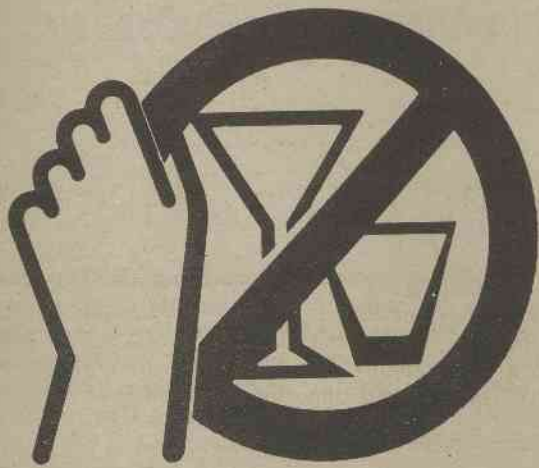


The Safe Roads Act of 1983



Ecological Alternatives Viewed

By Nora Zbieranski

In battling the bladderwort problem in Lake Ansley Moore, Dr. Norman Melvin, Professor of Biology, brought in the Soil Conservation Service (an agency of the Department of Agriculture) to look into the ecological problems of the lake in 1981. The agency was brought in to propose alternatives to restoring Lake Moore to its previously youthful condition. Two basic methods to control the aquatic weed problem were suggested—chemical and mechanical.

The chemical control recommended by the service was the aquatic herbicide, Diquat. It takes 1 to 2 gallons of the weed killer per surface acre, so for 78 acres of lake the operation could take \$4500-\$7000—less than it takes for a student to attend St. Andrews for a year. This method, however, does have certain drawbacks.

The herbicide kills all vegetation, so it destroys a large part of the food web in the lake. This in turn results in oxygen depletion, and adds enormous amounts of organic material which contains to fill in the lake. The

decomposition lowers the pH level and prevents other plant from growing, and encourages the growth of anaerobic organisms.

In order to counterbalance the effects of Diquat, fertilizer and lime should be added to the lake to increase the pH level and promote the growth of vegetation. After this initial treatment of Diquat, it is recommended that the lake be drawn down every couple of years to maintain it.

The label on the aquatic weed killer does warn that treated water should not be used for "animal consumption, swimming, spraying or irrigation within 10 days after treatment." During the partial spraying this summer, St. Andrews warned the community of the potential hazards of using the lake. Security kept a close watch on the lake, and "no fishing" signs warned fishermen of the danger.

The chemical is biodegradable, but one wonders about the immediate effects on the animal life in the lake when he reads the label warning that Diquat "may be fatal if swallowed,

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Questions Raised

SAGE "Capstone" Planned

Drew Hayes

Last Friday, the senior class participated in an open question and answer session with Dr. Neal Bushoven, the chairperson of the SAGE 402 team in Avinger. Now, this simple event sounds fairly normal, but the ramifications of this session will forever change a small part of the St. Andrews experience.

While students worried about campus lights and telephone operators last week, there was a new controversy thrown into the kettle of student worries called the SAGE 402 program. During this past summer, an eleven member team composed of 401 and 402 faculty created a stronger and more concise senior SAGE program than previous years and classes have witnessed. There is some student feeling that their input was not sought by the faculty, but this is a misconception due to the fact that a six member student team of last years senior SAGE and this years senior SAGE participated in a three day session with the faculty team.

So, what exactly has been changed in the program to create such academic controversy? Well, it appears that the SAGE 401-402 team decided to produce a "capstone" experience for all students who toiled through the four years at SA and to create within the individual student a sense of liberal learning. In the plenary last Friday, the term "capstone" was used to mean a "significant way to draw together and make sense of your learning at SA that will present you with a real but not overwhelming challenge and insure that you come to Commencement with a sense of accomplishment and closure, not just because you have accumulated a specified number of courses."

In theory, these goals of "capstone" experience and liberal learning are highly notable, but the thorn of this rose seems to be in the model proposed by the team to carry out these goals. Simply stated, the model calls for four teachers, a synthesis of the SAGE courses

beginning with SAGE 201, and a test of three hours duration for orals and six hour duration for written examination. Now, most students are pretty reasonable accept the four teachers or "fellow colleagues", and the synthesis of SAGE materials, but they seem to have a hard time swallowing the six hour exam. Now, I give students a lot of credit and I think that it is more than the six hour exam which is presenting a problem.

Other complications seem to involve the manner in which the SAGE program was presented to them this past week. After receiving a syllabus in their mail boxes on Thursday, the seniors were then directed to attend a plenary session the following morning to deal with the question of SAGE 402. In this session, they were informed that if they did not like the exam, then they could do a Baccalaureate Project (BP), as opposed to the Baccalaureate Examination (BE).

This Project was "designed to appeal to students who want to learn more in-

dependently, and to apply their learning to human choices and global issues in a research paper or hands-on project." In a comparative sense, the BP is a "GIS with broader focus, so one can grapple with problems within the framework of who you are." Now, if the BE is beginning to look better, than lets explore what it consists of. The BE can either be "over your previous content." This examination, should you choose to accept it, will be graded on a pass-fail basis with honors and high honors being awarded to those students showing superior achievement. A similar system will be used in grading the BP.

Before continuing into the heated debate which occurred at the session, I think it is important for everyone to keep in mind that SAGE is not a static program. It has always been a flexible and experimental program in which elements have been changed when it was felt that the "liberal arts education" could benefit. I think it is necessary for all immediate

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Student Association Positions Open

Elections Monday

By Dana Dosier

Elections for the positions to be filled in the Student Association will be held Monday, September 26.

There are several positions which will be filled. These positions include Social Chairperson for each residence hall, Highland-Vice President, Wilmington-President, Senate Member Faculty Appellate Court, Off-Campus Senate and nine positions on the North Carolina Public Interest Research Group.

The nine positions on the N.C. Public Interest Research Group will be involved with other students across the state. Their duties include using \$3,000 to articulate the views of students on public concerns through the media. The money comes from \$2.00 that is donated for each student. Although

the Research Group has not been used in the past, it is hoped they will be this year.

The highest estimated turn out at an election is 50 per cent. When asked about this, Student Association President, David Saunier said, "There has been a lack of involvement in the past, but I hope there will be more this time." Saunier explained that the lack of involvement is because the students do not feel as if the Student Association has any power and influence over the decisions made in college concerning policy decisions. Saunier stated, "My basic hope is to include student involvement in Student Association so it is strengthened, so that when it goes before Faculty, they view the Student Association as representing a large group of concerned students".