

Faculty Workshop

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Assessing student learning needs, using possibly a battery of six to eight inventories such as personality, reading ability, learning skills, critical thinking ability, and goals, as well as assessing career potential and learning interest—and thus determining a student profile will provide another key to increasing the retention rate and decreasing the attrition rate.

Dr. Meeth also recommended an "early warning system" consisting of an advising program, peer group input, and a sensitive faculty. He also suggested the establishment of education support programs in the areas of learning skills—reading, writing, speaking, and critical thinking, coupled with tutoring possibly involving residence hall programs; and the enhancement of personal counseling services.

Professor Meeth stressed that one of the more important causes of attrition occurs if the student does not experience a social and academic congruence with the school. In other words, small peer group association is very important.

Following the presentation a discussion session was held with Dr. Meeth answering questions and helping to clarify the points in his presentation. After an adjournment for lunch the workshop resumed with Dr. Meeth speaking specifically on the aspects of Advising and Orientation.

The afternoon session Thursday began at 1:00 with a presentation by Meeth on "Advising and Orientation." As a basis for his talk Meeth used the orientation and advising plan of Stirling College in Stirling Kansas.

Stirling's advising program, successful, according to statistics relating to attrition, emphasizes that academic advising should be a developmental activity. That is, the advising should focus on the expectations and goals of the student while assessing his or her strengths and weaknesses. This advising process should coincide with changes in the student as well as changes in the college. There are five recommendations, said Meeth, or do's and don'ts in the Stirling program. These include: 1) Don't assign students to an advisor on the basis of indicated major prior to their arrival at school; 20% change their minds. 2) Don't require signatures of advisors for students in registration; broaden the right of approval to clerks or upperclass students. 3) Don't require students to meet with their advisor, but let it be known that appointments can be arranged. 4) Don't require students to remain with the same advisor. 5) Don't expect students to seek out their advisors; make office hours, telephone numbers and such known.

The goal of such advising is to integrate it so closely with the learning process that the two virtually become one. To help gain this, Meeth asserts, "If the student is at the center of the learning process and is regarded as more important than the subject he is learning, the chances are greatly enhanced that teaching and advising will be the same."

Stirling's orientation plan, endorsed by Meeth, carries one hour of academic credit, is required of all freshmen, and is centered around goal orientation. The orientation begins in the summer and runs throughout the first semester with emphasis on assessment of skills and the planning of an overall four year educational syllabus. The syllabus each freshman develops is not a binding contract but a tool by which he or she learns how to go about getting what he or she wants from college. Within this overall scheme, Meeth stresses the advantages of parental and environmental orientation as well - two concepts rarely included in orientation programs.

The afternoon ended with Crossley leading small group discussions. Each grouping was made up of student leaders, faculty and administration and was asked to list as many ways as they could conceive that St. Andrews could employ to retain more students. High on the cumulative list, which included such items as serving beer in the Red Lion to adopting the Stirling plan wholesale, were the statement of a "clear St. An-

Trustees' Letter

mediate and long-range well-being of the College foremost in our minds. A re-examination of our action in this instance leads to the conclusion that our decision was properly made and that further reconsideration is not in order.

As the College begins a new phase of its life under new leadership, much time and effort will be expended in the search for clear purposes and direction. I hope that students will participate fully in that exciting and positive task. We invite all students and faculty to join forces with the new President in helping to strengthen St. Andrews Presbyterian College to serve well you and future generations of students. We hope that you sense a renewal of commitment and that you share our faith in the future of the College.

Sincerely yours,
E. J. Mack
Chairman, St. Andrews
Board of Trustees

Seminar

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Seminar, in addition to Dr. Melton, will be Lucylle Keylon, State Coordinator of Health Services; N.C. Deputy Director of Youth Services George R. Hicks, Jr.; N.C. Department of Corrections Area Personnel Officer Cecile Murphy; Horace Ferguson, Assistant Director of Rehabilitation Services in North Carolina; Vernon O'Dell, Principal Teacher at the Ecolanuftee Center of the National Park Service Job Corps near Cherokee, N.C.; Dr. Paul Fox of the Appalachian State University chapter of the National Teacher Corps; Verne Hawes, Headmaster of the Ravenscrops School in Raleigh; and James Williams of the Wayne County Day School in Gold-

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sboro, both of whom will represent the N.C. Association of Independent Schools.

Informational materials will be available from Christian Education Centers, Inc. of Gainesville, Georgia; Overseas Presbyterian Services Agencies, and United Nations Youth Services Agencies.

Oppenheimer: A Review

by Bob Haley

JOEL OPPENHEIMER:

"Born 1930, Yonkers, N.Y. Educated public schools Yonkers, N.Y. Cornell Univ., School of Engineering, 1947-48. Univ. of Chicago, The College, 1948-49. Black Mountain College, 1950-53. No degrees. Born for the Depression, but too young to remember any suffering. Too young for WWII—in school and 4F during Korean. Consequently, having missed the 3 major social calamities of my time, I am always feeling just a little guilty. Now living in NYC."

JOEL OPPENHEIMER:

What do you say about someone who reminds you of you 50 years hence? Obviously you talk about the kind of impression (physically, verbally) he made on you. Impression, Physically: See above. Please note that he reminds me alot of M.C. Richards. Both have faces that seem to be cut from sandstone. Sandstone you will remember is soft and easy to shape but once shaped looks hard and shiny. Impression, Verbally: His poetry and verbal prose is soothing at times and at others very disconcerting. He is the domestic Poet i.e. he talks about the normal micronism of his life, experiences and relates that to the macronism we call the 6 o'clock news. When he is soothing he is talking about times like walking his son to school and relating that to some guy who shot himself out of cannons. When he is disconcerting he is talking about Mother Dances, failure in relationships are the impetus it seems. Evening went well with Joel talking prose with the audience; views on education, "Are you frustrated?"

More verbal prose was had by all and all in all we found correlation: "The only difference between here and Black Mountain is that you do your work." He loved Marilyn Monroe we love the girl on the shaving lotion commercial.

Let's not forget the three songs we deserved.

All in all two evenings worth the time spent from the micro-macronism across the lake and here.

Joel I have to tell ya I did not like the Woman Poems but I gotta admit you became my favorite Poet, if term is applicable.



NEW YORK Poet Joel Oppenheimer read in New Meck's main lounge Monday and Tuesday nights. See Bob Haley's review at right. (Photo by Billy Howard)

draws philosophy" - a concise declaration of purpose for the college as well as the development of a more cohesive community.

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