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has been integrated from the start and tell me that you do not find a source of pride for our school and its origins. One of the magnificent procedures of St. Andrews, Dr. Alexander claims, is our support for education without any kind of stereotypes or boundaries—hosting speakers on everything from communism to the Klu Klux Klan. Even our roots with Flora MacDonald are historic; many claim that the school was founded at the same time as Vassar, which boasts being the first college dedicated primarily to the higher education of women. Professor Decker remembers St. Andrews as being distinctive from the start, “I can remember coming to the college for the first time in 1958...two or three things

impressed me at the time—there were 900 students already, more women than men. I can also remember the faculty numbered 84 or 85 at that time. Most all had been recruited to teach in the C&C program...that was new stuff, no colleges were like that back in 1958, '59, and '60.” The incorporation of the “C&C” program, an innovative interdisciplinary curriculum in the liberal arts, stands for “Christianity and Culture Program,” and has been a distinctive characteristic of St. Andrews ever since.

So take a look around and consider for once the history that has predated your own existence here at St. Andrews. For those of you who wish to know more about

our school Dr. Melton put together a wonderfully detailed account of the school's history and the process that gave us our school. The pamphlet is available in the library, along with other historic information on St. Andrews such as old pictures, yearbooks, and other documents. These sources are a result of the “Semicentennial Sketches: St. Andrew's through the Years” program, which will host three more lectures in coming months.

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a clue: it's not.

The texts our professors assign to us, however, are. Recalling how many freshmen reacted unfavorably (or not at all) to Bathanti's *High Heart*, Long insists that “there's a reason they want us to read them. It's inexcusable to not read a book because you don't like it. [Students] only want to engage in things they like, period.”

Haney throws her hands onto the counter, making the salmon jiggle slightly. “And how do you know what you like if you haven't explored other options?”

Long further cites the example of many students needing to be told what to do, and how and when to do it, “instead of looking at the syllabus for themselves, or asking upperclassmen and T.A.s for help.” Instead of arriving to class unprepared (say, without having read the assigned text) or submitting a questionable paper, many students choose multiple absences from class and missing grades. It doesn't occur to them to actually prepare for class by asking a few questions. That's what the T.A.s and professors are there for. That's what we, upperclassmen, are here for. Of course, there are some unconvincing T.A.s who themselves sleep through class, and engender little inspiration.

In a classroom vapid with apathy, it is up to the professor, in the end, to steer the course. Unfortunately, “some professors are having a tough time, struggling over what to do with the kids,” says Haney. Some, apparently, “wish they could be like some of their peers and let [students] fail, but feel an obligation to make sure [students] succeed.”

Speaking as a Senior at St. Andrews surviving the same four years as everyone else (all-nighters, social and personal sacrifices, mental breakdowns, and

all) and still manage to academically succeed, I sympathize with the many students who are angry and embarrassed to be in the same department and will graduate with the same degree as certain other students who show remarkably less dedication than the former.

Even more frustrating, however, as Haney says, is this coddling of less productive and attentive students by our very own professors. This only perpetuates (if not worsens) the cycle of apathy and mediocrity. In so doing, we are matriculating more students (who might otherwise have transferred because it's so ha-a-a-rd at St. Andrews), but they are just as unremarkable after graduating. The same students who think they are outsmarting the system are, in fact, only getting royally...well, you know.

“Going to university isn't about frittering away the next four years of your life,” a passionate Johnson declares, “it's about figuring out what you intend to do with the rest of your life. Unfortunately, I don't see everyone here taking the opportunity to do that.” She would know; while not enrolled in certain classes, which she attends because (gasp) she wants to learn, Johnson shows up more often than some students on the attendance list. And indeed, wasting away four expensive years at a private institution—at St. Andrews, that's currently a chilling total of \$90,000—isn't doing anybody any favors, least of all your parents (since it's less likely that students who bleed their own money are the same ones who sleep through classes).

Johnson states that “many students are wasting [money] by not going to classes, failing classes, etc. Given the recent financial crisis, it is economically

irresponsible to be treating one's education this way. And to treat one's parents and one's self with such disrespect is,” she adds, “entirely unacceptable.”

I'm inclined to agree. With the economy being in the state that it is, I often wonder whose house—Mom's, Dad's, or Uncle Joe Six-Pack—in which some of our slacking students will find themselves a few years down the road. Those of us who actually deserve our diploma, on the other hand, will likely get along somewhat nicer.

“It's just so much easier to fall into step [with the crowd] than to step aside and think,” Haney says. “At least take responsibility. No one wants to take responsibility. It's the book—the material is boring. The professor is boring. The class talks too much. It's never your fault.”

“I hate apathy,” Long adds, dipping a piece of sushi into a small dish of soy sauce, “but it's making me apathetic toward apathetic people.”

Haney admits that “the athletic department has done a good job recruiting people, but the athletes, a lot of them, don't care. You could blame the athletes [for classroom apathy] but then we wouldn't have a school. Partly, I think it's the fault of the academic side of campus.” Admittedly, academics aren't for everyone, Johnson says. “And that is all right. It is also fine to have doubts about whether or not you should be here. But skipping classes and neglecting homework is not the way to decide if you will continue your education or try something else. Besides, while you are here, you should be making the most of the experience and opportunity. And how can a person ever change the world if he disregards his education?”