquid in my tortured ears. The lighted match flared as it came in touch with the fluid and my ears turned red with fire. My brain suffocated from the smoke but the cry still continued. I could not drive the face of the puppet from my eyes. I raced to the table and took a razor blade from the little gray dish near the edge. I held my eyelids open and slashed at the pupils of my eyes. I cut until my eyes were blinded with pain. I floated to the floor and clawed at my bleeding eyes with my fingers. Everything began to swim about me with a haze of gauze holding me back. The red warped doll floated through the gauze and smiled with his evil grin as he held his hand toward me.

"Welcome brother," he said as we floated through the hazy land between.



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