

SENIOR SENTIMENTS

by YIBBETT PHILLIPS

Have you ever stopped to think about the values that a college the size of St. Andrews has? In terms of faculty-student relationships, classes, student government, friendships, and dorm life, try to imagine what it would be like with a student body of 10,000. Oh yes, a big university does have advantages -- fraternities and sororities, football games, hundreds of courses in many departments, research facilities, well-equipped laboratories and libraries, and on and on. But think how many of these facilities (football games and Greeks excluded) are available to the graduate student, or to upperclassmen undergraduates. For the typical freshman or sophomore, his education is confined to the large lecture hall or the overflowing classroom.

In close conversation with a University of Miami student (where there are 3,000 incoming freshmen), I discovered that the University building where all freshmen and sophomore level courses are taught, is termed, not so fondly, "the slaughter house". In this complex, a student attends all normal freshman classes with his fellow 1,000 or so classmates. And if he doesn't fit in the respective lecture hall, he watches the lecture on closed circuit television. Now, it takes enough courage to ask a question in a C & C lecture, but can you imagine standing up in front of 1,000 students and asking one?

The point seems obvious that we have the opportunity, and the encouragement, to ask questions at the end of most all and any lectures we attend. And another thing, our tests are all taken by hands, that is, we write down all the answers, objective and subjective at the University of Miami, all tests in the "slaughter house" are computerized... you fill in the square with your pencil and the machine grades them...untouched by a professor's hand. The students are numbered and their test scores and grades correspond to that number.

And another thing-- on our campus, you may not know the names of all your fellow students, but at least every face is familiar. Enough has been said about the spirit of friendliness which is characteristic of St. Andrews to fill a book, but the fact that everyone feels free and open enough to speak to those you don't really know is important.

There are so many characteristics of St. Andrews, that I feel could not possibly be found on a large campus. Visiting in faculty homes and forming close relationships with faculty families, the attainability of student government leaders, the intimacy of small classes, the life-long friendships built from the suite climate, the concern of the administration, and the obvious dedication of the faculty--all of these are indicative of an excellent small college which endeavors to educate its students in all areas.

Everything written so far may seem very obvious and even trite, but as Mr. Davenport brought up in his sermon last week, this time of year is when "trans-feritis" hits the campus. Worse than infectious mononucleosis is

Freshman Feelings

Lynn Leverton

Freshmen, why the sad faces? So it's one week before exams, Christmas vacation was great, we've taken all our cuts so we have to get up for C & C every morning and its cold and windy outside. Is that any reason to get depressed? Yes.

As Mr. Davenport brought to our attention last week in chapel on a night straight out of Wuthering Heights, January marks the morale low of the college year. This is the time we all begin to think of transferring, quitting, and joining the Peace Corps. But before anyone does anything drastic, let's evaluate what we've learned here at St. Andrews.

First of all, in a few weeks most of us will have completed one-eighth of our college career. That by itself almost makes what we've gone through worthwhile. It doesn't seem quite so futile now, does it?

Secondly, we hope we've learned something. We know we've learned from C & C. After all, how many of us had ever read the Old Testament, much less studied it! Those of us who are passing math have obviously learned something. For most of us the language courses have been quite satisfactory. The freshman English course, however, is a different case.

Disagree with me if you will, but I believe that most freshmen feel that the English course is somewhat of a waste. This is not the fault of the individual professors, but the fault of the systemized, rigid curriculum set up by the department.

Perhaps most important, we have made friendships that we'll remember for a long time - like maybe the middle of the summer. Seriously, although we've heard this many times, we have had the kind of experiences that only college can bring.

Lynn Leverton

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the church held today this doctrine, only successful people would go to church.

A local pastor with whom I discussed the letter says, "The church mercifully embraces into its membership those not yet totally transformed by its message." As long as this is true, the church will be less than perfect. Yet, its message is indeed transforming. "Those who have ears, let them hear." I fear that Mr. Reese has not been listening.

Sincerely,
Phil Julian

the negative attitude that students develop during the months of January and February. So this becomes a good time of year to stop and think of the good things about St. Andrews that are meaningful. Remember the expectations we had about the school when we applied and remember that no institution could ever fully meet those expectations, not to compromise our hopes, but to remember what we do have in this small college. Our liberal arts building is not called a "slaughter house", we are not classified as numbers, and we are not a part of mass-produced education. We are a community involved in a dialogue of learning, a small one, but filled with as much hope for the best efforts in education as the largest university.

SPEAKING OUT

By WALTER BAREFOOT

"A ten percent plurality of his closest opponent's votes"

Admitting mistakes is one of the hardest things to do. The Senate, because of its action concerning the proposed amendments to the Constitution of the St. Andrews Student Association, has to admit that it has made a mistake which could be rather drastic if the students do not correct it when they vote on the amendments.

I am referring to Article V of the Proposed Amendments. It reads as follows: "Election is by a simple majority, that is one vote over half the votes cast for that office or by a ten percent plurality of this closest opponent's votes." The problem is with the last phrase. An illustration would best explain the situation. There are three candidates for an office. Candidate A gets 70 votes, B gets 65 votes, and C gets 30 votes. In this case candidate B would win since he has a 10 percent plurality of his closest opponent's votes, even though he doesn't have the most votes. For a further explanation of the fallacy in wording, please talk with your Senator.

A system which would solve almost all the problems now besetting the elections on campus is one called the "single transferable-vote system." In this system you mark your first, second, third, and perhaps a fourth choice on the ballot and then your second choice vote is counted if your first choice candidate runs lowest in the count of the first choice votes. This system has two definite advantages: it is a majority vote system and it does away

with run-offs.

Under this single transferable vote system all the first choice votes are counted and placed in piles, one pile for each candidate. Then, if no candidate gets a majority of the total vote, the candidate having the smallest first choice vote is declared "out of the race" and his first choice ballots are all re-counted in accordance with the second choice indicated on each ballot. If the addition of these

second choice ballots does not give any candidate a majority of the total vote, the candidate with the lowest total on this second count is declared "out of the race" and his ballots are re-counted according to the next choice on each ballot. This system of dropping off the lowest candidate continues either until one candidate does get a majority of the total vote, or, failing in that, until there is only one candidate remaining. Usually, one candidate will eventually secure a majority under this system if the voters will indicate their second, third and fourth choices as well as their first choice.

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