

## How much is it worth?

For the past three years, Elon College has been sadly lacking in that we have no student directory. The situation is worsened by the lack of high-quality telephone service at the college. To call into the college on a weekend is to know frustration, unless you know the extension you are calling.

At nearly every college and university throughout the country, a directory of students, faculty, and staff, with local emergency numbers, is an accepted, standard feature of life. At Elon, however, we are forced to muddle through without one. We think that a directory is urgently needed, and as soon as possible.

The question of a student directory brings up the question of its cost. How much

would it cost? How much is it worth? How much is it worth to be able to speak to a friend? How much is it worth to get in touch with your professor or adviser before pre-registration or a big test? How much is it worth to be able to call the police, fire department, or emergency medical services?

Such a directory is an invaluable asset not only to students but to faculty and staff as well. Since we are getting 250 new phones, with more on the way next year, a directory may soon become a necessity in the eyes of the administration, as it does not seem to be now.

The question is: Do we continue to exist at the mercy of the present system, or do we take a step that needs to be taken and should already have been?



Do you know where Carolina 323 is?

## Book buy-back policy

Students have recently expressed concern about the buy-back policies of the Campus Shop. Contrary to the current rumors, the books are bought back at the highest listed catalog prices. Four used-book companies regularly deal with the Campus Shop, and they will buy back a great number of the books that will not be re-used.

Professors are required to inform the shop of their book choices for the following fall semester as soon as possible, usually in April. Most professors abide by this, but this fall one or two, according to Buck Bayliff, manager, waited until two days before classes started to designate their books. Such action would hardly give the shop time to get the books, if new, or students the time to find out about the books and buy them. Under these circumstances, it is easy to see why students would blame the Campus Shop, when it is actually the professor's fault.

We advise all students, particularly freshman, to familiarize themselves with the policies of the Campus Shop regarding this important matter. Mr. Bayliff will gladly answer any questions put to him on this subject.

All freshmen have a copy of the Campus Shop's policies in their orientation folders. Familiarity with the policies may prevent students imagining themselves slighted, whether they agree with the policies or not.

## Religion courses: not to indoctrinate but evaluate

by Prof. James Pace  
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Each year questions are raised anew about the purpose of religion in the liberal arts curriculum and the function of a religion department in the life of the college community. Many students and faculty members would like to know what constitutes the academic discipline of religion and how the study of religion is approached at Elon College.

The following statement is a response to these inquiries.

Religious systems of thought, belief, and action are so vital a dimension of the human scene that no liberal arts curriculum is complete without some treatment of them. The Department of Religion believes that a humane education must investigate critically and evaluate the responses people have made to the mystery of human existence and transmit to students an awareness of the nature and forms of these responses. No religious response should lie beyond the province of academic scrutiny.

There are three objectives of religion instruction at Elon College. These may be characterized as descriptive, evaluative and practical.

**Descriptive or informational**  
This objective is to acquaint the student with the timeless questions which

people have raised and attempted to answer concerning their meaning and destiny. Its purpose is to familiarize the student with how these questions and answers are reflected in systems of thought, cultic acts, attitudes, and beliefs.

To accomplish this the instructor brings before the student the relevant literature, scholarly studies, technical vocabulary, and methods of critical study which the field involves. This dimension of the instructor's task is to bring the student face to face with the concrete materials of the field. This is done in all courses at Elon, but primarily in introductory and survey courses (Introduction to Religious Thought, Religions of Mankind, Survey of the Old Testament, Survey of the New Testament).

What the instructor aims to do is to help students see in as vivid a way as possible the issues with which religions deal, to inspire them to recognize the need for breadth and comprehension in respect to viewpoints hitherto unknown to them and provide some tools for precision of observation and description.

**Evaluative or critical**  
This objective is to distinguish and to assess the various forms of theological arguments, presuppositions, convictions, myths and symbols. It involves raising the appropriate critical questions by which religious phenomena are evaluated. Realistically, this objective is accomplished by only the most astute students in lower level

courses. It is, however, a major task of upper level courses.

**Practical or interiorizing**  
The third objective is more existential. It is to assist students in coming to an understanding of themselves in the light of a broader and deeper understanding of religion as found in their own and others' cultures. The instructor encourages students to think about their own religious beliefs and those of others in a fair but discriminating way so that they may formulate a comprehensive view of life which is not only intellectually defensible, and emotionally and ethically satisfying, but is also open to further growth and appreciation. In the latter sense it sees college study of religion as the beginning of a lifelong study of religion.

It is not the purpose of the Religion Department to indoctrinate but to provide a forum and tools for the critical investigation of religious loyalties and beliefs by which students interpret and direct their lives. The Department of Religion views itself as having an educational rather than a dogmatic religious function. While it is recognized that characteristic expressions of religious conviction such as worship or prayer are the proper subject of the study of religion, the practice of these expressions in a confessional and dogmatic way is the special domain of religious groups on campus, the college chaplain, and other organizations outside

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# The Pendulum

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Published by the Communications Media Board of Elon College. Founded on October 14, 1974, as the student newspaper serving the Elon College community, the Pendulum is published each Thursday during the regular terms except for examination and holiday periods. The staff meets Thursdays at 4 p.m.

The editors welcome letters, but can publish only those whose name and address are given. We reserve the right to edit for length and to avoid libel.