

Blessings. . .Pope

... will not be published this week due to illness brought on by C & C 402.

Judicial Decisions Need Publication

There is no structure so perfect it can be exempt from criticism. There is no structure functioning so satisfactorily that it cannot be improved. Those things that were brought into existence years ago and were viewed as being creative, necessary and innovative then, may not be so now. The conditions under which various things are created change and by doing so the situations they were created to apply to also change. Some things need less regulation, others need more, while still others require altering.

St. Andrews seems to have embarked on a period of self-questioning. Traditions that quickly formed over the past ten years are now subject to review to determine the effect they are having upon the campus and the service they are providing for community members.

Open-dorms, required courses, and the grading system have all become subjects for scrutiny and even some action. The following of proper channels and the self-conscious attempt to remain rational, and the honesty of most in expressing their motivation behind their stance has benefitted the attempts to elicit change thus far.

Another area that should become subject for review and the cause for debate is the judicial system. The judicial system exists -- at least most people hear a rumor to that effect. But only those immediately involved in some phase of the judicial process know if the rumor is fact for sure.

A part of the function the judicial system exists for is to act as deterrent. The very presence of such a body as the judicial board serves as a silent, yet generally ever-present warning not to cheat, steal, or plagiarize.

Yet, for some the presence of the judicial board becomes less threatening than having to fail a course and cheating or plagiarizing takes form. Some are caught, others are not.

But for those who are caught the unpredictability of the action the board will take, and if found guilty the punishment the board will levy, becomes a problem of fairness and equality. The accused have nothing upon which to base a guess as to what may happen or what fines might be issued against them.

Does a student this year receive the same type and quantity of punishment as a student found guilty of a similar wrongdoing a year or so ago? Does a student, prior to committing an offense, realize the probable consequences of the offense should he or she be caught and found guilty?

The members of the judicial board apparently do not have access to or at least do not take advantage of past transcripts and their decisions.

Should a totally new board be elected next year, as it was last year, the members of the board have to form their decisions as to how to handle cases and issues without the benefit of prior experience or knowledge of how boards in the past handled similar cases.

This year's board has attempted to define degrees of wrongdoing. For example, one board member stated on plagiarism cases the board had worked on developing decisions based upon intent. A person who unconsciously plagiarizes is not dealt with in the same manner as someone who deliberately planned to plagiarize.

To us, this type of thinking is beneficial to students --- making application of law according to circumstances of the case. But any positive gains along this and other lines might well be lost should there be a complete turnover of judicial board members.

It seems to us, the way to surmount these problems is to have the Attorney General select a member of the board who participated in a given case to write up, and have published and filed the factual part of the case along with the board's decision and reasoning that formed the decision.

We are aware of the desire and need of students to remain anonymous when involved in a case. However, a case could be assigned a number by which it could be filed and referred to. The names of those involved could be deleted and in their places standard code names could be employed. For example: defendant #1, defendant #2; plaintiff #1, plaintiff #2; board member #1, board member #2.

Should decisions and opinions of the board be published, it would at least allow students to know what type of punishment could be expected by committing an offense -- thereby acting as a deterrent to prevent future offenses. At best it would accomplish this end and would also lend continuity to the action of the board.

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Perspective On Problems Courses, Food, People

Editor-

There has been much talk lately about required courses (e.g. STMS); both pro and con. Any student or faculty member not acquainted with the issues would have to be close to being deaf.

Required courses, of course, is one reason that many people dislike and are disillusioned with college. They dislike all the Mickey Mouse courses that are "offered", especially to new students.

Well, that's not what I wish to discuss here. I would like to write on college as a whole. I would like to express the feelings of a former student of a progressive prep school. I have spent three long years in a boarding school, although they were possibly the best, the most prosperous, and the happiest years of my life, one can get tired of such an existence. I did. Therefore, when I came to college, I had already, unknowingly, placed a big minus on any school I would have attended. Now, many students who come here from public schools

have never had the chance to really live at their school. (Let me add that they therefore cannot appreciate fairly good, and I've eaten at bad cafeterias, institutional food.) They look forward to it and even enjoy it as I did when I started at my prep school. Someday, though, they'll get tired of it and question it and revolt against it, like those who live off campus and in much the way they are now with required courses.

Now I would like to discuss the mentioned people. There are quite a few "mirror" people here. They meet a person or a culture and, in order to impress him or them, these people reflect the latter's lifestyle. This is not to be confused with two-facedness or a multi-faceted person. These are Gemini traits, as we Geminians can tell you. Don't get me wrong; there are many real people here, but one must delve very deep to uncover most of them.

Finally, I'd like to write on the academics. I find St. Andrews courses to be some of the best, most informative courses

given by any college or university. But, like the very vast majority of schools, students do not and cannot feel as though they are truly relevant. I, and I am sure many college students, look around me and see my friends and former peers making livings for themselves and succeeding at life without a college education. We question why we are in college, why not in the world ourselves. After all, we constantly read about how hard it is for college graduates and even matters students to find work. I know for myself that if colleges offered more independent courses and courses which consisted of training outside of school, many drop-outs would be students and graduates.

Let me end by saying, St. Andrews, you are losing me and you and all American colleges are losing people like me. We do not see eye to eye and that's too bad. For me and for you, I hope education can change before you do lose us -- before it's really too late.

--Dan Breidegam

Hitchhikers And M.P.'s Cause Student Delays At Ft. Bragg

BY DAN BREIDEGAM

One o'clock in the morning. We're getting back from a weekend in Atlanta. Hold it. There's a hitch-hiker. Pick him up. Where're you going, man? Camp LeJeune? Well, we're going to Laurinburg. Bad place for a ride. We'll take you to Lumberton. We end up taking him to Fort Bragg.

We dropped Tom Hay off at school. (This is not important, but he missed the experience, so the least I can do is put his name in the paper. He'd be mad if I didn't.)

Ziping up 401 like a country boy finding himself in the ladies' room. Just outside of Laurinburg we see three more hitchhikers.

Can't stop!

"Turn around."

Turns out they're going to Fort Bragg. Their VW broke down, and they just walked from Lumberton. Yeah, so that bottle came in handy, huh!

Get near Fayetteville. Oops, missed the turn-off. Well, go through this field. Nobody likes weeds, anyway.

Get to Ft. Bragg. Soldier No. 1: "Pull over here." On the left? "Yeah, that's fine." O.K. everybody out. Oh, wait a minute--the M.P.s.

M.P. No. 1: "You know you're sitting in the left-hand lane of a two-lane street?" No. "Well, you are. Hold it, you ain't going nowhere." (Translation: You're in a heap o' trouble, boy!)

Soldier No. 2: "I feel like runnin' down that road."

M.P. No. 1: "Everybody in the car, you're going to follow us. Try any stunts and you've had it."

We're driving to headquarters. Soldier No. 2: "If they hadn't seen me, I'd jump out here."

Five minutes later, "There's my barracks, how 'bout stopping. No, they'd get me."

Here we are at headquarters. M.P. No. 1: "Up against the wall." I thought about it, but

figured I'd better sit on the bench instead. They take my driver's license. Hope I get that back. I need it to get into dirty movies. Everybody gives this guy (must be about 4' 10" because he's up behind his platform about two feet from the real floor) some identification. Guy behind the platform desk says, "So back to the briefing room." So what do they want to brief us on?

Soldier No. 2: "If they didn't have my I.D., I'd jump out the window." I feel like pushing him out.

The Marine is quite happy because now he has a good excuse for being AWOL.

I think I'm gonna call my mother and freak her out and tell her I'm at Fort Bragg. "You? I thought you were against the war. Your draft number is 207. What has that school done to you?"

Soldier No. 1: "They can't hold me. I outrank 'em all."

They don't hold us. "Don't let us see you around here again." I feel like telling that to my draftboard.

Drop the Marine off at Fayetteville bus station. Finally, on our way.

"Hey, there's a hitch-hiker, let's pick him up." Hey, you want to join him? I got a STMS test tomorrow.

Didn't matter. We picked him up and I slept through the test.

Student Taxes

Students who earn more than \$1,700 in a calendar year are required to file federal income tax returns. Those earning over \$1,000 in North Carolina must file a North Carolina income tax return. Students who expect to earn in excess of these amounts must have income tax withheld from their paychecks. But those who anticipate smaller earnings may file an exemption certificate and thereby prevent such withholdings being made. To implement these requirements, the St. Andrews Business Office has requested each work-study student to come to the office to complete the necessary forms.

THE LANCE

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