

ST. ANDREWS HANDBOOK FOR STUDENTS

1963 - 1964



St. Andrews Presbyterian College

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MEMORANDUM

TO: Students, Faculty, and Staff.

DATE: November 1, 1963.

FROM: Dean Hester.

SUBJECT: Changes for Handbook for Students, 1963-64 issue.

Please make the following changes, or additions for clarification, in the proper sections as indicated:

| <u>Page Reference</u> | <u>Change or Clarification</u> |
|-----------------------|--|
| II -4, par. 2 | So much of paragraph which provides for referral of certain serious cases "to the Honor Court for initial judgment of first offenses and to the joint Student-Faculty Judiciary for action in subsequent cases or for appeal of initial judgments" should be deleted. Such cases as listed therein will fall within the jurisdiction of the joint judicial agency in keeping with the judiciary's reaction that such change was not appropriate at this time. The joint Student-Faculty Judiciary recommendation came as a request for review of the procedural matter by the President. |
| II -5, (4. | The corrected statement should read "All students with an average <u>below</u> 2.0 --- 1 unexcused absence." |
| II - 6, c. | The fifth line should read "be excused from class <u>for</u> emergency, or to represent...." |
| II - 7, (1. | The statement at the bottom of the page reveals a conflict between the student handbook and the College Catalog. The statement as shown in the <u>handbook</u> is correct as presented. |
| II - 12, 4.c. | The fourth line should read "the course. If the course is <u>not</u> required for...." |
| III - 7, 1. | Sunday Library hours should read "7:00 p.m. - 10:00 p.m." Note: Two auxiliary study rooms in the L. A. building are open Mondays through Fridays; during examination periods, additional space in the classroom area will be open as auxiliary study rooms upon recommendation by the College Librarian. |
| III - 7, 2. | This section should read " <u>Circulating books</u> may be borrowed for a period of two weeks <u>and may be renewed for one additional two week period</u> if no one <u>else has requested a reserve hold on the books.</u> All books are subject to recall when needed by a faculty member for class use or reserve. |

Note regarding Class Attendance regulations: Since absences are recorded by class, attendance records are maintained for each class, laboratory, or other meeting as scheduled (see particularly II-6, item e). Please be advised that class attendance regulations govern part-time students as well as full-time students.

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Freshmen and transfers have no official grade point ratio during the first semester at St. Andrews and, therefore, are authorized one unexcused absence per class or laboratory until a grade average is determined following the end of the first eight weeks. Special rules regarding academic probation and other announced exceptions such as for experimental program participants are to be observed by such categories of students. Please be advised also that "borrowing" absences from what may be additional authorized unexcused absences earned for a subsequent grade period is not approved.

Students, Faculty, or Staff members having other questions regarding provisions of the handbook are urged to refer such questions to Deans Davidson or Hester for appropriate clarification in future correction sheets such as this one.
Thank you.

RGH

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I. INTRODUCTION



PREFACE

...from the College Charter....

St. Andrews Presbyterian College "shall exist in perpetuity for the purpose of nurturing and strengthening faith in Christ as Saviour and Lord, of promoting Christian education, and of extending the influence of liberal education of high quality. To this end it will ever maintain an emphasis upon Christian living and scholarship in an academic community made up of persons dedicated to the promulgation and practice of Christian ideals in all areas of life."

...from the College Catalog....

"St. Andrews Presbyterian College represents a new venture in Christian higher education. To justify the faith of its founders, St. Andrews must challenge complacency and mediocrity in all of life. It seeks to combine without apology the love of God and the love of learning, the spiritual and the intellectual, and is committed to the pursuit of excellence in its academic, its social, and its religious program."



...and, from the College President....

"The Charter and the Aims of St. Andrews indicate rather clearly the fundamental premises upon which relations one to another must be based if we are to be productive and honorable in an educational context. Such principled guides suggest what might be an honor code to one person and the commandment for Christian brotherhood to another. Perhaps a mutual concern and joint effort of students, faculty, and administrators soon will cause to be framed an honor code which is a more precise living symbol, unique to St. Andrews. In the meantime, these principles with the additional meaning given in this handbook, in the college catalog, and in official announcements from time to time provide for that freedom and commensurate responsibility believed reasonable and necessary for living and learning together in a Christian higher education environment. Without such understandings.... such expectations which one must hold for himself.... problems most assuredly will overshadow progress. To the student body of 1963-64, then, and to its leaders, I extend my best wishes and shall continue to share in my prayers that yours will be a year of great progress in every respect."

....Ansley C. Moore

CALENDAR - 1963-64

September

- 5-6, Thursday-Friday - Faculty Conference
- 8 Sunday - Freshmen Arrive
- 9 Monday - Transfers Arrive
- 11 Wednesday - Registration of Freshmen
- 11 Wednesday - Arrival of Returning Upperclassmen
- 12 Thursday - Registration of Upperclassmen
- 12 Thursday - Convocation, Dr. Harold Dudley, speaker
- 13 Friday - Classes Begin
- 22 Sunday - President's Reception for New Students
and New Faculty

October

- 10 Thursday - Parents Day
- 16-18, Wednesday-Friday - Services for Christian Growth

November

- 4-9, Monday-Saturday - Mid-Semester Testing
- 12 Tuesday - Mid-Semester Grades Due
- 16 Saturday - Homecoming Day
- 27 Wednesday - Thanksgiving Recess Begins, 1:00 p.m.
Residence Halls close, 5:00 p.m.

December

- 1 Sunday - Residence Halls open, 1:00 p.m.
- 2 Monday - Classes Resume, 8:00 a.m.
- 19 Thursday - Christmas Recess Begins, 1:00 p.m.
Residence Halls close, 5:00 p.m.

January

- 1 Wednesday - Residence Halls Open, 1:00 p.m.
- 2 Thursday - Classes Resume, 8:00 a.m.
- 15 Wednesday - Reading Day
- 16-23, Thursday-Thursday - First Semester Examinations

January

- 27 Monday - Registration for Second Semester
- 28 Tuesday - Classes Begin, 8:00 a.m.

March

- 20-26, Friday-Thursday - Mid-Semester Testing
- 27 Friday - Spring Recess Begins, 1:00 p.m.
Residence Halls close, 5:00 p.m.
- 28 Saturday - Mid-Semester Grades Due

April

- 1 Wednesday - Residence Halls open, 1:00 p.m.
- 2 Thursday - Classes Resume, 8:00 a.m.
- 14-16, Tuesday-Thursday - Services for Christian Growth,
Dr. Carlyle Marney, speaker
- 18 Saturday - Alumni Day

May

- 2 Saturday - Activities Day
- 19 Tuesday - Reading Day
- 20-28, Wednesday-Thursday - Second Semester Examinations
- 31 Sunday - Baccalaureate Sermon and Graduation
Exercises

Summer, 1963

Greetings to the Student Body of 1963-64!

On my behalf, and on behalf of the Trustees, the Faculty, and Administration, I want to welcome you to the St. Andrews community and to transmit this handbook for your information and guidance.

If you are a freshman, you will find that there is much difference between high school and college. This is an adult world and we will treat you like an adult unless you force us to treat you like a child.

At St. Andrews you will find professors who look upon teaching as a holy calling because they feel that they are helping "to create a human being." As a student you will expect great teaching on the part of the faculty. As a matter of fact, if there is to be great teaching, there must be great learning. The teacher is important, but he is nothing apart from the student.

Every responsible student has a willingness to learn, to be taught, a conviction that college is a privilege, and a sense of responsibility for those who come after him.

The purpose of an education is to help you to mature mentally, spiritually, physically and socially. Your maturity, or lack of it, will be revealed:

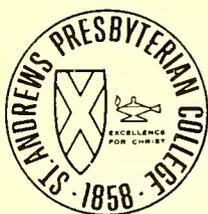
- In the way you treat college property
- In the way you react to difficult class assignments and to the professor's efforts to persuade you to improve the quality of your work
- In the amount of self-control you manifest when others are loafing in the evening and you have studying to do
- In the way you respond when your time-honored moral and religious convictions are under attack
- In the manner in which you work out the problem of living in the same suite with someone you don't particularly like.

You have set your feet upon a difficult but thrilling path. If you are here "dilettanting around the edges of knowledge," your stay may be brief and your experience unrewarding. If you mean business, we are here to help.

I want to know you personally.

Warmly and sincerely,

Ansley C. Moore
President



STUDENT ASSOCIATION

st. andrews presbyterian college

Laurinburg, North Carolina

Welcome to new and returning students--THE STUDENT BODY of 1963-64. You must now accept the responsibilities, opportunities, and privileges commensurate with campus living; the fulfillment of these academic and social responsibilities will amount to your college education.

The St. Andrews Student Association, of which every student is a member, is made up of the various phases of campus life--religious, social, athletic, governmental. By participation in the activities and supporting the various organizations, you can enjoy a full, well-rounded life here and you can insure, in part, the reputation and the future of St. Andrews.

In this coming year, let us strive to unite our campus in a soaring bond of school spirit, intellect, honor, and friendship!

The Student Association office is located on the ground floor of the Student Center and is open for your convenience at regular hours during the day. Please come by to talk with us about your student government and your suggestions and criticisms concerning it.

Best wishes,

Carol Brooks

Carol Brooks, President
Student Association

COLLEGE ACTIVITIES AND SERVICES...WHO TO SEE FOR HELP

In this section is listed each of the major areas of activities and services, and the personnel delegated leadership authority and responsibility by the President of St. Andrews, for the promotion of general well-being of the college as an educational institution, and the welfare of its personnel, students, employees, and friends.

Major agencies of the student body, and the student leaders who serve as official representatives, along with faculty/staff advisors, are listed in the first portion. In the second portion of this section, administrative agencies, and the administrative leaders, are listed as the sources of reference relative to policy questions and procedural guides. The third portion lists the major faculty agencies and leaders to which students most frequently direct questions relating to academic or academically-related matters.

The Student Association

Agencies and leaders of the association for 1963-64 are recognized as the official representatives of the student body in matters having widespread interest among the students. Questions or expressions of concern related to a particular agency should be referred initially to the leaders of such agency for study and recommendations to the proper officials of the college for appropriate action. The major agencies and their leaders are listed below for the guidance of students and student groups:

The Student Cabinet:

President---Carol Brooks (also President of the
Student Body)
Vice-President---Ned Browning (also President of
the Senate)
(Note: Bob Zeh is President pro tem of the Senate)
Secretary---Joyce Clanton
Treasurer---Paul Grubbs
Inter-Dormitory Council---Shaw Caddell
Student Center Board ---Janet Wooten
Student Christian Council---Mike Long

Student Honor Court---Charles Yeargan (also Chairman of the joint Student-Faculty Judiciary)
 Student Intramurals Sports Council---Dickie Knowles
 (acting)
 Staff Advisor---Mr. Robert F. Davenport, Assistant
 Dean of Students

The Student Honor Court:

Charles Yeargan, President
 Sarah Yancey, Secretary
 Frances Bounous
 Robert Murphy
 Diana Tolar
 Mr. Robert F. Davenport, Staff Advisor
 Dr. Helen Rogers, Faculty Advisor
 (Note: With the above student, faculty, and staff members, Dr. Carl Bennett, Mr. David McLean, and the Faculty Advisor of the student whose case is under consideration serve as the joint Student-Faculty Judiciary)

The Student Senate:

| | |
|--------------------------------------|-----------------|
| Ned Browning, President | |
| Bob Zeh, President <u>pro tem</u> | |
| Jack Bradford | Bill Perryman |
| Rebecca Carter | Johnny Phillips |
| Joe Chandler | Robert Pinkston |
| Louise Evans | Margaret Price |
| Jaynelle Goodnight | Donnie Rankin |
| Ed Howard | Marjorie Rehm |
| Eddie Hunt | Gill Rock |
| Norwood Maddry | Margaret Sharpe |
| Betty Sue Murphy | Sarah Jo Todd |
| Advisors: Dr. Fulcher and Miss Bowen | |

The Student Life Committee.

| | |
|--|----------------|
| Carol Brooks | Rebecca McLeod |
| Gerald Caffee | Charles Quick |
| Barbara Gaw | Phyllis Thomas |
| Jim Knupp | Bob Zeh |
| Faculty/Staff representatives listed under Administration and Faculty sections which follow. | |

Other Student Agencies and Leaders:

Inter-Dormitory Council---

Shaw Caddell, President
 Bill Campbell
 Peggy Dillard
 Jim Moore
 Gill Rock
 Janice Thornton
 Miss Gloria Blanton, Assistant Dean of
 Students
 Mr. Robert F. Davenport, Assistant Dean of
 Students

Student Center Board---

Janet Wooten, President
 Rebecca Carter
 Howard Cobb
 Bill Darden
 Ilene Douglas, Acting
 Ann Erhardt
 Brenda Etheridge
 Carol Gallant
 Judy Jessup
 Brenda Liles
 Bill Perryman, Acting
 John Pfaff
 Advisors: Miss Blanton, Mr. Davenport

Student Christian Council---

Mike Long, President
 Margaret Abrams
 Claude Andrews
 Walter Barefoot
 Mary Jane Bigger
 Carolyn Clark
 Norwood Maddry
 Sue Opdyke
 Gill Rock
 Advisor: Mr. Gustafson

Student Intramural Sports Council---

Dickie Knowles, Acting President
 Bill Campbell, Acting Vice-President
 Jack Cole
 Pam Deaton
 Advisor: Mr. Hackney

Student Orientation Committee---

Libby Linville, Co-Chairman
 Robert Murphy, Co-Chairman
 Ernest Badgett
 Tommy Beason
 Marjorie Rehm
 Sarah Jo Todd

Student Publications---

Lamp and Shield (Yearbook), Rebecca McLeod,
 Editor
 Mr. McDonald,
 Advisor

Literary Magazine, Ned Browning, Student
 Coordinator
 Dr. Garrison, Advisor

The Lance (Newspaper), Charles Quick, Editor
 Mr. Abernathy, Advisor

Student Residence Halls---

Albemarle, Janice Thornton, President
 Mrs. Dan Hasty, Residence Director

Concord, _____, President
 Mrs. L. B. Cavanaugh, Residence Director

Granville, Shaw Caddell, President
 Mrs. Robert Murphy, Residence Director

Mecklenburg, Jim Moore, President
 Mrs. W. L. Biggs, Residence Director

Orange, Gill Rock, President
 Mrs. John Walker, Residence Director

Wilmington, Peggy Dillard, President
 Mrs. M. W. Harvey, Residence Director

Winston-Salem, Bill Campbell, President
 Mrs. Julian Butler, Residence Director

Substitute Residence Directors:
 Mrs. S. H. Fulton
 Mrs. Clara McLaurin

NOTE: Vacancies existing since last spring and those which may occur in the meantime will be filled in a general fall election on an early date set by the Student Cabinet in cooperation with the Elections Board.

The College Administration

The Administrative Staff leaders, listed below, with assistants as indicated in various areas of operation at St. Andrews, are the official representatives of the President of the College for overall coordination of the functions with which they are identified. Questions or expressions of interest related to college policy matters should be referred to these staff officers through the staff, or faculty, or student leaders and advisors listed above; however, each staff officer, as does the President of the College, invites student leaders or others in the campus community to seek his advice when the staff assistant responsible for a particular activity or service is not available or when jurisdiction is not clear.

A. Academic Affairs

Dr. Robert F. Davidson (also serves as official in charge when the President is absent from the campus). Dr. Davidson is Dean of the College and serves as Chairman of the Faculty Executive Committee and other major academic committees and is the official representative of the faculty in matters of an academic nature which students may raise or wish to appeal. Major college operations which are a part of the functions coordinated by the Dean of the College follow:

1. College Library, Mrs. Carl Bennett, Acting Librarian: All services relating to library circulation, acquisition of new publications for the library, and related matters. See also the "College Library" in Section III of this handbook.
2. Mrs. R. S. Singleton, Jr., Assistant Registrar: All academic records, official transcripts, absence and attendance reports, grade reports, and related matters which concern the academic status of students. The Office of the Registrar is the point of reference for questions relating to academic registration and for initiation of course adds and drops and for re-admission applications. See also the "Academic Guides" in Section II of this handbook and the official College Catalog.

3. Summer School and Adult Education, Dean Rodger Decker, Director: Overall coordination of these special education programs, including evening class registration for other than regularly enrolled students seeking degree program study and credits.
4. Academic Division matters, including questions relating to transfer and to major field concentration, should be referred to the Division Chairman who coordinates the various subject fields indicated below:
 - a. Division of Education and Psychology:
Dr. John P. Daughtrey, Chairman.
 - b. Division of History and Social Science:
Dr. Harry L. Harvin, Chairman.
 - c. Division of Language and Literature:
Dr. James E. Carver.
 - d. Division of Music, Art and Drama:
Mr. Frank West, Chairman.
 - e. Division of Natural Science and Mathematics:
Dr. Lindsey M. Hobbs, Chairman.
 - f. Division of Religion and Philosophy:
Dr. Leslie Bullock, Chairman.
 - g. Division of Physical Education:
Mr. Rufus Hackney, Chairman.
5. Mr. Rodger W. Decker, Dean of Admissions (see below) serves also as Assistant Dean of the College and assists Dean Davidson in the various academic operations listed above and may be seen for consultation as designated by the Dean of the College.
6. Dean Davidson and Dean Decker are liaison officers for referral in matters relating to academic policy and procedures of interest to students, particularly as such matters may relate to Faculty Executive Committee business.

B. Admissions

Mr. Rodger W. Decker is Dean of Admissions and serves as the Chairman of the Admissions Committee. Dean Decker coordinates student recruitment and relations with churches and high schools in matters relating to the admission of students, campus visitations, and related affairs. The admissions staff follows:

1. Mr. Robert Crawford, Admissions Counselor
2. Mr. Norman Foxworth, Admissions Counselor
3. Mr. Ed Gross, Director of Church Relations and Admissions Counselor
4. Miss Mary Wells McNeill, Assistant to the Dean of Admissions

C. Business and Financial Affairs

Mr. Silas Vaughn is College Business Manager and is overall head of the various operations relating to financial and plant management. Major operational units, and staff assistants providing leadership in the area residing with the Business Manager are:

1. Mr. Herbert Hanna, Campus Engineer, is in charge of plant equipment, construction, repair, and utilization of equipment and vehicles necessary for maintaining the campus, its buildings and grounds. As primary assistant to Mr. Vaughn for safety and security, Mr. Hanna coordinates campus security and emergency plans for the well-being of the campus, its personnel and property.
2. Mr. Charles D. Stevens, Manager of Auxiliary Services, serves as representative of the Business Manager for coordinating the College Store, Food, Laundry and Vending, Post Office, Snack Bar, and Bus transportation services.
3. Mr. Thomas, Accountant, Office of the Business Manager, serves as the point of referral in matters relating to financial accounts of students and student groups.

Note: Contracts for services or solicitations require the approval of the Business Manager, who, with his staff, coordinates changes relating to buildings, equipment, grounds and specialized services (stenographic, etc.).

D. Development and Public Relations

Mr. Stan Bell is Director of Development and in such position provides overall coordination for development of the college, its assets and resources, for relations with the various publics of the college, and for news and publications. Mr. Bell's staff includes the following:

1. Mr. Jack Abernathy, Director of News, Publicity, and Publications
2. Mr. Fred Carlson, Coordinator of Gifts and Trusts.
3. Mr. John Snowden, Director of Alumni Relations and Staff Assistant.

E. Student Affairs

Dr. Ralph G. Hester, Dean of Students, serves as over-all coordinator of the various out-of-class and non-academic affairs of students not provided for in the functions of other administrative officials as indicated above. Assisting Dean Hester in providing primary leadership in particular areas of student life activities are the following:

1. Miss Gloria Blanton, Assistant Dean of Students, gives primary attention to student activities, calendaring of social-recreational events, women's counseling, and women's residence programming. Miss Blanton serves as Dean Hester's staff assistant and secretary to the Student Life Committee, is one of the Staff Advisors to the Inter-Dormitory Council and the Student Center Board, and otherwise serves in a coordinate position with Assistant Dean Davenport (see below) in the functions residing in the Office of Student Affairs.
2. Mr. Robert F. Davenport, Assistant Dean of Students, gives primary attention to student government coordination as staff representative and advisor to the Student Cabinet, the Honor Court, and the joint Student-Faculty Judiciary. Mr. Davenport serves also as men's counselor, coordinator of men's residence programming, and as liaison to the business management staff in matters relating to the several auxiliary services for students as outlined under the section above relating to the Business Manager and his staff.

3. Dr. Hester provides primary leadership for new student programs of faculty advising and student orientation, coordinator of the Health Center program with assistance from the Dean of the College, the Business Manager, and the medical staff, coordinator of the placement service with assistance from academic department heads with whom graduating seniors work, and as a point of referral for general student counseling with assistance from the College Counselor and Deans. Effective about mid-October, Dean Hester will assume administrative leadership for financial aid to students residing with Mr. McRae and Mr. Vaughn to that time.

The College Faculty

Representatives of the St. Andrews faculty work with the Dean of the College and the Dean of Students in three primary areas of interest to students. In matters of academic affairs, the student's point of referral is the Faculty Executive Committee through the Dean of the College who serves as its Chairman, or through Dr. Harvin who serves as its Secretary. In non-academic affairs not specifically residing with others (e.g., the Business Manager and his staff are the proper points of referral for such things as financial accounting, requisitioning of funds and supplies, plant equipment and maintenance, and auxiliary services), the student's point of referral is the Student Life Committee through the Dean of Students who serves as its Chairman, or through Miss Blanton who serves as its Secretary. In matters of major discipline, or review or appeal of Student Honor Court judgments, the joint Student-Faculty Judiciary is the student's point of referral. Assistant Dean Davenport and Dr. Rogers are the staff and faculty representatives, respectively, for the two major judicial bodies.

Faculty/Staff members authorized for 1963-64 for the three primary committees charged with overall authority and responsible in matters of most frequent concern to students follow:

1. Faculty Executive Committee:
 Dean Davidson, Chairman, Dr. Harvin, Secretary, and Dr. Bennett, Dr. Carver, Dean Decker, Dean Hester, Dr. Rogers, Mr. Gustafson and President Moore.

2. Student-Faculty Judiciary:

Dr. Bennett, Mr. Davenport (representing the Dean
of Students)

Mr. McLean, Dr. Rogers, and the Faculty Advisor of
the student whose case is under consideration.

Student members of this joint agency are those
who serve as the Student Honor Court (see listing
in proper section above).

3. Student Life Committee:

Dean Hester, Chairman, Miss Blanton, Secretary,
and Mr. Abernathy, Mr. Folmsbee, Dr. Fulcher, Miss
Gray, Mr. Ludlow, Dr. Pope, and Dr. Rogers.

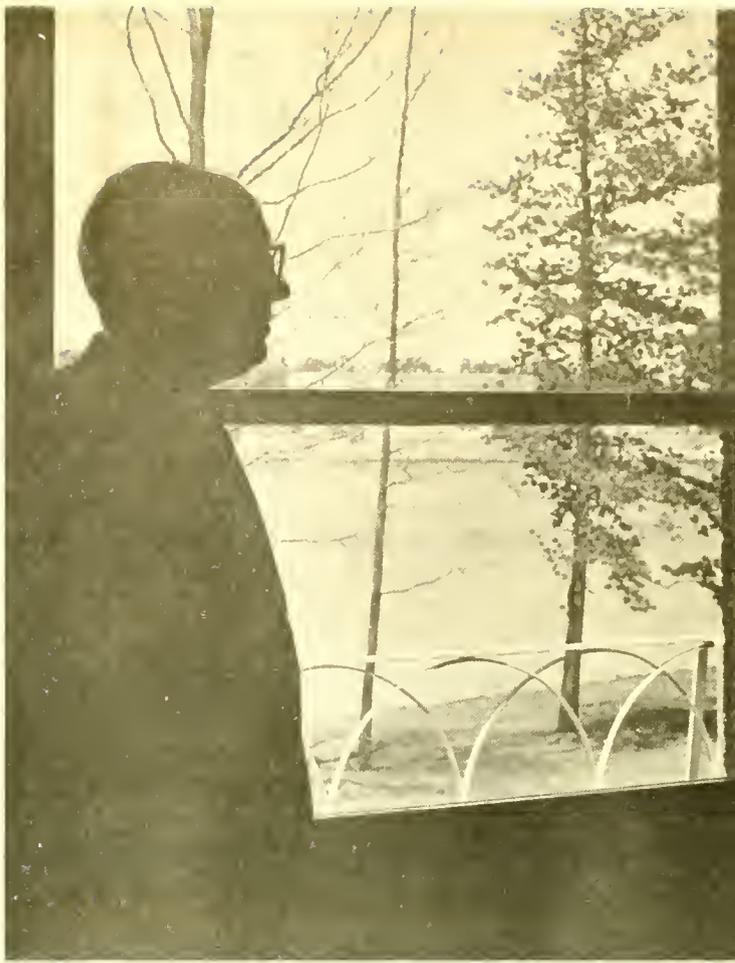
Student members of this joint group are those
listed in the Student Association portion of this
section (see above).

Students are urged to maintain frequent contact with assigned Faculty Advisors who are anxious to discuss personal as well as academic matters with their advisees. Faculty Advisors, as do all staff and faculty personnel, maintain office hours for conferences with students; however, students should plan appointment times in order to be assured of having sufficient time for full consideration of matters of interest. Except for discussion and distribution of grade reports, other meetings of Advisors and Advisees are to be arranged by the students concerned. The Advisory, Assembly, and Chapel Periods schedule (see Section II, C.) provides a weekly period for students to have conference time with their advisors; however, unless otherwise announced by the Faculty Advisor, student advisees should plan for specific appointments ahead of time to be assured of conference time.

Suggestions for Using This Handbook

Some cross reference to other sections of the handbook is both necessary and advisable in order that each of the major areas of college life can be understood as to policy and procedure to be observed. For example, in this section above, under "Who To See For Help," is provided introduction to the Student Association leaders who are primarily concerned with residence life matters (the Inter-Dormitory Council), to the Assistant Deans of Students who coordinate the overall residence hall programs (the Office of Student Affairs), and the Business Manager and his staff who are primary points of referral in matters relating to residence hall furnishings, services, and maintenance. All of these leaders, as well as the Honor Court, joint Student-Faculty Judiciary, Residence Directors, and others, have particular relationships to residence hall operation in attempts to provide housing accommodations and programs of activities and leadership which will be optimally effective and efficient. Also, in part C of Section II, guides "primarily for resident students" give additional insight to the total residence life operation, and to the necessary regulations which are designed to protect the well-being of all personnel and property relating to residence life.

Efforts to place all related information and guides together, of course, are not completely satisfactory; therefore, study of the entire handbook rather than a few selected sections is essential. Subsequent reference to the handbook, then, will be facilitated as the need arises. Attempts have been made to identify cross references for the convenience of all students and college officials who make frequent use of the handbook. Yet, attention to the total handbook from time to time will minimize oversight and misunderstanding.



II. BASIC COLLEGE REGULATIONS

A. General Guides

Section II of this handbook provides statements of fundamental principles which will guide each student as to general expectations in classroom and in out-of-class activities. Insofar as possible, specific rules and procedures have been kept to a minimum in favor of basic guides conducive to continued growth in the living and learning environment of this coeducational Christian institution.

Each student automatically becomes a member of the St. Andrews Student Association upon enrollment at the college and with that act assumes the privilege and the responsibility of maturing self-direction and self-discipline. It is expected that the student will exercise responsible initiative in his own growth and development within the framework of the policies and procedures outlined by the Board of Trustees and authorized through and by the President of St. Andrews.

Faculty and administrative supervision of student-centered activities is provided through (a) the Faculty Executive Committee which works with the Dean of the College in review of matters relating to the academic affairs of students, (b) the Student Life Committee which works with the Dean of Students in overall coordination of most non-academic affairs; and (c) the Student-Faculty Judiciary which serves as the major judicial agency of the college in handling misconduct among students. The President of St. Andrews is the source of final authority and appeal in all actions of these groups.

The St. Andrews Student Association is given a large amount of autonomy in those areas where student initiative will help develop maturity and greater insight. The leadership opportunities extended students may be increased or decreased as the students responsibly accept both the privileges and obligations involved. The Student Association functions through three primary divisions. The Student Cabinet, as the executive body, is composed of leaders of all major divisions and departments of the Association together with the chief elected officers of the student body. The Honor Council is the chief judicial agency of the Association and is composed of elected representatives from the upper three academic classes. The Student Senate, with representatives from each

class and residence group, serves as the chief legislative body of the Association. The major divisions and the various departments of the student body have Faculty and Staff Advisors to assist with programs of student groups.

It is essential, of course, that students at St. Andrews behave responsibly and that any who are unwilling to follow the policies and procedures of the institution may expect disciplinary action. Such action by the college, or its officials, while directed toward the welfare of all students, must be firm when the student does not show convincing evidence of being in sympathy with the purposes, policies, and procedures of the institution.

The statements from the Charter and the Aims of St. Andrews Presbyterian College, as summarized in the prefatory section of this handbook, serve as the fundamental guides for all...students, faculty, administrators, and others... who come here to learn, to live, or to serve in a Christian higher education context. The general and specific regulations which follow give essential meaning to students for their conduct in day-to-day relations with themselves, their fellow students, their institutional leaders, and their God.

The general guides which follow should help introduce the more specific regulations on the following pages. Where change appears desirable, students are urged to develop recommendations through their elected leaders for achieving greater effectiveness in the months and years ahead. At such time as proposed changes are approved by the President of St. Andrews, an Official announcement will be released by the President or his representative, whether such change relates to a general guide or to more specific regulations.

1. Students are expected to remain in good standing, academically and otherwise, to continue in study at St. Andrews. "Good standing" requires that the student exhibit satisfactory performance in academic activities (see part B of this section for basic academic requirements) and display good citizenship while enrolled at St. Andrews (see other parts of this section for basic understanding of citizenship expectations). This fundamental principle, for the student who remains in good standing, includes such matters as regular attendance at classes, chapel, and

other meetings as announced for particular groups of students and proper preparation and follow-up in order to be an effective, truth-seeking member of the group.

2. High moral standards are essential for a student's continuation at St. Andrews. Dishonesty, gambling, hazing, profanity, or such other acts as the use or possession of alcoholic beverage while on campus or at college-approved events are not acceptable in a Christian education setting. Further, conduct of a nature which draws attention to one's self, whether on or off campus, and which shows obvious disregard for the reputation of other students or the College, be it drinking, possessing or damaging property belonging to others, or similar conduct which obviously reflects on the Christian college community, will subject the student to appropriate action.
3. Good citizenship, as reflected in the observance of college regulations and in one's cooperation with college leaders, whether students, administrators, faculty members, or others in responsible positions, is expected of all students enrolled at St. Andrews. Exhibiting respect and good taste in relationships with others exemplifies this principle. On the other hand, taking or possessing property which belongs to others, or failing to meet financial commitments responsibly, are indications of questionable if not poor citizenship and must be avoided for continuation at St. Andrews to be permitted.

Note: All students, residents or non-residents, are under college jurisdiction when on campus or when attending or participating in a college-sponsored event. A college-sponsored or college-recognized event is one which is authorized and calendared as a part of the academic or student life programs whether or not organized or supervised directly by departmental or other groups affiliated with St. Andrews.

Normally, a student's conduct when off-campus or when a part of other than a college function is not under supervision by college officials; however, judicial authorities of the college reserve the right and obligation to take appropriate action when a student's misconduct casts unfavorable reflection on St. Andrews, its students or its officials. Disciplinary action which may be imposed by recognized authorities of the college may be as minor as one merit deduction or as severe as expulsion depending upon the student's previous record and other circumstances relevant to the case. The Deans or other officials as authorized by the President of St. Andrews may exercise jurisdiction when the best interests of the college may be served or when judicial groups may fail or delay unnecessarily to carry out their functions.

The more serious cases (e.g., cheating, falsifying, gambling, hazing, stealing, or using or possessing alcoholic beverage) will be referred to the Honor Court for initial judgment of first offenses and to the joint Student-Faculty Judiciary for action in subsequent cases or for appeal of initial judgments. In all cases, the President of the College or his representative serves as the official source of review and appeal, except that the President alone serves as the final source of authority in matters relating to suspension or expulsion.

B. Academic Guides

1. Class Attendance

Regular and punctual attendance at all classes and laboratories is expected of members of the student body. Three unexcused tardies in a class constitute an absence. When a student misses more than ten minutes of a class, it will be reported as an absence. When a student is tardy, it is his responsibility to notify the faculty member at the end of the period. Daily reports of class absences are to be filed by each faculty member with the Registrar. No member of the faculty has authority to excuse a student from class.

a. Except for first semester freshmen, all students will be allowed absences, *per semester.* in accordance with the following schedule:

- (1. All students with a 5.0 average or better, and juniors and seniors in good standing, i.e., not under restriction for disciplinary matters and with a 2.0 average or better, are entitled to absences excused and unexcused not in excess of 15%.
- (2. Other students with a 4.0 average----4 unexcused absences
- (3. Other students with a 2.0 average----3 unexcused absences
- (4. All students with an average ^{of} 2.0 - 1 unexcused absence
- (5. The number of class absences to which a student is entitled is determined by the student's average for the preceding regular semester.

Note: In using this schedule during the first semester of 1963-64, the quality point average of each student for the second semester of 1962-63 will be doubled.

- b. First semester freshmen will be allowed one unexcused absence per course prior to the first grading report. This absence will be deducted from those to which he may be entitled after the first grading period. Any unexcused absences after the eight-week period will be dealt with in accordance with his grade-point ratio.
- c. No student may miss more than 15% of the meetings of any class, or 15% of the meetings of any laboratory, whether the absences are excused or unexcused, except as hereinafter provided. A student may be excused from class for emergency, or to represent the college when appropriate evidence is submitted to the Registrar. Whenever this is not possible in advance, the student must bring such evidence to the Registrar within one week after he has returned to college. Faculty members must report absences within one week of their occurrence to have them recorded. All exceptions must be reported to the Faculty Executive Committee.
- d. If for any reason or combination of reasons, a student is compelled to be absent from more than 15% of the meetings in a course, he must arrange with the instructor a plan to be approved by the Faculty Executive Committee for making up the work. Except in the case of illness, this arrangement must be made in advance. The instructor will be the sole judge of whether the work can be made up satisfactorily.

Note: Class and laboratory meetings will be calculated on a fifteen-week semester. For example, a course meeting three times a week will have forty-five meetings, allowing up to seven absences under the 15% rule.

- e. Special regulations regarding absences:
- (1. Absence from any part of a two-hour Christianity and Culture session represents one absence.
 - (2. Absence from a laboratory of any type is the same as a class absence.

- f. Responsibility for any work missed during a class absence excused or unexcused rests upon the student.
- g. When a student has taken all absences allowed him in any course, he and his parents will be warned by the Registrar that each additional absence will result in the loss of one semester hour from his total hours of credit and one quality point from his accumulated total. A student will be dropped from the course with a grade of "F" when because of excessive absences he has lost semester hour credit equal to the credit given for the course.
- h. In any course, absence from the last class meeting before or the first meeting after an announced holiday will count as a double absence.
- i. Absence records are kept in the office of the Registrar and students may examine their records only during posted hours.
- j. Exceptions to these academic regulations may be made by the Dean of the College in consultation with the Faculty Executive Committee.

2. Academic Warning and Academic Probation

Academic Warning and Academic Probation are means of communicating to a student and his parents, guardian, or spouse the fact that the student's academic achievement at a given time is so questionable that continued performance at this level may result in his dismissal from St. Andrews,

a. Academic Warning

- (1. At the beginning of each semester the Registrar will place on academic warning each student whose grade-point ratio for the previous regular semester is at least 1.0 but less than 2.0.

- (2. Notices of academic warning will be mailed to or placed in the Post Office boxes of students concerned, with copies being mailed by the Registrar to the parents, guardian, or spouse. Copies also will be sent to the student's Faculty Advisor and the Office of Student Affairs.
- (3. The duration of academic warning extends through the student's final examinations of the semester for which the notice was issued.
- (4. During this period students on academic warning are expected to observe the following conditions:
 - (a. Attend all their classes, laboratories, and other scheduled meetings regularly and punctually.
 - (b. Have frequent conferences with their advisors and with their class and laboratory instructors.
 - (c. Review carefully their study habits and daily routines.
- (5. The College Counselor and personnel in the Guidance Center are available for assistance to such students if desired.

b. Academic Probation

- (1. At the beginning of each semester the Registrar will place on academic probation each student whose grade-point ratio for the previous regular semester is less than 1.0.
- (2. Notices of academic probation will be mailed to or placed in the Post Office boxes of students concerned, with copies being mailed by the Registrar to the parents, guardian, or spouse. Copies also will be sent to the student's Faculty Advisor and the Office of Student Affairs.

- (3. The duration of academic probation extends through the student's final examination of the semester for which the notice was issued.
- (4. During this period, students on academic probation are expected to observe the following conditions:
 - (a. Attend all their classes, laboratories, and other scheduled meetings regularly and punctually.
 - (b. Arrange academic schedules to include no fewer than 12 nor more than 14 semester hours during the probational period. (These limits shall include allowances for equivalents in laboratory, reading improvement, or non-credit courses which may be approved by the Faculty Advisor and the Dean of the College).
 - (c. Work out academic schedules to have the best possible balance between Monday-Wednesday-Friday and Tuesday-Thursday-Saturday class sequences.
 - (d. Plan a typical weekly schedule with the Faculty Advisor which will provide for
 - (1) A weekly conference with the Faculty Advisor. (Failure to keep scheduled appointments will be reported to the Dean of the College and the Dean of Students.)
 - (2) Periodic discussion of problems and progress with instructors, residence leaders (or parents, if non-residents), and others who may be of assistance.
 - (3) At least two hours of preparation for each semester hour of academic work scheduled per day.

- (e. Arrange nights out for social-recreational and for college-sponsored events (e.g., Concert-Lecture Series, athletic contests, etc.) not to exceed two nights Monday through Friday. Students on academic probation must be in their own places of residence by 11:00 p.m. Sunday through Friday and by 12:00 midnight Saturday.
 - (f. Plan no more than two weekends away from campus (beginning Saturday after classes and extending until 11:00 p.m. Sunday) during each eight-week grading period for visits to one's home or elsewhere in keeping with the parental permission statement on the student's "Out-of-Class Agreement." The weekend immediately prior to the beginning of final examinations cannot be used for leave from the campus. Exceptions in family emergencies may be authorized by one of the Deans.
 - (g. Leave motor vehicles at home since their possession by students on probation is prohibited unless specifically approved in advance by the Dean of Students.
 - (h. Recognize that students on probation are ineligible to represent the college, to hold student offices, or to receive scholarship or grant-in-aid funds.
- (5. The College Counselor and personnel of the Guidance Center are available to assist students on academic probation, if desired.
 - (6. Personal honor in adherence to these guidelines, and any others which may be given by the Deans, is expected both in letter and in spirit. The Deans will request reports from time to time from anyone who may be able to share information as to the student's progress or lack of progress.
 - (7. Improvement in academic work and in citizenship is essential. Each student should understand that lack of such improvement, in the judgment of the Deans, may result in suspension or dismissal without further hearing.

c. Special Conditions

- (1. New students (freshmen and transfers) admitted to St. Andrews with any academic conditions will be on academic probation the first semester.
- (2. Any student who is listed on academic probation during two consecutive regular semesters will be subject to suspension or dismissal by the Faculty Executive Committee.
- (3. Any student who is listed on academic warning during two consecutive regular semesters, or on academic probation followed by academic warning during a like period, will be placed on academic probation, if permitted to remain at St. Andrews.
- (4. Summer school work will not remove a student from academic warning or academic probation; however, such study when approved may be a basis for readmission to St. Andrews.
- (5. The Faculty Executive Committee may review a student's record at any time and invoke warning, probation, or suspension, or remove a student from such status if, in the Committee's judgment, such action is warranted. Particular attention will be given to student records at each grading period.

3. Examinations, Tests, and Reviews

- a. Students are required to be present for tests announced a week in advance.

- b. A student who has final examinations in three successive periods may ask the Dean of the College or the Registrar for an adjustment in the time of such examinations.
- c. A mid-semester testing period will be provided in the schedules made by the Registrar and it is expected that this schedule will be observed unless otherwise approved by the Dean of the College.
- d. Short quizzes are left entirely to the decision of the professor without the obligation of giving them over to any student.

4. Courses Conditioned or Dropped

- a. A grade of conditional failure (E) may be removed by re-examination. This must be accomplished within three weeks following the end of the semester. Any exceptions must be authorized in advance by the Dean of the College. If not removed within the authorized time, the E becomes a failure, F.
- b. An incomplete (I) is given only when circumstances do not justify giving a specific grade. It must be removed within nine weeks following the end of the semester. Any exceptions must be authorized in advance by the Dean of the College. If not removed within the authorized time, the I becomes a failure, F.
- c. A failure (F) cannot be removed from a student's record. However, if a course is repeated, the second grade is recorded as the final grade for the course. If the course is required for graduation or for a major, it may be repeated only with the approval of the Faculty Advisor and the Dean of the College.

- d. Freshmen are permitted to drop courses for a period of three weeks following registration day without having this recorded on their permanent records; and upperclassmen are allowed a period of two weeks for dropping particular courses under the same conditions. After this time, a WP grade is given when the student withdraws while doing passing work; otherwise, a grade of WF is recorded.
- e. Students who drop or add courses after academic registration time must do so in keeping with the proper form available in the Office of the Registrar. Complete instructions are provided on the form and it is essential that the student process such form in every detail in order for his records to be accurate. Merely discontinuing attendance is not sufficient notice; therefore, it is necessary that the proper procedure be followed immediately and the first step should be discussion of the matter with the Faculty Advisor.
- f. Any student may be dropped for cause from any course at any time upon recommendation of the professor and approval of the Dean of the College. Sufficient cause for dropping a student would include excessive absences, lack of preparation, general neglect, unwholesome attitude, or improper conduct in class.
- g. The College Physician at any time may recommend to the Faculty Executive Committee that a student be allowed to drop a course. The Dean of the College may make a similar recommendation when circumstances surrounding a student's work are of an unusual nature.
- h. Resident or non-resident students who desire or find it necessary to withdraw from St. Andrews at any time following notice of admission or re-admission are expected to observe the regular withdrawal procedure. The following guides are worthy of particular note:

- (1. Initiate the regular withdrawal form immediately. It is available in the Office of the Registrar and requires clearance as indicated thereon unless otherwise authorized by one of the Deans.
- (2. As a part of the process, clear financial matters in keeping with the following basic understandings: If you withdraw for any reason within the first three weeks following registration day (or within the first week of a summer term), one-half of the tuition and fees charged at the time of registration will be refundable. If you are a resident, a charge will be made for a proportionate share of the board; however, a full charge will be made for dormitory room rent. After the third week, or after the first week during a summer term, no refunds are allowed except for sickness or call into the armed services, and written evidence of such conditions must be filed with the Dean of the College. Further, no refunds will be made without an honorable dismissal from the Dean and without application for a refund at the time of withdrawal.

Note: In emergencies, the President, the Dean of the College, or the Dean of Students, may adjust the procedures attending withdrawal.

5. Additional Academic Regulations

- a. A student who is absent because of personal illness at the College must have an absence report slip signed by the Resident Nurse and turned in to the Registrar the first day of return to classes. Non-residents are to report to the Health Center upon return to the campus following illness away from the campus in order to gain proper clearance for return to normal college routines and to secure an absence report slip from the Resident Nurse. In addition to the academic guides relating to absence, the non-academic guides elsewhere in this handbook are to be observed in cases of accidents, sickness, or hospitalization on or away from campus.

4.
15.

Chapel attendance is considered an essential part of the educational program at St. Andrews Presbyterian College. Each student is expected to attend a minimum of 14 chapel services scheduled for his particular class per semester. Absences due to illness or to representing the college in approved college business will not be counted against the student. Failure to attend the appropriate number of chapel services in any given semester will mean that the student's college work is deficient for that semester in keeping with the following regulations:

a
11.

Three excessive absences result in an additional requirement of one semester hour and one quality point.

15.
12.

Five excessive absences result in an additional requirement of two semester hours and two quality points.

c. Chapel absences will be recorded on the official transcript and may be made up in any courses that the student desires. This means, for example, for three excessive absences in any particular semester the student would be required to have 125 semester hours and proportionate increases in quality points to graduate at St. Andrews.

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C. Non-Academic Guides

1. Specific Regulations:

a. For all students. While St. Andrews primarily is a resident college, several guides are applicable to all students, resident or non-resident. These regulations follow:

(1. The college campus is an academic community; therefore, between the hours of 8:00 p.m. and 8:00 a.m. particularly, the observance of QUIET HOURS for study and rest is expected throughout the campus and its buildings. Exception will be listed on the College Calendar or will be made known to Residence Directors and House Presidents by an Official Announcement from the Office of Student Affairs or other college office.

- (2. Students enrolled as candidates for a degree and who are not residing with their parents (legal guardian or spouse) are required to reside in college-approved housing, and if residents on-campus, charged for board in the college dining hall. Exceptions are to be requested through the Dean of the College.
- (3. Good taste in dress, in appearance, and in general conduct, is expected of all students at St. Andrews. Each member of the college community will be an effective representative of the College, whether on-or off-campus, by exercising appropriate and fully acceptable habits of behavior. While bermudas and other casual attire during leisure hours are permitted on the north campus except when otherwise announced through the Office of Student Affairs, it is expected that dress at all times will exhibit cleanliness, decency, and neatness appropriate to the occasion. With the Office of Student Affairs, the Student Social Standards Committee, composed of the Social Chairmen of the dormitories, serves to promote and maintain reasonable standards in this respect.
- (4. College officials desire to serve the convenience of those who smoke; however, when smoking, students and visitors are expected to be considerate of others and the environment of which each is a part. Smoking in class, in assembly meetings, and in the halls (vestibules excepted) of the academic buildings is believed unnecessary and unreasonable and therefore prohibited. "No smoking" signs elsewhere are to be observed. The Student Social Standards Committee and other student leaders serve to assist college officials in promoting and maintaining reasonable standards in this respect.

- (5. The following items are not permitted on campus without written permission beforehand from the Business Manager and the Dean of Students: firearms, firecrackers, or other explosive devices, communications systems, television, or other paraphernalia not directly associated with the essential needs of the student. Likewise, pets and unregistered vehicles are prohibited.
- (6. Permission to sell commercially or to solicit business of any nature on campus must be gained beforehand from the Business Manager and Dean of Students. Approval, if appropriate, will be announced through the Office of Student Affairs when students are to be involved in or by the solicitation, and those approved will be in possession of a written authorization. Without seeing such authorization, students should report solicitors to one of the above offices. Any commitment by any student to a solicitor, authorized or unauthorized, is a personal commitment for which the college can assume no responsibility.
- (7. Student service facilities (Residence Halls, Health Center, Library, Student Center and its services) close at 5:00 p.m. on the day when classes are dismissed for announced holiday recesses. Such facilities will reopen at 1:00 p.m. on the day prior to resumption of classes.
- (8. All students wishing to operate motor vehicles on campus must have such vehicles registered with the Office of Student Affairs. Vehicles on campus for longer than 48 hours must be approved and display the official registration decal. Vehicles not registered should use the "Visitors" parking areas only. Violators of registration rules, illegal parking (any restricted area, curb areas marked with yellow paint, curved section of curbing, on other than regular hard-surface roadway, or in areas reserved

for others), and violators of rules of the road as to speed (not in excess of 40 mph on outer open roads and not in excess of 20 mph on roads near campus buildings and parking lots) will be subject to fine or other appropriate action. Overnight parking (after 12:00 midnight) by students and visitors is restricted to the North Campus Parking Lots....Men residents use lots adjacent to men's residence halls; Women residents use lots adjacent to women's residence halls; and, Visitors use "Visitors" lot adjacent to entrance road to Student Center. Other motor vehicle use regulations are issued by the Office of Student Affairs at the time of vehicle registration and as otherwise necessary. The Traffic Commission with representatives of the Dean of Students and the Business Manager administer the traffic program, including the levy and collection of fines. Repeated violations are reviewed by the Dean of Students (the Dean of the College is source of review for faculty and the Business Manager for other staff and visitors) and loss of vehicle operation privileges on campus may be invoked.

- (9. Three basic considerations relative to marriage relations are to be observed:
 - (a. Marriage is a serious undertaking and while officials of St. Andrews give neither approval nor disapproval to students planning marriage, notification of such plans by any student while enrolled must be given the Dean of Students two weeks beforehand. Students who do not comply with this regulation will be subject to dismissal from a campus residence or from further attendance at the College. The Deans exercise judgment in these cases.

- (b. Students enrolled at St. Andrews must recognize that the College assumes no responsibility for difficulties attending pregnancy. The College reserves the right to require such a student to withdraw in the interest of the student or the college.
 - (c. Where the College's interest may be affected, it may require a complete physical examination of the student concerned by the family physician or a College physician.
- (10. Students are expected to keep their parents (or others to whom responsible) fully informed of progress and problems while enrolled. The College will send notifications to parents (legal guardian or other responsible person listed by the student at the time of registration) regarding grades following each report period, of disciplinary action resulting in extended restriction or in probation, suspension, or dismissal, "Academic Warning," "Academic Probation," and dismissal for academic reasons will be cause for notifications to parents or others as indicated also.
- (11. Cases of mis-conduct normally are referred to the Student Honor Court for initial judgment. In disciplinary cases, judicial authorities of the College consider not only the specific charge but also the student's total academic and citizenship record. It must be understood that technically proven evidence is not to be considered essential at this educational institution, and that first offenses, unless of extreme severity, are not usually to be considered grounds for dismissal. The following guides for hearings by a court at St. Andrews are believed to be reasonable for an educational setting such as that at St. Andrews:

- (a. The judicial head will give notice of the scheduled hearing no less than 24 hours in advance to the student concerned, to the Faculty Advisor concerned, and to members of the court and its advisors, citing the basic charge and instructions for appearing before the court, including time and place scheduled. The student may request his faculty advisor or other college official, if desired, to appear with him. Likewise, the student accused may have witnesses in his behalf appear before the court if their names are submitted to the Court's presiding officer no later than six hours prior to the opening of the hearing.

- (b. Witnesses for the Court may be requested to testify and such testimony, at the discretion of the Court, will be recorded as to substance and as to detail where possible, remembering that courts at St. Andrews hardly can be structured as a civil court of law or with trained court clerks. It will not be required for the names or testimony of such witnesses to be shared with the accused for such testimony to be admissible; however, testimony given the Court while in session by any person appearing before the Court is to be given and receive in full recognition of serious action that will follow perjury. Further, official transcripts of the hearings of the court, including the names of the accused and the witnesses, will be restricted to members of the judicial body and to college officials for whom such information is needed in follow-up action

and counseling. Any public report of action taken in cases of misconduct will show reference to the case only as to case number and summary of the action taken by the court.

- (c. In keeping with item 10, above, the Assistant Dean representing the Office of Student Affairs, or another official when necessary, will communicate final action as soon as possible in writing to the student's parents (legal guardian or spouse). Such notification will include a summary of the nature of the case and the nature of the penalty. Such notification is supplementary to that which the student concerned is expected to communicate to those to whom he is responsible.
- (d. A copy of the official transcript of the trial shall be submitted to the Dean of Students, and to the next higher court when applicable, within 24 hours; however, when suspension or expulsion is being recommended as the action by a court, the Student Chairman and the Assistant Dean or a Faculty member of the court shall communicate in person or by telephone the circumstances and the results of the trial to the President of the College for immediate review. The President must receive the written transcript within 24 hours for his final action unless such action by him is announced earlier.
- (e. Notices of desire to appeal must be given by the student concerned to the next higher authority within 24 hours following announcement of judgment to the student. The President of the College is the final source of appeal and authority.

- (12. Students who are suspended or expelled from St. Andrews are to remain on Room Arrest if residents, except to go directly to and from meals and to process withdrawal until actual departure. The Deans may make allowance for the terms of restriction or departure when appropriate. Such departure from the campus and its environs must take place not later than 11:00 a.m. the day following announcement of dismissal unless specifically delayed by a Dean. Any return to the campus thereafter must be approved beforehand by the Dean of the College or the Dean of Students. Non-residents who are suspended or expelled are expected to observe each condition cited herein as is applicable to non-residents.
- (13. Students enrolled at St. Andrews who violate civil law, including possession or damage to property belonging to others, however small in value, may expect appropriate action by the College.
- (14. Students who require hospitalization due to accidents or other conditions are to have notification of such matters communicated to a College Physician or other college official as soon as possible, unless admission occurs through the Health Center. If admission is through the Health Center, a member of the college staff will notify parents if the student concerned is unable to do so; however, if admission to a hospital occurs away from the campus, students who are involved should communicate such fact to parents or request that the attending physician do so. Should efforts of college officials to reach parents or other responsible person

listed on the student's record for contact in emergencies fail, the President or a Dean, following advice of a Medical Doctor, may exercise judgment as may seem appropriate.

- (15. Following absence from the campus or classes due to hospitalization or illness at home, students are to report to the Health Center for appropriate clearance to campus routines and for requesting excuses for absences due to illness. Clearance at the Health Center should be arranged prior to return to classes; however, if this is not possible, such clearance is necessary within 24 hours following return to the campus.
- (16. When withdrawal is necessary for "personal" reasons, or because of action initiated by the College, the student is expected to follow instructions for withdrawing as provided for on the official withdrawal form unless otherwise authorized by a Dean. The proper form is available in the Office of the Registrar. Withdrawal for "medical" reasons will require special clearance from the College Physician or a Dean at the time of withdrawal, with appropriate follow-up reports from the consulting physician prior to any consideration for re-admission to the college. Transferring to another college after the end of a semester requires no formal withdrawal form provided the student has properly cleared his residence hall if a resident, and has no unfinished commitment to the College such as unpaid bills, contract for work as a student employee, or other similar matters for which personal attention by the student is needed.

While not essential for the transfer process, the student will find it extremely helpful if he will discuss such plans beforehand with his advisor or a Dean since such college personnel routinely are asked for statements concerning the student as a consideration for admission to the other institution. Likewise, the advisor is in a position of counseling with the student regarding future academic plans and the general vocational area for which additional preparation is being sought.

b. Primarily for resident students:

(1. All students, including off-campus men and women not residing with parents (guardian or spouse), are classified as resident students. Each is required to keep his or her Residence Director (or landlady) informed when planning to spend a night or weekend away from the regular place of residence. While women students may have more specific instructions (see below), this requirement for men is necessary as an aid to location of such students should emergencies or other needs arise which require immediate notification.

(a. Weekend leaves from the campus must be in keeping with Out-of-Class Agreement records unless otherwise approved by noon, Fridays. During the first semester, freshmen will be granted five weekends away from the campus, in keeping with parental guides, to be taken after the fifth week in residency as students need them. It is to be understood that no freshman will take two consecutive weekends immediately prior to final semester examinations. During the second semester, freshmen may take as many as eight weekends in keeping with guides established by the Out-of-Class Agreement.

- (b. For women, overnight absence from one's place of residence during the week (Sunday through Friday) must be approved ^{in advance} in advance by the Residence Director and must be in keeping with the Out-of-Class Agreement. Men residents are expected to report overnight absences to the Residence Director in advance.
- (2. Women residents are required to observe residence closing hours by 11:00 p.m. Sunday through Friday, and 12:00 midnight Saturday unless otherwise changed by Official Announcement from the Office of Student Affairs. While men residents do not have specific residence closing hours, it is expected that each will establish similar routine hours for retiring to his own residence. Freshmen, students under academic probation, and those under disciplinary action are subject to other conditions, including residence restriction.
- (3. "Late Permission" for emergency reasons should be referred to one's Residence Director (or landlady) for consideration and must be requested no less than 12 hours in advance if for personal convenience. The student's Out-of-Class Agreement provisions will be considered in all "convenience" requests.
- (4. Appropriate Sign-In and Sign-Out guides are to be developed in each dormitory and be subject to approval by the Inter-Dormitory Council and the Office of Student Affairs. While the "Out-of-Class Agreement" provisions may require exceptions, the following general rules are to apply as either common or individual practices are agreed upon:

- (a. Women, when away from the campus between 8.00 p.m. and 8:00 a.m. must have recorded in their place of residence for immediate reference by the Residence Director or Resident Assistant on duty the place or destination, name of companion, time of leaving and estimated time for returning, and mode of transportation. Sign-Out may be recorded by proxy; however, the student for whom the Sign-Out is recorded must assume full responsibility for its accuracy. Sign-In must be in person unless otherwise authorized by the Residence Director. Change in the Sign-Out record may be communicated to the Residence Director or to the Resident Assistant on duty by the student concerned. The student concerned assumes full responsibility for compliance with the provisions of the Out-of-Class Agreement and other guides which may be in effect at the time.
- (b. Women, whose leaves from the campus extend beyond the city limits of Laurinburg, are required to record the information indicated above and follow other guides outlined regardless of the hour of departure. Recording this information is necessary, also, in the case of students who are withdrawing from St. Andrews for any reason.
- (c. Men are required to follow procedures established for item 1., above, and for withdrawing from St. Andrews as indicated in item 4 b., above.
- (5. Residents may have overnight guests, including fellow students with residence elsewhere, not to exceed three evenings per month provided approval beforehand is received from the Residence Director.

Each overnight guest must report to and be registered with the Residence Director upon arrival. The student host is responsible for the conduct of his guest in keeping with regulations in effect.

- (6. Guest Rooms are available in some of the residence halls for use by guests of students when not otherwise scheduled. Reservations of such rooms @ \$2.00 per night per person are to be made with the Office of Student Affairs.
- (7. Changing rooms or residence halls after confirmation of assignment, or moving equipment or furniture from its regular position, must be approved beforehand by the Residence Director(s) with the final approval resting in the Office of Student Affairs before any move is made. Each change, except when made at the convenience of the College, requires payment of a \$1.00 Room Change Fee (\$2.00 when change is between dormitories). Space utilization, including initial assignments and reassignments of residence hall rooms, resides with the Office of Student Affairs.
- (8. Telephone calls off-campus are to be made at a pay phone; however, calls to Faculty or Staff Advisors after office hours may be made through the college switchboard. Ordinarily, as a matter of courtesy and understanding with the advisor, calls to the advisor's home should be made prior to 8.30 p.m. All calls are to be limited to five minutes unless by pay phone.
- (9. Freshmen residents, men and women, are expected to use the hours between 8:00 p.m. and 8:00 a.m. Monday through Friday for study and rest; however, during the first semester unless otherwise restricted, freshmen may use two evenings Monday through Friday for social-recreational enjoyment, including college-sponsored

events. Places for study may be in the student's own residence hall (if not in his own suite, his study site must be recorded at the Reception Desk), in the College Library, or in an approved area in the Liberal Arts or Conservatory buildings. A 30-minute break may be taken to visit the Student Center prior to 10.30 p.m.

- (10. It is expected that first semester freshmen, unless otherwise announced, will follow routines for study and rest which will have them in their own rooms with lights out no later than midnight Sunday through Friday. When necessary, extension of these times may be given by the Resident Assistant in charge or by the Residence Director. Upperclassmen have no "lights out" restriction specified; however, they are expected to retire to their own rooms no later than the hours for freshman lights out.
- (11. Upperclass residents, men and women, are expected to observe routines of study and rest which will serve their best academic interests and health needs; however, unless under special restrictions for academic or disciplinary reasons, upperclassmen may exercise their own choices as to when to study, to engage in social-recreation, and to leave campus provided their conduct is not disturbing to others. Such choices as upperclassmen make are to be in keeping with understandings with parents as provided for in the Out-of-Class Agreement, and in harmony with the college regulations which are in effect.
- (12. In order to protect the health and well-being of the residents and to promote orderliness and sanitation of campus facilities periodic inspections will be made by Resident Assistants, Residence Directors, and the Manager of Auxiliary Enterprises

with the Assistant Deans of Students, or by officials of the State Department of Health as authorized by North Carolina law. Others going into residence areas as visitors, unless administrative staff members, are to clear their business or purpose for being there with the Residence Director or Office of Student Affairs. While service personnel are expected to inform the Residence Director of their need to enter the residence portions of the dormitories, their presence for emergency repairs as authorized by the Campus Engineer is to be expected at any time. Inspection of a student's personal belongings, including entry of dressers or desks, may be authorized only by one of the Assistant Deans of Students or a member of the Administrative Staff and such inspection will be undertaken by at least two persons, one of whom must be a Resident Assistant or Residence Director. The other party required to be present is one of those authorized to permit such investigation; however, legal search warrants issued by a Court of Law are beyond the control of the college even though police officials ordinarily work in cooperation with college officials in such instances. When a student's personal belongings are brought under inspection, those involved as authorized herein are expected to have the student concerned present if he is available; however, it is to be recognized that the nature of some inspections may provide little or no pre-announcement.

Note: House Councils and Residence Directors share coordinately in administration of these guides unless otherwise noted; however, should an emergency or conflict in judgment or interpretation of such guides occur, the staff of the Office of Student Affairs will make the decision. Changes which may be desired within the framework

of basic college policy and the development of appropriate written interpretations may be requested from the Inter-Dormitory Council and when approved by the Office of Student Affairs, such change will be authorized by that office as an Official Announcement. Change in basic policy, on the other hand, should follow the regular processes of consideration after review by the Inter-Dormitory Council (from Student Senate to Student Cabinet, to Student Life Committee, and finally to the President of St. Andrews for his action).

2. Merit Deduction System

At the beginning of each semester each student will be given twenty merits.

Violations of this system will result in the deduction of merits by the members of the dormitory council and/or Residence Director or by the campus court. After the deduction of the first ten merits, a resident student will appear before the dormitory council. The dormitory council or campus court has the prerogative to review the case of any student at any time it deems it necessary (regardless of the number of previously deducted merits). At any time the dormitory council or campus court may refer cases to the Honor Court. After the deduction of all twenty merits, the student will appear before the Honor Court. Any violations beyond this point will be dealt with directly by the Honor Court.

a. Merit deduction by members of the Dormitory Council and/or Residence Director are authorized as follows:

(1. A minimum of one merit will be deducted automatically for the following violations in the dormitory with up to five, when the degree of violation warrants.

- (a. Failure to sign in.
- (b. Failure to observe "Quiet Hours."
- (c. Untidy room.
- (d. Improper dress.
- (e. Excessive noise.
- (f. Failure to sign out of dormitory to go to the other buildings on campus after 8:00 p.m.

- (2. For repeated violations of this section, a minimum of two merits will be deducted.
 - (3. If at any time a student feels that he has been penalized unjustly, he may appeal to the Dormitory Council which has the prerogative to hear or reject the appeal.
 - (4. Dormitory Councils as a group consider the following violations:
 - (a. Being late.
 - (b. Destruction of college property.
 - (c. Breaking a "Do Not Disturb" sign.
 - (d. Failure to attend a required dormitory meeting.
 - (e. Going beyond permission granted by parents or college regulations.
 - (f. Failure to sign out when leaving campus.
- b. Merit deductions by the Campus Court relate to violations outside the dormitories, and include the following:
- (1. Failure to observe "Quiet Hours."
 - (2. Improper dress.
 - (3. Destruction or abuse of college property.
 - (4. Failure to express good citizenship (line breaking, littering buildings or grounds, removing equipment without permission, inappropriate conduct, etc.).

3. Motor Vehicle Use and Registration

St. Andrews officials recognize that motor vehicle operation hazards exist far beyond the bounds or control of the College and do not encourage its students to bring vehicles to the campus because of such responsibility and hazard. Freshmen, particularly, are discouraged from having motor vehicles during their first semester.

Prior to bringing vehicles to St. Andrews, students wishing to operate motor vehicles on campus must secure and complete the proper form in the Office of Student Affairs in the Student Center. This form requires that the applicant have the approval of his parent (or guardian or spouse), present evidence of personal and property liability protection, and furnish other necessary data supporting the application. Motor vehicles on campus for longer than 48 hours must be approved and display the official registration decal. A minimum fine of \$5.00, including cost of registration, and other appropriate disciplinary action may be expected by violators.

Upon approval by the Office of Student Affairs of an application to operate a motor vehicle on campus, the student will be issued a registration decal at a cost of \$1.50 for residents and \$1.00 for non-residents for initial registrations. Re-registration by returning students will cost 50 cents. Registration for additional cars during the same semester will cost 25 cents per vehicle.

Students on probation, or with probationary status pending, whether academic or disciplinary, may expect permission to operate a motor vehicle to be suspended.

a. Motor Vehicle Operation Rules:

- (1. Speed Limits: On the outer, open campus roads, "safe driving" not in excess of 40 mph is to be observed. In congested areas, such as approaches to buildings and parking areas, "safe driving" is not to exceed 25 mph. Driving fast or recklessly, or failure to observe traffic signs, endangers the operator, passengers, and others who may be walking or riding nearby and such driving will result in loss of operating privilege.
- (2. Overnight parking: Restricted to regular parking lots (resident men in the area near men's halls, women in the area near women's halls, and visitors in center area adjacent to main entrance road leading to Student Center). Parking elsewhere between 1:00 a.m. - 7:00 a.m. will be served with violation citations.

- (3. Other Parking. Parking by unpainted curbs is permitted only when white lines on the drive indicate a parking space. Where curbing is painted RED, no parking at any time is permitted. Where curbing is painted YELLOW, parking is restricted except for loading and unloading unless driver remains at the wheel; no more than five minutes' parking is permitted. Service vehicles with College or commercial identification may use these areas when no "loading zone" is available near the building being serviced.
- (4. Service Roads and Areas: For the use of college-owned and commercial service vehicles UNLESS OTHERWISE APPROVED IN WRITING by the Business Manager. A copy of such approval must be filed with the Campus Court as to Decal Number and Vehicle description. No space is provided at the Conservatory for student parking. The faculty and staff of the building are provided a minimum number of spaces at the indicated area along the service road.
- (5. The following are not permitted on campus without special permission in advance: motor scooters and motorcycles.
- (6. No student vehicle shall be driven or parked on the lawns or sidewalks. All loading and unloading must be done from authorized parking areas.
- (7. In addition to these guides, the Campus Court may develop and announce as necessary other regulations which it believes appropriate and consistent with these basic guides, subject to review by the Student Senate and the Administrative Staff.

b. Parking/Traffic Enforcement

- (1. Violations by students will be referred to the Student Affairs Office for attention by the Campus Court. A minimum fine of \$1.00 for the first offense and \$2.00 for the second may be expected. All payments relative to registration and fines are to be made in the Office of Student Affairs, and one-half of all funds collected for registration and for fines is credited to the Student Association activity fund and one-half is used for costs of administering the traffic/parking program. Additional violations of these regulations will result in loss of motor vehicle operation privilege for the remainder of the semester, or longer if deemed advisable. The student in whose name the car is registered is responsible for any violations involving his car.
- (2. Violations by the faculty will be referred to the Dean of the College who shall communicate to the Campus Court Chairman action taken.
- (3. Violations by other college employees and visitors will be referred to the Business Manager who shall communicate to the Campus Court Chairman action taken.

D. Advisory, Assembly, and Chapel Schedules

The third period, 10:00 - 10:50 a.m. Monday through Saturdays, is reserved for particular meetings as indicated below, and, while weekly times are set aside to permit students to have conferences with their faculty advisors, students needing additional time for discussion of matters of concern with advisors and instructors are urged to be alert to other free periods in their schedules. The routine schedule for advisor-advisee conferences, for chapel services, and for class assemblies follows:

*Mondays, 10:00 - 10:50 a.m....

Seniors & Juniors: Academic class meetings as scheduled; otherwise free hour.

Sophomores: Advisory Conference period.

Freshmen: Class Assembly period unless otherwise announced.

*Tuesdays, 10:00 - 10:50 a.m....

Seniors & Juniors: Class Assembly period, as needed; otherwise free hour.

Sophomores: Academic class meetings, as scheduled; otherwise free hour.

Freshmen: Academic class meetings as scheduled; otherwise free hour.

Wednesdays, 10:00 - 10:50 a.m....

Seniors & Juniors: Academic class meetings as scheduled; otherwise free hour.

Sophomores: Class Assembly period, as needed; otherwise free hour.

Freshmen: Chapel services.

Thursdays, 10:00 - 10:50 a.m....

Seniors & Juniors: Chapel services.

Sophomores: Academic class meetings, as scheduled; otherwise free hour.

Freshmen: Academic class meetings, as scheduled; otherwise free hour.

Fridays, 10:00 - 10:50 a.m....

Seniors & Juniors: Academic class meetings as scheduled; otherwise free hour.

Sophomores: Chapel services.

Freshmen: Advisory Conference period.

Saturdays, 10:00 - 10:50 a.m....

Seniors & Juniors: Advisory Conference period as needed; otherwise free hour.

Sophomores: Academic class meetings, as scheduled; otherwise free hour.

Freshmen: Academic class meetings, as scheduled; otherwise free hour.

*In so far as possible, when approved by the Deans, student body assemblies will be held on Mondays, third period. The same period on Tuesdays will be used as an alternate time for campus-wide assemblies.

III. CAMPUS SERVICES



A. H E A L T H C E N T E R

Services in the College Health Center are provided primarily for resident students who have paid the general fee and room and board. Such services include health counseling, first aid, Out-patient and In-patient medication when prescribed by a physician and approved by a College Physician in keeping with local campus facilities and staff, and short-term isolation is well stocked for routine needs and is furnished for accommodation of overnight patients needing rest and time for recuperation. Patients who need careful bedside attention, specialized medical care, and medication of other than a first aid nature will be referred to a hospital. Whenever possible, administration of special medication when prescribed by a physician is authorized to be carried out by the Health Center Staff; however, the cost of such special medicines and materials necessary for their proper administration must be borne by the student.

Non-resident students and college employees, including members of the faculty and staff, are provided emergency first aid services without charge. These personnel are invited to participate in vaccination and inoculation programs as announced by the Health Center staff, also; however, costs of serum and materials for these programs must be borne by those receiving the services whether full-or part-time personnel, resident or non-resident.

Overnight care is available primarily for those who have paid the general fee and room and board charges and regularly enrolled residents, and such care is limited to a total of ten days or nights during the regular college year, or to three days or nights during the summer session, without additional charge as provided for elsewhere in this section. Regularly enrolled students who would be campus residents if dormitory space was available, and who find it necessary to reside off-campus with other than their own families, are permitted to use the services of the Health Center provided they have paid the general fee; however, a service charge for board required while in the center will be made in these cases.

Other members of the college community, and regularly enrolled residents whose bed-care extends beyond the number of days or nights permitted may use the room accommodations and other services of the center for periods up to 24 hours at a time in emergencies and when space is available; however, extra costs for such services must be borne by the person receiving these accommodations.

All personnel of the college, students and employees including faculty and staff and members of their immediate families, are invited to participate in vaccination and inoculation programs as announced by the Health Center staff. Costs of serum and material necessary for such programs, of course, are to be borne by the participants.

The Dean of Students, with the Business Manager and the Dean of the College, serve as official liaison to the medical staff listed below in the design of plans and procedures for promotion of good health practices and services which will serve the total welfare of the campus community.

The Health Center Staff

Hugh M. McArn, Jr., M. D. (City Office: 422 King Street)
 David A. Williams, M. D. (City Office: 421 S. Main Street)
 Mrs. Selah P. Stephens, R. N. (Office and Quarters,
 Health Center)
 Mrs. Robert L. Chaiken, Assistant Nurse (Health Center)

OPERATIONAL GUIDES

1. Admittance: The Resident Nurse will render first aid services at no charge for any who report to the Health Center in keeping with instructions and procedures approved by the College Physician.
2. Services by the College Physicians: Daily visits are made when needed to the Health Center by one of the College Physicians at 7:30 a.m. Monday through Saturday, for consultation services and treatment of minor ailments. For emergencies at other times, students should report through the Residence Director to the Resident Nurse who will communicate with the College Physician for proper guidance; however, students who wish may go directly as a private (non-Health Center case) patient to one of the College Physicians at the regular professional call rates.

3. Health Center Hours, Mondays through Fridays: 7:30 - 9:00 a.m., 1:00 - 2:00 p.m., and 4:00 - 5:00 p.m., Saturdays: 7:30 - 9:00 a.m. and 1:00 - 2:00 p.m., Sundays: 4:00 - 5:00 p.m. (Note: Students with 8:00 a.m. classes should report promptly at 7:30 in order that class attendance will be possible unless consultation with the physician at a later time is directed by the Resident Nurse.) At other times, resident students wishing health services are to check in with the Residence Director of his or her hall. Also, see item 2 above.
4. Visiting Hours: Student visitors are permitted to visit patients who may have visitors by order of the College Physician during the hours of 3:00 - 4:00 p.m. and 7:00 - 8:00 p.m.
5. Bed-care: Bed space for routine observation is available; however, cases requiring bed-side care or other specialized services will be referred to the local hospital.
6. Meal Service in Health Center: In keeping with the above schedule, patients will be served the customary liquid, soft, or regular diet as prescribed by the College Physician. If any special diet is prescribed by the College Physician, the student will be charged \$1.00 extra per day or portion thereof.
7. Referral to Doctor's Office or Hospital: The College Physician may direct any case to be sent to his Office or to another Physician or to the Hospital if attention by a Medical Doctor is needed at other than Regular Sick Call hours.
8. Notice to Parent/Guardian: The College Physician or other attending Physician will call a parent or guardian when first convenient when hospital confinement or specialized medical attention appears needed. Cost of such a call will be charged to the student's bill either at the Doctor's Office, the Hospital, or the Health Center. When desirable, the Physician will communicate the matter to one of the Deans of Students, except that the Resident Nurse will include such matters in her daily morning report to the Office of Student Affairs and to the Faculty Advisors concerned.
9. Medication and Special Services: Medications believed appropriate for routine administration by the Resident Nurse will be approved by the College Physician and held in stock in the Health Center. Supplies and

equipment necessary for examination room and bedside use by the Physician will be maintained without additional charge. Special services and special medications as prescribed by the College Physician or another Medical Doctor may be administered in the Health Center only with the approval of the College Physician. Students concerned will bear the costs of such services and/or medications as a personal expense.

10. Check-out of Patients: After bed-care assignment, students may be released officially from the Health Center and readmitted to classes and other campus programs only by permission of the College Physician.
11. Absence excuses for classes missed during periods of sickness or accident while confined in the Health Center are to be approved by the Registrar upon recommendation of the Health Center staff. Excuses must be initiated upon release from the Health Center.
12. Non-residents who are absent from classes because of illness or accident must report to the Health Center for an absence excuse recommendation by that staff to the Registrar. Written notes from the Family Physician will help expedite action in the Health Center. Excuses must be initiated the first day on returning to classes.
13. A roster of all students having sickness and accident insurance through the college-sanctioned plan will be provided each Medical Doctor and the Scotland Memorial Hospital by the Business Office. This policy pays only for patients treated in a hospital. Each individual student is responsible for the proper processing of insurance claim reports.
14. Unless specifically informed by a member of the Health Center that a particular charge is authorized for payment by the College, the hospital and doctor concerned are to bill the student directly for services rendered. The College, of course, expects each student to keep his financial obligations on and off campus clear at all times.

B. COLLEGE HOUSING

The operation of residence halls is undertaken at St. Andrews in recognition of two primary concerns: one is that of providing on-campus housing accommodations as a part of the auxiliary services for students; and, the other concern is that of providing educational experiences in a living and learning context as a part of the out of class life of students.

In the first instance, the provision of suitable living space, the furnishing and up-keep of such facilities for maximum utilization, and the service personnel needed for maintenance of the physical properties primarily are business management affairs which reside with the College Business Manager and his staff. In the second instance, that of dormitory life programming, coordination of student activities, and leadership for implementing programs suitable to group living and learning resides with the Assistant Deans of Students as a part of the overall function of the Office of Student Affairs.

Officials of St. Andrews extend to students, through their representative leaders, the opportunity to develop greater maturity and insight as they participate in the self-government and self-administration of residence hall life in cooperation with official representatives of the College. Routinely, residence halls are administered jointly by House Councils, composed of elected house officers and student resident assistants, and the Residence Directors in keeping with guides provided in this handbook; however, should points arise that judgments of directors and councils differ, that of the directors will prevail until written recommendations from the councils and the directors can be reviewed by the Assistant Deans.

The Assistant Deans of Students, assisted by the Inter-Dormitory Council, represent the Dean of Students and other officers of the College as the primary source of reference for interpretation of policy matters and questions of procedure relating to residence life. And, while services of a business or plant facility nature in the residence area reside with the College Business Manager, the Office of Student Affairs frequently is the proper point for initial reference in such instances. Official Announcements relating to residence hall matters will be filed with the Residence Directors and House Presidents, whether such announcements relate to interpretations or to change which may be recommended.

The role of the Inter-Dormitory Council in affairs relating to residence life is considered to be a most important one, particularly in attempts to relate the programs of one residence hall to others. Officials of St. Andrews invite resident students to share their ideas for improving residence life within and between dormitories with members of this Council and with the Assistant Deans who serve as liaison between the students and the Administrative Staff and Faculty. Since the members of this Council are the chief student resident leaders, its views regarding residence activities and services are important considerations in policy formulation and revision whether initiated by students through procedures established for the Student Association program or by staff or faculty leaders.

More specific information relative to residence hall operation and activities will be found in Section II, Basic College Regulations.

C. LIBRARY

Staff

Mrs. Carl Bennett, Acting Librarian
 Mrs. Mary Ring, Assistant Librarian
 Mrs. Sarah Harris, Assistant Librarian
 Miss Marguerite McQueen, Library Assistant

The temporary location of the library is on the ground level of the lake side of the Liberal Arts and Science Building. To reach the main entrance, take the stairway on the outside of the building leading down from the corner porch nearest the lake. The entrance is the middle door.

The library and library materials are designed to serve the individual needs of the students in class work, research projects, and leisure reading. You will find scholarly works along with current and older popular fiction. Local, state and national newspapers are provided. Scholarly journals and general periodicals are available. The music library is housed in the Conservatory, and here can be found music scores and recordings.

To provide equal opportunities for all students to use and enjoy these materials and library services, the following regulations have been formulated and are strictly enforced:

LIBRARY REGULATIONS

1. Library Hours: Mondays - Fridays---8:00 a.m - 10:00 p.m.
Saturdays-----8:00 a.m - 5:00 p.m.
Sundays-----7:00 a.m - 10:00 p.m.
2. Circulating books may be borrowed for a period of two weeks if no one else has requested a reserve hold on the books. All books are subject to recall when needed by a faculty member for class use or reserve.
3. Reserve books may be checked out for overnight use only after 8:00 p.m. Monday through Friday, and after 11:30 a.m. on Saturday. Each reserve book must be returned by 8:30 a.m. the following morning, or Monday morning in the case of a Saturday checkout.
4. Each borrower is personally responsible for the safety and proper use of all library materials charged in his name, and for their return to the library on time.
5. Reference books (those books marked with an R above the call number) are not to be taken from the library at any time.
6. Periodicals are to be used in the library only. All back issues must be requested and signed out at the loan desk
7. Each book or pamphlet taken from the library must be charged properly at the loan desk. Each charge card (white or orange) must be signed by the user giving full first and last names.
8. Fines:
 - a. Overdue circulating books. five cents per school day.
 - b. Overdue reserve books, 25 cents for the first hour and five cents for each additional hour - up to 50 cents per day.
 - c. Full publisher's price will be charged for lost books. If a book is lost, the person responsible should report this information to the library immediately. If the book is overdue, the fine will stop on the day the report is made.
 - d. Receipts will be given upon request. Please keep each for future reference, if needed.

9. All books must be returned and all fines paid at the end of the semester no later than "reading day." Failure to comply with this regulation will result in withholding of grade reports and release of transcripts.

The library staff stands ready to assist you in locating materials, finding information, and answering questions concerning the library regulations. Someone will be on duty at all times at the loan desk or nearby. Give them the opportunity to help you.

D. COLLEGE COUNSELING

(The Counselor's Office is located just off the main lounge in the Student Center.)

- A. Mr. Grant Folmsbee serves as general College Counselor and is available to aid students in matters relating to vocational planning, academic difficulties, and personal problems, through referrals from administrative staff and faculty or by direct request from students. All appointments for testing are to be made through the College Counselor.

While the College Counselor has limited resources for some types of counseling over an extended period, he is available on a consultation basis for specific situations that may arise on the campus, such as those related to health, and other personal matters, on a professional and confidential basis.

Procedure:

1. Phone or send a memorandum concerning the situation to the College Counselor.
2. Advise student to make an appointment directly in person or by phone
- 3 Or, student can call or come to the Counselor's office in the Student Center.

- B. Sponsored jointly by the Synod of North Carolina and St. Andrews Presbyterian College, the Guidance Center has as its primary role to serve the young people of the Synod in a program of Career Guidance. Senior High School students recommended by a Presbyterian minister usually spend two full days at the Center in College or Center housing, with meals taken at the Student Center Dining Hall. These boys and girls come to know themselves better through personal interviews, tests, vocational information...

to know exactly what is involved in the various occupations they want to consider...to realize that any worthwhile work can become a Christian vocation if a person seeks to find and use his talents where God needs them most and can use them in the world of work.

During their stay they see something of the campus and St. Andrews program. It is hoped the faculty and students will recognize and use this opportunity to make contact with these high school young people in various ways in order to expand their idea of Christian college life.

The Guidance Center is also an auxiliary resource for St. Andrews College in the following ways:

1. To maintain a variety of career information suitably arranged for student and faculty use.
2. To serve as a laboratory for the Department of Education and Psychology.
3. To administer examinations as an accredited agency of the General Educational Development Testing Service in order that the successful candidates may obtain high school equivalency certificates.
4. Vocational guidance is available to pre-ministerial candidates and other adults on recommendation from their pastor.

E. S T U D E N T C E N T E R

Consider the focal point of the social and recreational life on campus, the Center provides both for services and activities to and by students, and for the total college community. To assist in the development of appropriate services and activities, including recommendations as to policy level guides and procedures, a Student Center Board is authorized. This committee of students, selected by students as their representatives, works with the Office of Student Affairs in carrying out its functions. The primary function of these campus leaders is two-fold: the establishment of guidelines for promoting Center activities and services not provided for elsewhere, and the implementation of programs which will serve the general welfare of the campus community as a part of the total social and recreational life of the college.

On the one hand, the basic operation of the Student Center is that of student life activities and services. In these areas, the staff of the Office of Student Affairs and the members of the Student Center Board serve jointly in activity programming as a part of the overall area coordinated through the Office of the Dean of Students. On the other hand, services through the media of the Dining Hall, Snack Bar, College Store, and Post Office operations, are basically business management affairs. In these areas, the staff of the Office of Student Affairs and the members of the Student Center Board serve jointly to make recommendations to the Director of Auxiliary Enterprises and the College Business Manager. In matters where conflict of interest may be indicated, the President of the College serves as the source of final review and authority.

Unless otherwise provided for, the Student Center Board is the source of referral for all activities and services in the Student Center including those phases of the Center operation which reside with the Business Manager. In consideration of matters relating to the Dining Hall, Snack Bar, College Store, and Post Office, the Director of Auxiliary Enterprises, or others whose operations may be involved, serve as ex officio members of the Student Center Board. The judgments and recommendations of the Student Board and the staff advisors are essential to sound policy formation and administration and all who may have interest in the programs of the Center are urged to communicate their suggestions to members of the Board for follow-up attention.

BASIC GUIDES FOR THE STUDENT CENTER FACILITY

A. The Student Center Building.

1. Scheduling use of the various rooms of the Center requires clearance through the Office of Student Affairs.
2. The Center is provided for the use of students of St. Andrews and their guests, staff of the college, alumni, and persons who have official business on the campus. Students are responsible for their guests, with observance of the following regulations expected:
 - a. Bridge and dancing are permitted except on Sundays.

- b. Bermuda shorts are permitted except in the Dining Hall during the noon and evening meals Monday through Saturday, with the expectation that neatness, decency, and cleanliness are considerations to be observed at all times. Sunday dress in the Center is the same as that expected in classrooms except that dress-up attire is to be worn for the noon meal.
 - c. Student Association officials are granted office space where available and are expected to assume responsibility for its proper care and use. When available, cabinets for storage will be assigned. Keys are available with payment of a \$1.00 deposit with an extra charge per key in excess of two per office or cabinet.
3. Individuals and groups using the Student Center are expected to exercise due respect for the physical facilities, equipment, and other persons in the Center. Observance of the following guides will save embarrassment, including possible charges for unnecessary wear and tear or other appropriate action:
- a. Unless otherwise announced for a scheduled coffee, tea, reception, etc., refreshments are not permitted in the Main Lounge.
 - b. Sitting on tables, placing cigarettes on tables or floors, and similar careless conduct are acts which indicate a lack of respect and concern for property and cannot be tolerated.
 - c. The use of unauthorized appliances, opening of windows while air conditioning units are in operation, and the moving of furniture or equipment without prior authorization must be avoided.
 - d. Recreational supplies such as ping pong paddles, playing cards, chess, records, etc., are available on a check-out basis from the Hostess Office, or Student Affairs Office when the former is closed.
 - e. Other guides necessary to the effective operation of the social recreational areas of the Center will be announced through the Office of Student Affairs.

4. Meeting rooms are to be scheduled through the Office of Student Affairs; however, use-priority is given to those groups which have assigned space as provided for above.
 - a. The Small Dining Room is available only for conference meetings and meal service for groups as scheduled through the Office of Student Affairs.
 - b. The Small Lounge is available for large or small group meetings while the Main Lounge is reserved as an open lounge except for special occasions.
 - c. The Snack Bar is provided for snacks and fellowship, including bridge, dancing, and similar social activities appropriate to the area; however, the Snack Bar may be scheduled for special programs, such as seated meals from time to time where other food-service facilities may be too small or too large.
5. Reservations and Requisitions relating to use of Center facilities must be processed by an officer of the group desiring a particular facility in order that proper clearance of dates, time, spaces, and services needed may be assured. Such clearance must be secured sufficiently in advance of the date required. While only a matter of hours may be necessary in some cases, days or weeks may be required to arrange special services or to provide special equipment or other adjustments.
6. The use of bulletin boards, the display of posters, and use of communication systems in or around the Student Center require advance clearance from the Office of Student Affairs. Assignment of space for the college-year or for a shorter length of time may be requested through that office, and when so assigned, such space and use thereof is the responsibility and privilege of the group holding such space and is not to be encroached upon by others unless specifically authorized in writing through the Office of Student Affairs

7. Other regulations presented in this handbook are applicable to the Student Center unless otherwise announced by the Office of Student Affairs following recommendation by the Student Center Board or other authorized agency.

B. Hours for Operation of the Center and its Service Units:

1. The Main Center...Sundays through Fridays,
7:00 a.m. - 11:00 p.m.
...Saturdays, 7:00 a.m. - 12:00
midnight.
2. Dining Hall ..Mondays through Saturdays:
Breakfast: 7:00 - 8:00 a.m. (The service line will remain open until 8:15 for late-comers to have hot food already prepared or cold food service)
Lunch: 11:30 a.m. - 1:30 p.m.
Supper: 5:00 p.m. - 6:30 p.m.

Note: All personnel using the main dining room are asked to vacate the room no later than 30 minutes after the cafeteria serving line is closed in order that preparations follow-up use can be completed properly. Each user, of course, is expected to return his or her own tray and food service ware to the disposal window.

3. College Book Store ..Mondays through Fridays:
--8:30 a.m. - 2:00 p.m.
--3:00 p.m. - 5:00 p.m.
...Saturdays:
--8:30 a.m. - 12:00 noon.
4. Post Office Window Service...Mondays through Fridays:
--8:30 a.m. - 9.00 a.m.
--11:30 a.m. - 1:15 p.m.
--4:30 p.m. - 5:00 p.m.
...Saturdays
--8:30 a.m. - 9.00 a.m.
--11:30 a.m. - 12:15 p.m.

5. Snack Bar Service Counter...Mondays through Saturdays .
--- 7:30 a.m. - 10:30 p.m.
. Sundays:
--- 3:00 p.m. - 5:00 p.m.

Note: All persons using the Snack Bar are asked
to vacate the facility no later than
10:45 p.m.

- C. Hostess for the Student Center is Mrs. A. D. McGirt.
Members of the Student Center Board assist on stated
occasions also.

IV. CAMPUS ACTIVITIES



A. Academically-Related Activities

In this portion of "Campus Activities" are references to programs related to the instructional phase of the college; however, clubs which receive impetus from departmental programs are listed under part B, 5, below, as "currently chartered."

1. Academic Class Organization

Freshman, Sophomore, Junior, and Senior classes offer occasions throughout the year for social and service activities of such a nature as to identify students more closely with their fellow classmates. Each student, whether of the Class of '64, '65, '66, or '67, should be alert to announcements relative to meetings of your class and to give support to the class leaders who will be announced early in the fall.

For the guidance of all students, one's official academic classification is closely allied with his academic standing as provided for in the following extract from the official college catalog, pp. 32-33:

- a. Senior class member upon completion of 90 semester hours with grades sufficient to result in an average of 2.0 on all work attempted.
- b. Junior class member upon completion of 60 semester hours with grades sufficient to result in an average of 1.8 on all work attempted.
- c. Sophomore class member upon the completion of 28 semester hours with grades sufficient to result in an average of 1.4 on all work attempted.
- d. Freshman class member upon completion of admission requirements and with registration for no less than 12 semester hours during each semester.

Note: Special students are those who register for less than 12 semester hours, or those who drop below 12 semester hours sometime after registration is completed as scheduled. Special students are not eligible to hold office, represent the college, or otherwise be recognized as a regular student unless specifically approved by the Faculty Executive Committee.

2. Academic Honors

a. Dean's List

The Dean's List recognizes superior achievement average each semester and is published soon after the end of the semester. To be included on the Dean's List, juniors and seniors must have a quality point average of 2.25 for the preceding semester, freshmen and sophomores a quality point average of 2.0.

b. Honor Society

The Honor Society at St. Andrews is composed of those juniors and seniors whose entire academic records have been outstanding. Members of the Honor Society are announced at a special Convocation each spring, and the requirements are patterned after Phi Beta Kappa, the national scholastic honor society. To be eligible, a student should have an overall quality point average of 2.5 on all his college work and have completed at least five semesters.

c. Marshals

Student marshals are chosen each spring by the Faculty Executive Committee from those rising seniors who have the highest academic records in the class. The six men and six women with the highest quality point averages for their entire college career are normally selected. The Committee does take certain other factors into consideration, however, since the student marshals are called upon to act as ushers at Commencement and at a number of other events during the year. The man and the woman in the rising senior class with the highest quality point averages are designated chief marshals.

d. Who's Who Among Students

Approximately a dozen outstanding juniors and seniors at St. Andrews are selected annually to "WHO'S WHO IN AMERICAN UNIVERSITIES AND COLLEGES." They are listed in the national volume on the basis of their participation and leadership in academic and extracurricular involvements, their responsible citizenship in the campus community and their potential as leaders in society.

Ballots for nominating and rating students are provided all students and faculty in the fall and the final selections are made by a joint student-faculty committee. The announcement of students selected is made in the spring and they are presented at dinner meetings in their honor, featured in The Lance, and recognized in other appropriate ways.

3. Fine Arts, Music and Drama

For those who are interested in drama, the Highland Players provides opportunity for acting, staging, and other training and enjoyment throughout the year. Mr. Johnson and Mr. McDonald are Sponsors for this group.

As a part of the total program of the Conservatory of Music, several groups lend much to the cultural life of St. Andrews. The Band, the Orchestra, the Mixed Chorus, and the Women's Chorus exemplify the opportunities for those with musical interests. In addition, a number of Senior Recitals and performances by members of the Conservatory faculty will be provided for the enjoyment of the College community. Mr. Skinner and Miss Pazmor, Sponsors of the choral groups, and Mr. West, Sponsor of the band and orchestra, invite your expression of interest in these programs and groups.

Opportunity for expression of interest and talent in the area of Art is provided under the leadership of Mr. Hoskins. Highlighting this phase of St. Andrews are the exhibits which are presented throughout the year. You are invited to develop new skills and new interests in art as a part of your course of study or as leisure enjoyment.

The Concert-Lecture Series, open to all members of the College community, features outstanding speakers and entertainers from throughout the country. While freshmen are expected to attend a major portion of the programs as highlights of their first year, all students are urged to place each event in the series on their "must" calendar. Mr. West is chairman of the series committee and invites your suggestions. No additional charges are made for attending these events. College bus transportation to and from the Laurinburg National Guard Armory is provided.

4. Schedule of Concert-Lecture Series

October 21 - Monday....Dorian Woodwind Quintet
 November 8 - Friday....Charles Taft, Lecturer
 November 22-Friday.....David Bar-Illan, Pianist
 January 9 - Thursday...Harold Taylor, Lecturer
 February 24-Monday.....Leonard Rose, Cellist
 April 7 - Tuesday.....Roderick Lovell and Hannah Watt
 May 1 - Friday.....Carol Smith, Soprano

B. Non-Academic Activities

1. Activity Scheduling Procedures

Scheduling of programs, meetings, social events (parties, dances, banquets, picnics, etc.) and other functions may be arranged by students or student groups provided the proper form is completed by them and approved by the Office of Student Affairs. Both on-campus and off-campus activities by college sponsored or college related groups should be properly scheduled. Activity Scheduling Request Forms may be obtained from the Office of Student Affairs and must be approved a minimum of two weeks in advance for events open to the student body and one week in advance for other activities.

The Student Association Vice-President, Treasurer and President of the Student Center Board serve as the Student Calendar Committee for clearance of activities on behalf of the Cabinet. Scheduling requests should be made in sufficient time for full discussion of the proposed event by the committee prior to the minimum period of time required following action by the Office of Student Affairs.

a. The following information is necessary whether or not an event will require Association funds:

- (1. Explanation of necessary financial arrangement, including the student groups' plans for financing the event.

- (2. Proposed contracts for services needed for event.
 - (3. Location and tentative approval of facilities needed.
 - (4. Names of chaperones in case of social event
 - (5. Approval of plans by the College Sponsor or the Student Life Committee if the Sponsor is not available.
- b. If funds to be disbursed from the College Business Office are involved, the following provisions must be adhered to:
- (1. A College Requisition, signed by the organization Treasurer and the group Sponsor, must be submitted to the Business Manager or his representative for issuance of the appropriate check(s); however, if the funds adequate to cover the full cost of the event have not been allocated in the organization budget, the student group President or Chairman, Sponsor, and Treasurer must appear before the Business Manager or his representative and make a Financial Note for any difference which may be involved. If a Contract for Services is involved, the same representatives must approve such contract prior to presentation of it to the Business Office representative.
 - (2. No contracts for cash will be approved: and except for contracts with out-of-state parties for which Cashier's checks and Receipt of Payment forms may be used, all disbursements from the Business Office will be by regular College drafts.
 - (3. A minimum of 72 hours (three days) must be allowed the Business Office for handling requisitions, contracts, or checks.
 - (4. Subject to the approval of the Business Manager or his representative, purchases or commitment for expenses by individual students before or after authorization through the process of the requisition procedure may be permitted.

- (5. Any student who negotiates services or expenses without clearance as outlined above must assume full responsibility himself for any such commitment(s) he may have made or implied.
- c. If College facility and/or equipment use are involved, the following provisions must be adhered to:
- (1. A College Requisition, signed by the organization Treasurer and the group Sponsor, must be submitted to the Business Manager or his representative for processing facility and equipment-use requests. Arrangements for necessary expense in facility preparation, equipment arrangement, supplies such as those needed for decorations and refreshments, and clean-up afterward must be included with the requisition.
 - (2. If a special preparation order is necessary, no less than two weeks may be required for delivery.

In all other matters relative to social activities, the Dean of Students (and the Business Manager when funds or facility-use other than that of an obviously intended nature) or his representative will serve to review the request. In cases of conflict of interests, the Student Life Committee will be the final authority subject to review by the President of the College. Special or called meetings of this Committee should not be expected to handle such cases; therefore, planning ahead will help protect the student group against the pressure of time should conflict or difficulties arise.

2. Advisors for Clubs and Organizations

a. How Advisors Are Selected

Faculty Advisors to the legislative and judicial branches of student government (Senate, Honor Court), to the publications (The Lance, Lamp and Shield, Literary Magazine), and to the Student Christian Council are appointed by the Dean of the College upon recommendation by the Faculty Executive Committee. Faculty and administrative staff members on the Student Life Committee and on the Student Faculty Judiciary Committee are selected by the same procedure.

The Cabinet, Student Center Board and Inter-Dormitory Council advisors are representatives of the Dean of Students. A representative of the Physical Education Department serves as advisor to the Intramural Sports Council.

Faculty advisors or sponsors of social and department-related clubs and organizations are nominated by the groups and approved by the Dean of the College and the Dean of Students. Academic class sponsors are selected by class officers in consultation with the Dean of Students.

Student leaders should recognize that their group advisor/sponsor is their official liaison to the Administration and Faculty, and that each, in such capacity, needs to be counselled with and informed to assure mutual concern and support. Administrative and faculty leaders frequently ask the group advisor/sponsor whether he understands fully the plans being promoted by the student group. In the absence of such understanding, little support can be expected from the advisor/sponsor should the need for review or follow-up by an administrative or faculty agency become necessary.

Procedure for selection of faculty advisors is authorized by the St. Andrews Faculty By-Laws.

b. Roles of Advisors

Advisors are members of the college faculty and staff who serve as official representatives of St. Andrews to voluntary student organizations or activities carried on by elected student leaders. Advisors' authority comes from the College while the student leaders' authority comes from the groups which selected them for leadership. Student leaders and advisors should be mutually concerned with helping the groups reach their immediate and long-range objectives as well as with enhancing the educational relevance of the activities and the goals of the College. The role of advisors may vary from year to year depending upon the effectiveness of student leadership. Their participation in organizations may at times be indirect and at other times direct.

Advisors and student leaders need to determine how much "advice" groups need in light of their history, the strength of their leadership and their goals. At times students will learn more through failure than through manipulated success. Both advisors and student leaders should keep in mind that the rationale for the existence of student organizations on the campus is that they participate responsibly as a contributing part of the educational enterprise.

- (1. The advisor is able to assist in working out arrangements for meetings and providing information about the group's status and objectives and the policies and regulations of the College.
- (2. The advisor is able to suggest ways in which a group can work efficiently toward its objectives. Discussions about leadership-followship responsibility, good organization, developing plans for action and group work may be helpful.

- (3. The advisor is able to assume an educational function in helping to give direction to the program content of the group.
- (4. An advisor is able to work with student leaders to coordinate the activities of an organization with the policies and procedures established through the Office of Student Affairs. This means helping the group to keep informed about such policies and procedures and keeping the Office of Student Affairs or other administrative or faculty agency informed about the plans and programs of the group.

3. Chartering and Organizing Procedures

- a. Any group wanting to organize should pick up a list of requirements for tentative approval from the Student Affairs Office, make a request (to Dean Blanton) for an initial meeting and register the name of the "Temporary Chairman" or the one making the request for the initial meeting.

Requirements which must be met in order to get tentative approval include the following criteria:

- (1. Proposed name of organization
 - (2. Statement of purposes, general and specific aims
 - (3. List of students interested in organization
 - (4. Name of Sponsor(s) who would represent the faculty in the affairs of the organization
 - (5. Nature of plans for financing programs and operation of organization. and membership dues if any are to be charged
 - (6. Any other information which would support application
- b. A request for tentative approval as a campus organization should be presented to Dean Blanton or Dean Hester for presentation to the Student Life Committee through the Activities and Standards Sub-Committee.

- c. Application for a charter should be made after a minimum of three months and within six months after tentative approval. Give the information to Dean Blanton who will present it to the Activities and Standards Sub-Committee. The sub-committee will make a recommendation about the application to the Student Life Committee who will then take action.

Charters are granted by the Student Life Committee. The basis for evaluation of the group's application includes:

- (1. Fulfilling of its stated purpose(s) and aim(s)
 - (2. Presentation of Constitution and supporting data including:
 - (a. financial report
 - (b. charter members
 - (c. attendance records
 - (d. projects accomplished
- d. Extension of tentative approval may be granted by the Student Life Committee if the club can offer valid reasons for delaying the application for its charter.
- e. Charters shall be renewed annually by the Student Life Committee on the basis of a satisfactory report filed on or before May 1 of each year with the Secretary of the Student Life Committee. Forms for such a report will be provided by the Secretary at least one month previous. It will include the following data:
- (1. Information about the fulfillment of the purposes of the organization
 - (2. Projects accomplished
 - (3. Attendance record (number of meetings, average attendance per meeting)
 - (4. Financial record, including a balance sheet
 - (5. List of current officers and officers elected for the ensuing year

4. Christian Life Program

The Presbyterian Church in North Carolina has commissioned the authorities of St. Andrews to put Christ and His Church at the center of the entire college program. This is symbolized by the fact that the chapel will be located on a peninsula in the lake just off the casuewalk so that a student going from one side of the campus to the other must pass the chapel. This is to remind him that Christ is at the heart of both our campus program and curriculum.

The Christianity and Culture program being at the center of our curriculum indicates an effort to show the impact which Christ and His cause have made upon Western civilization. In this course a student is confronted constantly with the past which religion in general, and Christianity in particular, have played in the development of our entire culture.

In the residence area, students are living in suites with twelve or fourteen students around a common living room where each is encouraged to live harmoniously, democratically, and creatively. In these two areas, that of curriculum and Christian living on campus, we are experimenting and we believe that the students will find excitement in helping to develop this program.

The Student Christian Council, representative of various student groups and denominations on campus, endeavors to be a vital organization on the campus and seeks to promote applied Christianity through varied programs which would make our faith relevant to the issues which confront each of us. Through service to others, as well as through religious services, our faith will become more relevant to these issues.

Churches of most major denominations are located in Laurinburg and its immediate vicinity. These congregations are ready and eager to include students of St. Andrews in their services and in denominational activities primarily for students. Sharing regularly in the activities of the churches of their respective choice is recognized as an important element for students in the overall process of Christian higher education being undertaken by St. Andrews. The churches of the community and immediate vicinity, particularly, undertake careful and comprehensive planning to give the student a vital place in their fellowships. And

denominational groups, as a part of the overall program of the Student Christian Council, are encouraged to relate their interests to the various churches off-campus and on-campus when appropriate and complementary to the efforts and plans of the Council. Faculty and staff members, many of whom are Church representatives on campus, assist the Council and various denominational groups in their campus program plans, and work with officials of the various churches in promoting and expanding student relations with the churches off-campus.

Students will find a Church Directory, showing names of ministers and location of Laurinburg-area churches, listed below. Additional information as to other church officials, including college representatives, and regular and special meeting times, will be announced on bulletin boards about the campus from time to time.

Members of the Student Christian Council (see Section I under Student Association leaders) will be available to assist in matters relating to off-campus as well as on-campus religious life interests.

5. Directory of Laurinburg-area churches

The names and addresses of the Laurinburg area churches and the ministers are listed below. We invite your regular attendance at the church of your choice.

BAPTIST:

East Laurinburg, East

Laurinburg

First, East Church St.

North Laurinburg

The Rev. D. C. Watkins

The Rev. Richard E. Price, Jr.

The Rev. Melvin Green

EPISCOPAL:

St. David's, Azure Court

and Church St.

The Rev. Grant Folmsbee

METHODIST:

First, W. Church St.

The Rev. Dermont Reid

PRESBYTERIAN:

| | |
|--|--------------------------|
| Church in the Pines, Laurel Hill | The Rev. William Massey |
| Friendship, 500 E. Covington St. | The Rev. Howard Gilkeson |
| Laurinburg, W. Church St. | Dr. Albert N. Wells |
| Middleton Heights, Perk St. | The Rev. Howard Gilkeson |
| Pleasant View, Old Lumberton Rd. & Blue St. | The Rev. Howard Gilkeson |

ROMAN CATHOLIC:

| | |
|-------------------------------------|----------------------------|
| St. Margaret's Hall. S. Main St. | Father Francis T. Connelly |
|-------------------------------------|----------------------------|

OTHERS:

| | |
|---|-----------------------------|
| East Laurinburg Church of God, Highway 74 | The Rev. E. H. Miles |
| Emanuel Holiness, Second St. | The Rev. B. Lynn O'Tuel |
| East Laurinburg Pente- costal Holiness, Sanford Rd. | The Rev. M. O. Cannon |
| Laurinburg Pentecostal Holiness, S. Main St. | The Rev. George C. Cashwell |

6. Other Special Service Groups

a. Clubs Currently Chartered

Eleven departmentally-related and social service groups were awarded charters during the past year and several others were given tentative approval and will seek charters in the near future. Each student is encouraged to be active in one of the group-centered programs. Meeting times and places may be determined in the Office of Student Affairs. Qualifications for membership and information about the activities of each group may be secured by conferring with the President or Advisor.

Highland Players - President: _____,

Advisors: Mr. Johnson and Mr. McDonald.

The primary purposes are to present and promote superior dramatic art and to help develop the talents of students along theatrical lines by exposing them to all phases of the theatre including stage work, acting, business, publicity, costuming and make-up.

Home Economics Club - President: Janie McCleave,
Advisor: Mrs. D. W. Miller.

The objectives of the organization are to provide opportunities for members to combine educational, business and social interests and to broaden their knowledge in the field of home economics.

International Relations Club - President:

Maurice Bowen, Advisor: Miss Carol Robertson.

To study problems of world interest and to attempt to foster among members a closer conception of international fellowship through world peace are the aims of the Club.

Lettermen's Club - Officers will be elected early in the school year, Advisor: Mr. Rufus Hackney.

The Club seeks to foster general goodwill and sportsmanship, sportsmanship being that desirable quality which is exemplified by the conduct of players, coaches, spectators, and school authorities in courtesy, fairness and respectfulness and so doing, set an example for others.

Math-Science Club - Acting President: Ray McKinney,
Advisors: Dr. L. M. Hobbs and Dr. A. Fred West.

To stimulate interest among students whose future vocation lies within the areas of mathematics and science, to spread information on developments on the fields, and to participate in larger organizations such as the State Collegiate Academy of Sciences are among the purposes of the club.

Music Educators National Conference, St. Andrews Chapter - President: Joyce Menghi, Advisor: Miss Joyce Bryant.

The Chapter's purposes are to provide opportunities for professional development, for acquaintance with leaders in the music education profession, for school projects and for contacts with MENC members of other schools.

Pep Club - Officers will be elected in the fall, Advisor: Mr. James Ollis.

The Club's purposes are to foster general good will and sportsmanship, to encourage support of athletic teams and to conduct projects related to sports.

Phi Beta Lambda - President: Gordon Sanders, Advisor: Miss Leta McIntyre.

Membership in the local, state and national organizations are unified in the St. Andrews Chapter. The purposes of the group include emphasis on developing competent and aggressive business leadership, creating interest in and understanding of business occupations, participating in projects for the improvement of business and community, and encouraging scholarship and school loyalty.

Radio Club - Elections will be held in the fall, Advisor: Dr. David McLean.

Objectives of the Club are to provide a place for students interested in the use of radio equipment, to operate and maintain a carrier-current broadcast station for the entertainment and enrichment of the student body and to provide opportunity for those interested in "ham" radio to obtain amateur licenses.

Sodalitas Latina Et Graeca - President: Harriet McCutchen, Advisors: Dr. Louis LaMotte and Mrs. Sarah T. Kinney.

The Club seeks to promote interest in the study of life and culture of the ancient Greeks and Romans, to gain appreciation of the contributions in literature and culture and how they have influenced society, and to assist the Junior Classical League.

Student N. C. Education Association - President: Sybil Thomas, Advisor: Dr. John Daughtrey. Members of the St. Andrews Student NCEA become members of the National and North Carolina Associations by virtue of their membership locally. Purposes of the chapter are to develop among student teachers an understanding of the teaching profession, to give students experience in working together and to stimulate professional enthusiasm and high ethical conduct.

b. Publications

Numerous opportunities for those interested in journalistic and publication areas are provided at St. Andrews.

The Lance, a campus newspaper published every two weeks, requires news reporting and other help to be attractively and interestingly presented. Charles Quick, the Editor, invites your expression of interest and talent.

The Lamp and Shield, the yearbook, records memorable events and personalities of the year. Miss Lamp and Shield, selected in a campus-wide pageant sponsored by the yearbook staff, identifies a highlight in the social life of the College year. Rebecca McLeod is Editor of the annual and invites your suggestions and support.

A literary magazine will be published this year for the first time at St. Andrews. Those students interested in serving on the staff or contributing their own writing should see Dr. Joseph Garrison, advisor.

c. Sports and Recreation

Varied programs under the auspices of the Department of Physical Education and Health are provided for the skilled as well as the non-skilled students. Intercollegiate athletics in tennis, basketball, baseball, golf, fencing, cross country, track, soccer and wrestling provide for

active participation and for spectator enjoyment throughout the various sports seasons. "Try-out" dates for those interested as participants in intercollege competition will be announced by Mr. Hackney and his coaching staff. The programs are open to all students and no athletic scholarships are offered.

Intramural sports, including team, dual, and individual competition in a wide range of activities and games, are provided for your leisure hour enjoyment. Included in this year-long program are: touch football, basketball, volleyball, softball, track, bowling, table tennis, badminton, shuffleboard, horseshoes, archery, tennis, golf, and bait and fly casting. Announcements relative to the formation of teams and the schedule of events will be released by Mr. Hackney and his staff.

Leading the spirit and enthusiasm needed by participants in the intercollegiate athletic programs are the St. Andrews Cheerleaders. Whether a member of that group or merely a spectator, each student is urged to be seen and to support the College teams, both in victory and in defeat.

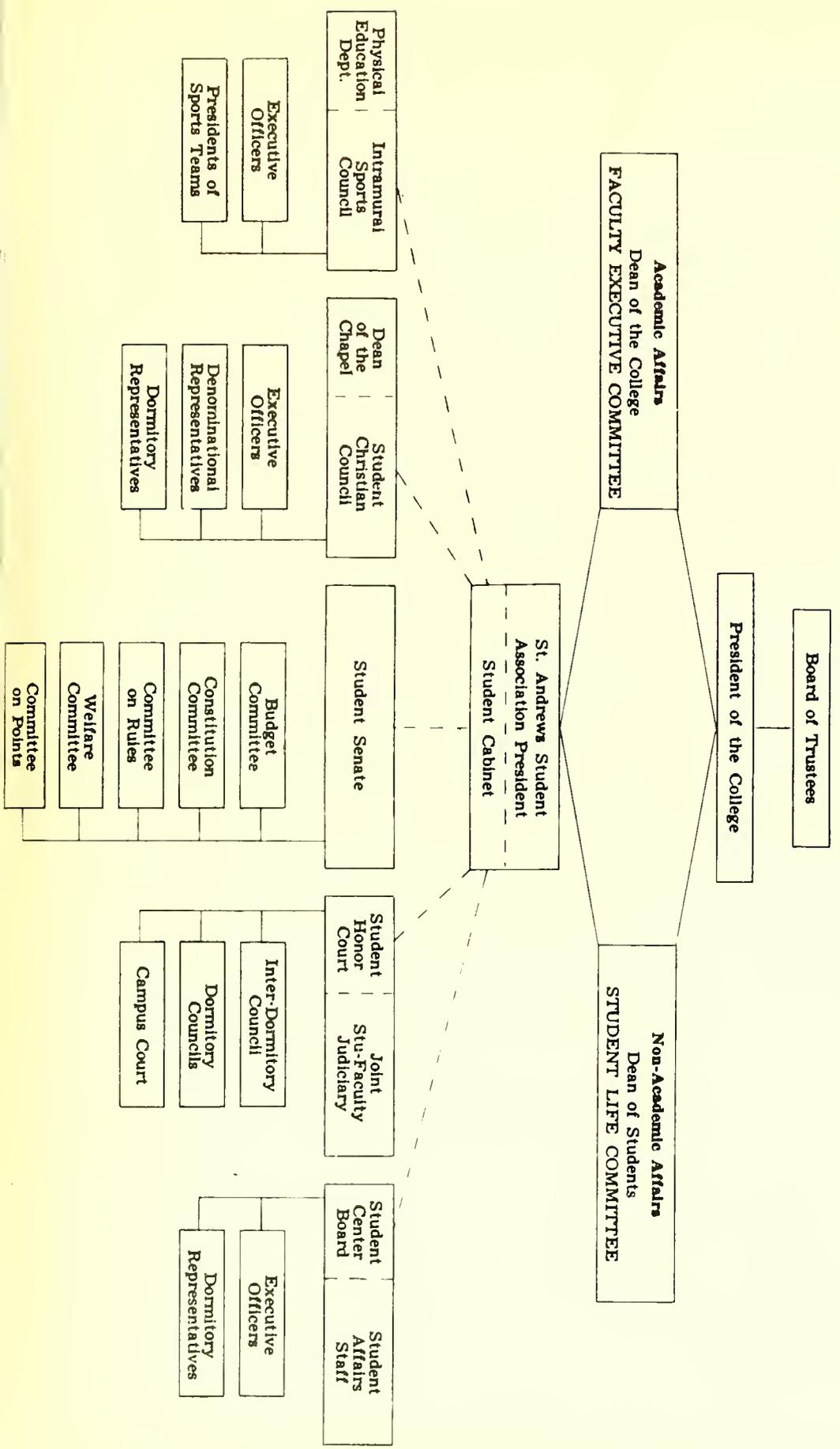
St. Andrews has membership in the NAIA and is a charter member of the new Dixie Intercollegiate Athletic Conference.



V. ST. ANDREWS STUDENT ASSOCIATION

Note: The Constitution in this section was copied as it appeared in the 1962-63 Handbook. Grade point average requirements stated in this section should be doubled to make them consistent with the new method of determining quality points.

ORGANIZATIONAL CHART OF THE
ST. ANDREWS STUDENT ASSOCIATION



A. Organization of the Student Association

1. Student Government at St. Andrews:

Students enrolled at St. Andrews Presbyterian College are members of a Christian academic community concerned with the total development of every person in the community. The Board of Trustees, through the administration and the faculty, extends to this academic community the opportunity of organizing into a student association for the purposes of developing programs and procedures conducive to self-direction and self-discipline.

The successful operation of this government depends upon the mature acceptance of both the privileges and responsibilities involved. The basic challenge in student government is that of continuing the experiment for development of maximum responsible Christian citizenship through the active and wise participation of every student in the election of capable student leaders, in the sharing of ideas and efforts in student government programming, and in carrying out the plans and activities of the Student Association.

The Student Cabinet, with the President of the Association as the presiding officer, gives executive leadership in the government structure. The Cabinet is made up of the four executive officers of the student body, one of which is the Vice-President who presides over the Senate; the Chief Justice or Chairman of the Honor Court; and the Presidents of the Inter-Dormitory Council, the Intramural Sports Council, the Student Center Board, and the Student Christian Council.

The Honor Court has the overall judicial authority and responsibility for implementing the Honor System. The Inter-Dormitory Council coordinates and supervises inter-dormitory activities. The Intramural Sports Council is responsible for providing a broad program of recreational activities for the students. The Senate is the legislative voice of the student body. The Student Center Board coordinates and supervises the activities held in the Center and elsewhere when related to the Board's program. The Student Christian Council is concerned with the religious activities of the students.

2. Organization of the Student Association:

....See Organization Chart on facing page....

3. North State Student Government Association:

The North State Student Government Association is a state-wide organization of 10 colleges which are similar in plan and size. St. Andrews is a charter member of this group, now in the process of increasing its power and its services for its member colleges.

There are two conferences per year, in spring and in fall. These are held on the campus of a designated member-college and six delegates from each school are invited to attend. At the conferences, workshops are held for discussion of mutual problems and for exchange of projects and ideas for more effective student government. An information center for the member schools is located at Catawba College in Salisbury, North Carolina.

B. Constitution of the Student Association

Preamble

We, the students of St. Andrews Presbyterian College, acting under the authority granted by the Board of Trustees, through the administration and the faculty, in order to achieve an effective and harmonious student government, and to delineate the rights and duties of the individual and the group in matters pertaining to student life, do ordain and establish this constitution.

ARTICLE I. Name

This organization shall be known as the St. Andrews Student Association, hereinafter referred to as the Association.

ARTICLE II. Membership

Every student enrolled at St. Andrews Presbyterian College is a member of the Association and shall be subject to its Constitution, By-Laws, and Regulations.

ARTICLE III. Executive Officers

The executive officers of this Association shall be a President, a Vice-President, a Secretary, and a Treasurer.

ARTICLE IV. Qualifications of Executive Officers

SECTION 1. The President and the Vice-President of this Association shall be members of the incoming Senior Class. Each shall have an overall scholastic average of 1.5 and shall have served at least one semester on the Senate, the Honor Court, or the Student Cabinet.

SECTION 2. The Secretary and the Treasurer shall be members of the incoming Junior or Sophomore Classes. Each shall have an overall scholastic average of 1.5 and shall not be president of any other campus organization during his tenure of office.

ARTICLE V. Duties of Executive Officers

SECTION 1. The President shall:

- a. Be the official representative of the Student Body.
- b. Call and preside over all meetings of the Cabinet and the Association.
- c. Appoint such committees and fill such positions as are necessary for the operation of the Association, with the consent of the Senate unless otherwise specified in this Constitution.
- d. Be a member of the Student Cabinet and the Student Life Committee.

SECTION 2. The Vice-President shall:

- a. Assume the duties of the President in his absence or at his request, and assume the full duties if for any reason the President must vacate his office.
- b. Be a member of the Student Cabinet and the Senate.
- c. Call and preside over all meetings of the Senate.

SECTION 3. The Secretary shall:

- a. Prepare the minutes of the meetings of the Association and of the Cabinet.
- b. Post in the Student Center the minutes of the Association and the Cabinet within one week following the meeting.
- c. Maintain a permanent record of all minutes.
- d. Communicate all decisions and recommendations of the Association and of the Cabinet to the Office of the Dean of Students for appropriate action on behalf of the College.
- e. Handle all the correspondence of the Association and of the Cabinet.

SECTION 4. The Treasurer shall:

- a. Maintain a permanent record of all financial transactions of the Association.
- b. Formulate a budget for the coming year in consultation with the Student Cabinet and present this budget to the Senate for action.
- c. Make semi-annual reports to the Association and quarterly reports to the Senate.
- d. Consult with the Business Manager of the College regarding disbursements.
- e. Submit the Treasurer's books to the Business Office to be audited once per semester and/or at the request of this office.
- f. Be a member of the Student Cabinet.

ARTICLE VI. The Student Cabinet

SECTION 1. The Student Cabinet is the executive body within the Association.

SECTION 2. Membership

It shall be made up of the Association President, Vice-President, Secretary, Treasurer, and the Presidents of the Honor Court, the Inter-Dormitory Council, the Intramural Sports Council, the Student Center Board, and the Student Christian Council. A representative from the Dean of Students will serve as faculty advisor.

SECTION 3. If a member has more than one unexcused absence from a regular meeting, he will be dropped from membership in the Cabinet. Requests for permission to be absent shall be submitted in writing to the President of the Cabinet prior to the time of meeting; exceptional cases will be given individual consideration.

SECTION 4. Duties

- a. The Cabinet shall make recommendations to, ask opinions of, and receive reports from the Faculty Executive Committee, Student Life Committee, and all other student-related bodies.
- b. The Cabinet shall receive and act upon resignations from all elected and appointed positions of the Association and shall fill such vacancies as occur during the academic year except in its own body.
- c. The Cabinet shall receive and present to the proper authority petitions of the student body or student groups.

- d. The Cabinet shall review legislations passed by the Senate and accept or reject them. If accepted, send to the Student Life Committee; if rejected, return to the Senate for revision or for passage by two-thirds of all Senators. Bills passed thusly by two-thirds majority will be sent directly to the Student Life Committee.
- e. The Cabinet shall be responsible for implementation of legislation approved by the Student Life Committee.
- f. The Cabinet shall be the coordinating agency for campus activities at an executive level.
- g. The Cabinet shall make recommendations to the President of College for Student representatives to the Concert-Lecture Series Committee.
- h. The Cabinet shall prepare and administer a budget adopted by the Senate in accordance with funds allocated.

ARTICLE VII. The Senate

SECTION 1. The Senate is the legislative body of the Association.

SECTION 2. Membership

- a. The Membership of the Senate shall include the Vice-President of the Association, the President of each class, three senators elected from each class by the class itself, a representative from each dormitory, who will be elected in the spring by the prospective residents of the dormitory, three non-resident students, who will be elected by non-resident students, and two faculty advisors selected in keeping with the procedures provided for in the College By-Laws.
- b. A President pro tempore, a Secretary, and a Parliamentarian shall be elected at the first session of each new Senate. The President pro tempore shall be a member of the Student Life Committee.

SECTION 3. Meetings

- a. At its first meeting after election the Senate shall establish the time of its monthly meeting.
- b. Meetings of the Senate will normally be open to all students.
- c. The President of the Senate, the President pro tempore, or the President of the Student Cabinet on petition by no less than five senators may call special meetings with 24-hour notice to all members.

- d. The President of the Senate, or the President pro tempore, and a faculty advisor may cancel a regular meeting by signed notice.

SECTION 4. If a member has more than one unexcused absence from a regular meeting, he will be dropped from membership in the Senate. Requests for permission to be absent from Senate meetings shall be submitted to the President of the Senate in writing prior to the time of the meeting; exceptional cases will be given individual consideration.

SECTION 5. Duties

- a. The Senate has the right to consider all questions of student welfare and general student interest.
- b. The Senate shall pass legislation which will be referred to the Student Cabinet.
- c. The Senate shall consider recommendations from the Cabinet and adopt a budget for the Association, and authorize any expenditures necessary outside the budget.
- d. The Senate shall appoint such committees as shall become necessary for the operation of the business of the Senate.
- e. The Senate shall fill any vacancies which occur in the Student Cabinet.
- f. The Senate may impeach any officer of the Association by a two-thirds vote.

ARTICLE VIII. Dormitory Councils

SECTION 1. The Dormitory Council is the student body responsible for the general welfare of the students in a particular residence hall.

- SECTION 2. Each Dormitory Council is composed of the president and the section leaders of the resident hall.
- a. The section leaders will be appointed by the Dean of Students after considering a list of suggestions from the outgoing dormitory council.
 - b. The president will be elected in the spring by prospective residents of the dormitory.
 - c. The vice-president and secretary will be chosen by the dormitory council from its own membership.
 - d. The Residence Directors shall serve as advisors for the councils.

SECTION 3. Duties

The Dormitory Council, in cooperation with the Residence Director, is charged with the general welfare of the students in the residence hall. This Council shall:

- a. Enforce the dormitory regulations.
- b. Submit for review by the Honor Court a record of action taken in all cases involving infractions of dormitory regulations.
- c. Report to the Honor Court the cases of students who have reached the 20-merit deduction limit.
- d. Report to the Honor Court or Campus Court any cases beyond its own jurisdiction.
- e. Review cases of those students who have reached the 10-merit deduction limit.

ARTICLE IX. Inter-Dormitory Council

SECTION 1. The Inter-Dormitory Council is the student body responsible for the general welfare of all resident students and serves as the coordinating body of inter-dormitory activities and programs.

SECTION 2. The Inter-Dormitory Council is composed of the president of the dormitories who meet regularly with a representative of the Dean of Students. The president of the body will be chosen by the Dormitory Presidents from its members.

SECTION 3. Duties

This Council shall:

- a. Consider problems common to all residence halls.
- b. Make recommendations to the Senate regarding desired changes in dormitory regulations.
- c. Codify and publish the regulations as approved.
- d. Coordinate and supervise inter-dormitory activities and report offenses to the campus court for action.

ARTICLE X. The Honor Court

SECTION 1. The Honor Court is the major student judicial body of the Association.

SECTION 2. The membership of the Honor Court shall be:

Two members from the Senior Class, two members from the Junior Class, one member from the Sophomore Class each with an overall scholastic average of 1.5. One man and one woman from the faculty and administration will serve as advisors to the Honor Court.

SECTION 3. The Honor Court shall elect its President from the Junior and Senior members.

SECTION 4. Jurisdiction

The Honor Court shall:

- a. Review reports from the dormitory councils.
- b. Hear the cases of students who have reached the 20-merit limit.
- c. Hear appeals from the campus court and dormitory councils.
- d. Establish a campus court with the approval of the Senate which shall hear any offenses, including parking and traffic violations, not specified to be handled by the dormitory council or the Student-Faculty Judiciary Committee. One man and one woman from the faculty and administration will serve as advisors.

ARTICLE XI. The Student-Faculty Judiciary Committee

SECTION 1. The Student-Faculty Judiciary Committee is the major judicial body representing the students, faculty, and administration of St. Andrews, with its actions subject to review by the President of the College.

SECTION 2.

- a. The membership of this body shall be composed of the elected members of the Student Honor Court, three faculty members selected in keeping with the procedures provided for in the College By-Laws, a representative of the Dean of Students, and the Faculty Advisor or other faculty representative of the student being heard serving, ex officio, as the fifth faculty-administrative member.
- b. The President of the Student Honor Court will serve as chairman of the joint committee. All members will have the privilege of voting.

SECTION 3. Jurisdiction. The joint committee shall:

- a. Hear all cases which may involve the penalties of probation, suspension and expulsion.
- b. Hear all cases involving the following offenses: Falsifying, Cheating, Stealing, Gambling, Hazing, and Drinking or possession of alcoholic beverages while under the jurisdiction of the College.

ARTICLE XII. Appeals

SECTION 1. A student shall have the right to appeal decisions of the Dormitory Council or Campus Court to the Honor Court.

SECTION 2. A student shall have the right to appeal decisions of the Honor Court to the Joint Student-Faculty Judiciary Committee.

SECTION 3. Decisions of the Joint Student-Faculty Judiciary Committee may be appealed to the President of the College.

SECTION 4. A student who wishes to reopen a case is required to give notice of appeal within twenty-four hours after the case has been considered.

ARTICLE XIII. Intramural Sports Council

SECTION 1. The Intramural Sports Council is the student body which serves to coordinate and promote recreational and athletic activities.

SECTION 2. The membership of the Intramural Sports Council shall be composed of a President, Vice-President, Secretary, Treasurer, and the Presidents of the recreational sports teams. A representative of the physical education department will serve as faculty advisor. The President, Vice-President, Secretary, and Treasurer shall be elected in a general election and the team presidents shall be elected by the individual teams.

SECTION 3. The Intramural Sports Council is responsible for providing a broad program of recreational activities for the students.

SECTION 4. The President and Vice-President of this Council shall be members of the incoming Junior or Senior Classes. They shall have an overall scholastic average of 1.5. These officers shall have served at least one semester on the Council.

SECTION 5. The Secretary and Treasurer shall be members of the incoming Sophomore or Junior classes. They shall have an overall scholastic average of 1.5.

SECTION 6. Freshman team Presidents who do not achieve a 1.0 average during the first grading period will no longer be eligible to hold office.

SECTION 7. If a member has more than one unexcused absence from a regular meeting, he will be dropped from membership in the council. Requests for permission to be absent shall be submitted in writing to the President of the council prior to the time of the meeting; exceptional cases will be given individual consideration.

ARTICLE XIV. The Student Center Board

SECTION 1. The Student Center Board functions through the Office of Student Affairs in establishing guidelines and programs of activities and services which will serve the general welfare of the campus community.

SECTION 2. The membership of the Student Center Board shall be composed of a President, Vice-President, Secretary, Treasurer, and one representative from each dormitory, and a day student appointed by the Cabinet. The staff of the Office of Student Affairs will serve as advisors. The President, Vice-President, Secretary and Treasurer shall be elected in a general election, and the dormitory representatives shall be elected by the respective dormitories. Representatives from the freshman dormitories shall be elected in the fall.

SECTION 3. The Student Center Board shall serve as the coordinator and supervisor of the activities sponsored by the Student Board.

SECTION 4. The President and Vice-President of this board shall be members of the incoming Junior or Senior Class. They shall have an overall scholastic average of 1.5. These officers shall have served at least one semester on the board or one of its committees. The Secretary and Treasurer shall be members of the incoming Sophomore or Junior Classes. They shall have an overall scholastic average of 1.5.

SECTION 5. Any Freshman representing a dormitory who does not achieve a 1.0 average during the first grading period will no longer be eligible to hold office.

SECTION 6. If a member has more than one unexcused absence from a regular meeting, he will be dropped from membership in the board. Requests for permission to be absent shall be submitted in writing to the President of the Board prior to the time of meeting; exceptional cases will be given individual consideration.

ARTICLE XV. The Student Christian Council

SECTION 1. The Student Christian Council coordinates campus religious activities and promotes Christian citizenship.

SECTION 2. The membership of the Student Christian Council shall be composed of a President, Vice-President, Secretary, Treasurer, one representative from each dormitory, and the President of each official denominational organization. A member of the faculty will serve as Faculty Advisor. The President, Vice-President, Secretary and Treasurer shall be elected in a general election; the dormitory representatives shall be elected by the respective dormitories; and the denominational representatives shall be elected by the respective denominational groups.

SECTION 3. The Student Christian Council has the responsibility for providing students opportunities to enrich their Christian faith and to relate their faith to life both on and off campus. It is further concerned with ways and means of developing and undergirding campus citizenship.

SECTION 4. The President and Vice-President of this Council shall be members of the incoming Junior or Senior Classes. They shall have an overall scholastic average of 1.5. These officers shall have served at least one semester on the Council.

SECTION 5. The Secretary and Treasurer shall be members of the incoming Sophomore or Junior Classes. They shall have an overall scholastic average of 1.5.

SECTION 6. Any Freshman on the Council who does not achieve a 1.0 average during the first grading period will no longer be eligible to hold office.

SECTION 7. If a member has more than one unexcused absence from a regular meeting, he will be dropped from membership in the Council. Requests for permission to be absent shall be submitted in writing to the President of the Council prior to the time of meeting; exceptional cases will be given individual consideration.

ARTICLE XVI. Student Life Committee

SECTION 1. The Student Life Committee, with the Dean of Students, serves as the point of reference for students in non-academic matters.

SECTION 2. Membership

- a. Student members shall be the Student Association President, the President pro tem of the Senate, the editors of the Lamp and Shield and The Lance, and five additional representatives, one of which must be from each of the four academic classes. The additional representatives shall be nominated by the Student Cabinet and approved by the Senate; however, at least four of the student members shall be from each sex.
- b. Faculty/Administrative membership on the Student Life Committee shall be the Dean of Students, who shall serve as chairman, one representative from the staff of the Dean of Students, who shall serve as Vice-Chairman and Secretary, and seven additional representatives from the Faculty and Administration to be selected in keeping with the procedures provided for in the College By-Laws.

SECTION 3. Duties

- a. General supervision of student life is exercised by the Administration and Faculty through the Student Life Committee, a joint group of students, faculty, and administrative officials serving in cooperation with the Dean of Students.
- b. The committee is responsible for giving clearance to non-academic matters referred to it by the Student Cabinet on behalf of other student government and student body groups, for recommending policy decisions for consideration by the President of the College or his authorized representative, and for approving operational guidelines of various councils, boards and groups.
- c. The committee is responsible for resolving conflicts between groups concerned with non-academic affairs of students, to rule on interpretations relative to

non-academic matters provided for in the Handbook for Students, and to serve as a hearing body for questions which may be referred to it for discussion or action, making recommendations to the President of the College for consideration by him or his appointed representative.

- d. The Committee is responsible for referral of its approved decisions to the proper student government groups for appropriate follow-up and for further action on matters brought to it by the Dean of Students on behalf of the faculty and administration.
- e. The Student Life Committee shall be responsible for announcing and carrying out general and special elections as may be needed to maintain a full complement of officers in the Student Association as provided for in the Association Constitution. The Committee shall serve as the final authority for matters pertaining to elections and shall work jointly with the Student Cabinet in selection of nominees to be placed on the official ballot, except that self-nominations and write-in candidates meeting announced qualifications will be approved.
- f. The Student Life Committee serves as the responsible body for development of policies and procedures necessary for a total program of student publications, including the annual and newspaper, subject to review by the President of the College.

SECTION 4. Meetings

- a. At its first meeting the Student Life Committee shall establish the time and place of its regular meetings.
- b. Special meetings shall be called by the Dean of Students, by the President of the College, or by petition of no less than three student members and three faculty-staff members when presented to the President of the College or to the Dean of Students.
- c. A quorum for official meetings of the Committee shall be no less than ten, including no less than four students and four faculty-staff members.

SECTION 5. Absences

Members absent more than once without excuse shall be subject to removal by the Dean of Students following consultation with the President of the College and with the President of the Student Association.

ARTICLE XVII. The Faculty Executive Committee

The Faculty Executive Committee, with the Dean of the College, serves as the point of reference for students in academic matters and interpretations relative to academic requirements. Questions from students or student groups pertaining to academic affairs should be directed to the Dean of the College for proper handling or referral.

ARTICLE XVIII. Amendments

SECTION 1. The amendments to the Constitution may be initiated in two ways by members of the Student Association:

- a. The Senate may pass upon the amendment and present it to the Association as a body for approval.
- b. By presenting a petition to the President of the Association signed by at least fifty students, the members of the Association may exercise the initiative.

SECTION 2. The desired amendment shall be presented to the Association within two weeks after submission, posted in the Student Center for two weeks, and immediately voted upon. A two-thirds majority of those voting shall be necessary for an amendment to be adopted. Subject to the approval of the Student Life Committee and the President of the College, the amendment shall immediately become a part of this Constitution.

Note: Nothing in this Constitution or other guides included or developed for inclusion in this handbook shall preclude the privilege of the Board of Trustees or its chief executive officer to suspend or cause to be adjusted any of the provisions or guides when such adjustment or amendment may serve the best interests of the College.

C. By-Laws

1. Orientation Committee

- a. An Orientation Committee of six members, three men and three women representing the rising upperclasses, shall be appointed by the Student Cabinet in consultation with the Dean of Students to work with the Pre-Registration Orientation of new students and with the On-going Orientation Programs of new students and upperclassmen.
- b. This committee shall formulate ways and means for effective orientation of students in keeping with the total college orientation plans.
- c. A Chairman and a Co-Chairman shall be designated, with one being from the men and one from the women members of the committee.
- d. The Chairman and Co-Chairman shall be students who plan to attend the College Summer Session and will be awarded Summer Resident Assistantships to work with the residence programs during the summer as well as to assist with completion of orientation plans for the ensuing academic session.

2. Handbook Committee

- a. There shall be appointed by the Student Cabinet in consultation with the Dean of Students a committee of six members, three men and three women representing the upperclasses to receive recommendations relative to revisions of the Handbook for Students.
- b. This committee shall receive recommendations relative to provisions of the handbook, formulating editorial statements for consideration by the proper student, faculty, and administrative authorities.
- c. A Chairman and a Recording Secretary shall be designated, with one being from the men and one from the women members of the committee.
- d. The Dean of Students or his appointed representative shall serve as Advisor(s).

3. Point System Committee

- a. There shall be a Point System Committee of six members, three men and three women representing the rising upperclasses, appointed by the Senate to establish guides, subject to approval by the Senate, and to oversee adherence to requirements established for holders of offices in the Student Association and allied organizations.
- b. This committee shall evaluate annually the points of each office, and report changes in this system to the Senate.
- c. This committee shall receive lists from each organization head no later than October 1 for the fall semester and March 1 for the spring semester of the officers, standing committee chairmen and other members, for proper evaluation. Such heads shall report to the committee all changes in personnel which may occur during the semester.
- d. This committee shall report to the Student Cabinet the names of all students and their organizations and offices having excessive points and who may fail to maintain the proper academic or personal records, except that in the case of members of the Student Cabinet, the Committee shall make its report to the Senate for replacement.
- e. This committee shall interpret its guides and shall authorize any short-term exceptions when in its judgment such exceptions may be justified. The Student Life Committee shall be the final source of authority for questions or appeals which may arise relative to this committee.
- f. It shall be the responsibility of the student concerned to determine whether he is eligible for any office being sought to which nominated, or being held, and to notify the Point System Committee within one week after ineligibility because of academic or personal reasons. Failure to report such ineligibility will result in automatic dismissal from the office(s) as well as constitute an Honor Court Offense.
- g. The Assistant Deans of Students will serve as Advisors.

4. Class Organization

- a. Each academic class shall elect a President, a Vice-President, and Secretary-Treasurer to represent it in all matters of concern to the class except when the class delegates specific authority and responsibility to a standing or special committee.
- b. The President shall call and preside over class meetings as required or as requested by a class officer, a College Dean or Sponsor, or by a petition of ten or more members of the class.
- c. The President shall serve as class representative to the Senate.
- d. The President, Vice-President, and Secretary-Treasurer shall appoint standing and special committees as needed to carry out the business of the class. The Vice-President shall be ex-officio member of each committee with voting privileges.
- e. Each class shall have an organizational meeting prior to October 15 and at least one additional meeting during the month of February. The Student Cabinet shall call the first meeting and announce the temporary presiding officer.
- f. There shall be a Faculty Sponsor for each class selected from among the full-time Faculty by class officers in consultation with the Dean of Students prior to November 1. The Sponsor shall be the official representative of the College in all matters relating to the class.
- g. Each class may select patrons from within or outside the College Faculty, subject to approval by the Dean of the College, the Dean of Students, and the official Sponsor.

5. Nominations

- a. The Student Cabinet shall prepare a basic list of eligible nominees for all Association offices in keeping with approved standards and needs announced by the Student Life Committee.

- b. The Student Cabinet and other approved sub-committees shall assist the Student Life Committee in carrying out general and special elections.

6. Elections

- a. Election of Association officers for the ensuing year will take place during the period of March 1 to April 15, with dates of special elections to be announced by the Student Life Committee no less than one week in advance of the election date.
- b. Voting privilege in general elections shall be extended to all members of the Association, or to the constituency concerned. Voting privilege in special elections shall be extended to those concerned and eligible as provided for in the operating codes of the respective student groups or organizations.
- c. Installation of Association officers selected in the general election in the spring shall take place no later than the last week in April unless postponed because of run-off elections. Any changes or postponement of election dates will be announced by the Student Life Committee through the Student Cabinet.

7. Quorum

- a. In order to transact any business in an Association organization, a quorum shall be present. A quorum shall be a majority of those entitled to vote. The Student Life Committee shall announce other quorum numbers where larger representation is desired by a particular group or a smaller number as may be desired for executive action.
- b. Unless otherwise provided for, all questions of order shall be decided by Robert's Rules of Order, Revised.

8. Amendment

- a. By-Laws may be amended by a majority vote of those present and voting provided a quorum is present and provided, further, that no larger quorum be established.

- b. Amendments are subject to approval by established procedure and the effective dates shall be those announced by the Dean of Students on behalf of the Student Life Committee or the President of the College.

- c. Amendments initiated by student groups are to be presented to the Student Senate for review and action in open meeting of the Senate. Approved items are to be referred to the Student Cabinet for its review and recommendations to the Student Life Committee.

TENTATIVE POINTS SYSTEM
(To Be Used Until Senate Approves One)

| 16 points | 14 points | 12 points | 11 points | 10 points | 9 points | 8 points | 7 points | 5 points | 3 points | 1 point |
|--|---|--|------------------------|--|---|-------------------------|---|--|-------------------------------|----------|
| Cabinet Editor of: <u>The Lance</u> <u>Lamp & Shield</u> | Bus. Mgr. of: <u>The Lance</u> <u>Lamp & Shield</u> | Vice-President or Secretary of: Stu. Center Bd. Stu. Chn. Council Intramural Sports Council Honor Court Pres. pro tem of Senate Asst. Ed. of <u>The Lance</u> Asst. Ed. of <u>Lamp & Shield</u> | President of any class | Treasurer of: Stu. Center Bd. Stu. Chn. Council Intramural Sports Council Honor Court Student Life Comm. President of Dormitory President of Sports team Chairman of any S. A. standing committees | Member of Dormitory Council Dept. Editor of: <u>The Lance</u> <u>Lamp & Shield</u> | Senate Head Cheerleader | President of any dept. or other club Cheerleader Highland Players members | V-P., Sec., Treas. of any class V-P., Sec., Treas. of any dept. or other club Member of any S.A. standing committee Staff member- <u>The Lance</u> or <u>Lamp & Shield</u> Radio Club Announcers and Technicians | Member of dept. or other club | Pep Club |

When a position is attained by virtue of another position with less points or on the basis of membership in an organization which carries points, the position carrying the largest number will be the one on which points are based. Under this tentative system no one will be required to drop offices to which he has been elected prior to the opening of the 1963-64 fall semester. Additional offices or membership which would give a student more than the maximum of 20 points may not be accepted without authorization by the Points Committee when in its judgment such short-term exceptions may be justified.

For further information about evaluating points and interpretation, see By-Laws.

Practical Pointers on Parliamentary Procedure

The motions or points listed below, 1 through 9, are in order of precedence.

In other words:

SIDE ONE

- A. When anyone of them is pending, you cannot introduce one that is listed BELOW it.
 B. You can introduce one that is listed above it.

| YOU WANT TO: | YOU SAY: | May You Interrupt Speaker To Make This Motion? | Is A Second Necessary? | Is The Motion Debatable? | Can This Motion Be Amended? | Is Vote Required? What Percent Required? |
|--|---|--|------------------------|--|-----------------------------|--|
| 1 Adjourn | I move we adjourn | No interruption permitted | A second is necessary | Not debatable | Not amendable | Majority vote required |
| 2 Recess | I move we recess until . . . | No interruption permitted | A second is necessary | Not debatable | Amendable | Majority vote required |
| 3 Register a complaint | Point of privilege, Mr. Chairman . . . | Yes, you may interrupt | No second needed | Not debatable (any RESULTING motion IS debatable.) | Not amendable | No vote required (Chair decides) |
| 4 Suspend further consideration of a matter (To Table) | I move we table this matter | No interruption permitted | A second is necessary | Not debatable | Not amendable | Majority vote required |
| 5 End discussion or further debating of a matter | I move the previous question | No interruption permitted | A second is necessary | Not debatable | Not amendable | Two-thirds vote required |
| 6 Postpone consideration of a matter | I move we postpone this matter until . . . | No interruption permitted | A second is necessary | Debatable | Amendable | Majority required |
| 7 Have further study on a matter | I move we refer this matter to a committee | No interruption permitted | A second is necessary | Debatable | Amendable | Majority vote required |
| 8 Amend a motion | I move this motion be amended to read . . . | No interruption of speaker permitted | A second is necessary | Debatable | Amendable | Majority vote required |
| 9 Introduce a matter or business (A primary motion) | I move that . . . | Cannot interrupt speaker | A second is necessary | Debatable | Amendable | Majority vote required |

THESE ARE GENERAL POINTS, PROPOSALS AND MOTIONS AND HAVE NO ORDER OF PRECEDURE OVER ONE ANOTHER. YOU MAY INTRODUCE ANY ONE OF THEM AT ANY TIME, EXCEPT:

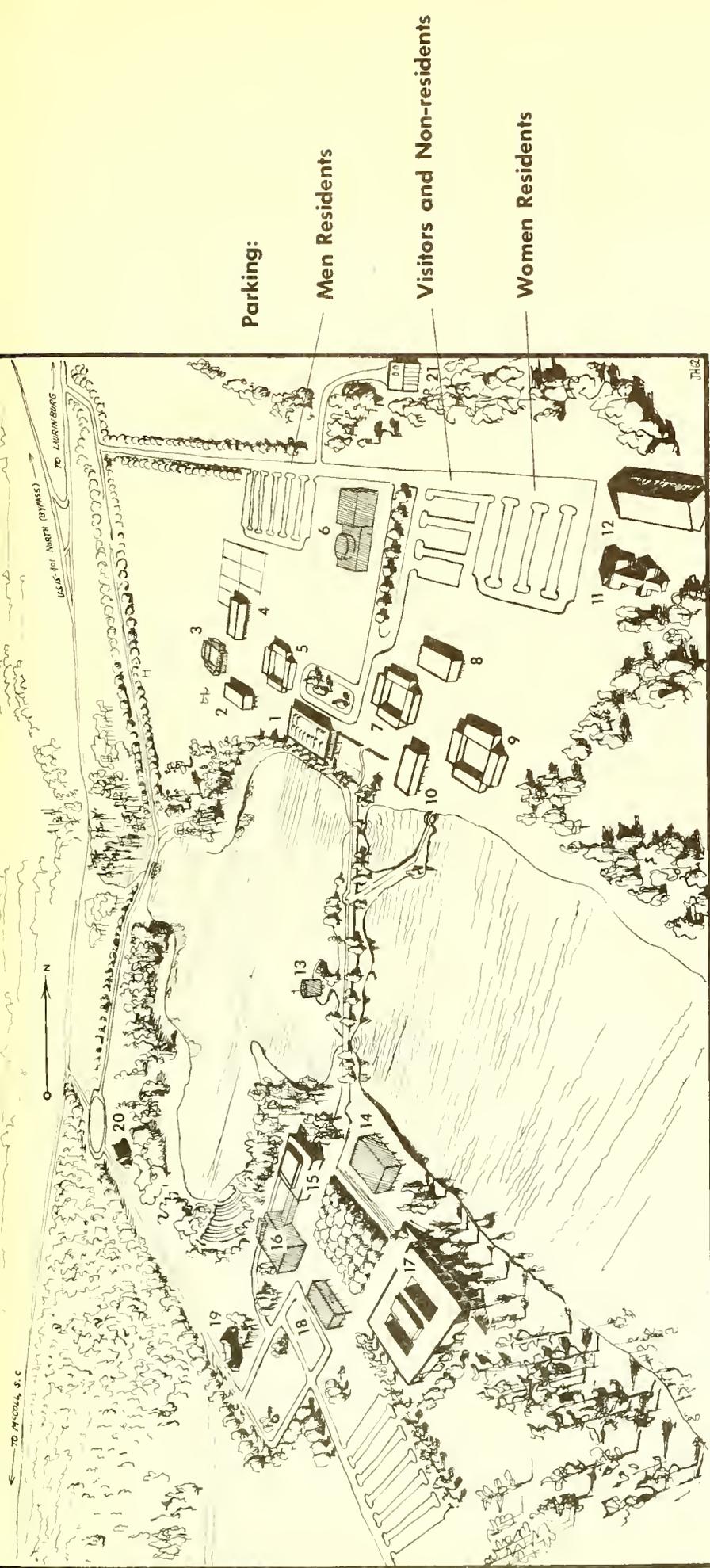
SIDE TWO

- A. When Motion To Adjourn Is Pending
 B. When Motion To Recess Is Pending
 C. Point Of Privilege Is Pending

| YOU WANT TO: | YOU SAY: | May Speaker Be Interrupted To Make This Motion? | Is A Second Required? | Is Motion Debatable? | Can This Motion Be Amended? | Is Vote Required? What Percent Required? |
|---|---|---|-----------------------|--|-----------------------------|--|
| 1 Object to error in procedure or to a personal affront | Point of Order | May interrupt speaker | No second | Not debatable | Not amendable | No vote required, Chair decides |
| 2 Request for information | Point of Information | If urgent and to the point | No second | Not debatable | Not amendable | No vote required |
| 3 Verify voice vote by taking actual count | I call for a division of the house | No interruption permitted BUT division must be called by Chairman before new motion can be made | No second | Not debatable | Not amendable | No vote required UNLESS someone objects THEN majority required |
| 4 Object to consideration of a matter you consider improper or undiplomatic | I object to consideration of this question | May interrupt speaker | No second required | Not debatable | Not amendable | Two-thirds vote required against consideration |
| 5 Take up a matter which has been previously tabled | I move we take from the table | May not interrupt the speaker | Must be seconded | Not debatable | Not amendable | Majority required |
| 6 Reconsider something already disposed of | I move we reconsider our action relative to . . . | May interrupt the speaker for record only. (Business at hand takes precedence) | Must be seconded | Debatable IF original motion was debatable | Not amendable | Majority required |
| 7 Consider something out of its scheduled order | I move we suspend the rules and consider . . . | May not interrupt the speaker | Must be seconded | Not debatable | Not amendable | Two-thirds vote required |
| 8 Note on a ruling of the chair | I appeal the chair's decision | May interrupt speaker | Must be seconded | Debatable IF original motion was debatable | Not amendable | Majority vote required |

VI. GENERAL INFORMATION





KEY TO BUILDINGS

- 1 Student Center
- 2 Mecklenburg Hall
- 3 Proposed Hall for Men
- 4 Winston-Salem Hall
- 5 Orange Hall
- 6 Proposed Physical Education Plant
- 7 Albemarle Hall
- 8 Concord Hall
- 9 Granville Hall
- 10 Wilmington Hall
- 11 Infirmary
- 12 Physical Education Offices and Temporary Gymnasium
- 13 Proposed Chapel
- 14 Library (being built)
- 15 Music Conservatory
- 16 Proposed Auditorium
- 17 Liberal Arts and Science Building
- 18 Proposed Administration Building and Guidance Center
- 19 Guidance Center
- 20 College House
- 21 Power Plant

Office Locations

- Admissions and Registrar's Office 17
- Business Office 17
- Dean's Office 17
- Dean of Students' Office 17
- Development Office 1
- President's Office 17
- Student Affairs Office 1
- Student Store and Post Office 1

B. Directory of Telephones--Pay Stations & Night Lines

1. During College Switchboard operation hours as indicated below, calls are to be placed through the switchboard operator. Her number is 276-3652 for incoming calls.
 - a. Operation hours, Mondays through Saturdays: 7:30 a.m.--
10:30 p.m.
 - b. Operation hours, Sundays: 1:00 - 10:30 p.m.
 - c. When residence halls and other student facilities are closed for holiday recesses, the switchboard closes at 5:00 p.m. Mondays through Saturdays, and is closed all day Sundays.
2. When the switchboard is closed, several "night" lines and Pay Stations provide telephone service. The locations and numbers follow:

| <u>a. Residence Halls</u> | <u>Pay Stations</u> | <u>Residence Directors</u> |
|---------------------------|---------------------|----------------------------|
| Albemarle Hall | 276-9833 | 276-3657 |
| College House | - - - | 276-2066 |
| Concord Hall | 276-9815 | 276-3658 |
| | 276-9816 | |
| Granville Hall | 276-9817 | 276-3660 |
| Mecklenburg Hall | 276-9843 | 276-3652 |
| | 276-9869 | |
| Orange Hall | 276-9834 | 276-3659 |
| Wilmington Hall | 276-9832 | 276-3661 |
| | 276-9831 | |
| Winston-Salem Hall | 276-9937 | 276-3665 |
| | 276-9999 | |

- b. Other stations and numbers of campus operations:

Guidance Center....276-3162
 Health Center.....276-2359
 Power Plant.....276-2435
 Security Officer...276-2435
 Student Center Pay Stations..... 276-9914, 276-9934
 Student Center, Office of Student Affairs....276-3674

Hail, St. Andrews!

Words by Donald F. and
Robert MacDonald
In stately tempo

Tune: "Maighceanan na h' Airidh"
Traditional Scots Gaelic Air
arr. by MacDonald

1. Hail to thee our Al-ma Ma-ter! Bold thy Banner wav-ing o'er us!
2. Hail, all hail to thee St. An-drews May thy cour-age be un-bend-ing.

Let each loy-al son and daugh-ter proud-ly stand and raise the cho-rus:
Guid-ed by His migh-ty hand whose lov-ing mer-cy knows no end-ing.

From old Sco-tia's lof-ty lands to Ca-ro-lin-a's gen-tle plain --
With thy sal-tire raised be-fore us -- cross of white and field of blue --

Now thy no-ble name, St. An-drews — Ev-er glor-ious shall re-main!
we pro-claim thy faith vic-tori-ous — and thy vis-ion ev-er true!

Note: "Hail, St. Andrews!" is recognized as a possible alma mater, with its adoption or replacement by another school song dependent primarily upon its popularity and use over a period of time. This song was declared the winning entry in a school song contest during the 1962-63 session, being entered by Robert MacDonald and Donald F. McDonald, the former associate at that time with the St. Andrews Conservatory of Music.

D. St. Andrews Identification Card

Prior to academic registration, each student will be issued a Name Card showing his name, residency, and classification. This card, issued upon arrival to resident students only, serves not only for identification but also for admission to the Student Center cafeteria service. It must be worn until registration is completed (and later, if desired, to help others become better acquainted with you).

During the academic registration process, each student.... resident and non-resident.... will be issued a "Photo Identification" card. It is to be in the possession of the student at all times and will serve the following primary purposes:

1. Required for admission to college-sponsored activities.
2. Required for admission to college cafeteria service if resident.
3. Required for proper identification as a student of St. Andrews if requested by an official of the college.
4. Will assist in proper identification off-campus when needed.

Each holder of a St. Andrews "Photo Identification" card is personally responsible for proper use of his or her card as indicated above, and is subject to appropriate disciplinary action if mis-used. The cards are NOT TRANSFERABLE and remain the property of the College to be returned to the Business Office at the time of withdrawal from school. Withdrawal will not be complete until the PI card is returned to that office.

Lost, illegible, or mis-placed cards are to be reported to the Business Office immediately. A replacement will be provided at a cost of \$2.00 and the number of the original will be voided from the records of the College.

E. St. Andrews Safety and Security Plan

1. Introduction

Several assumptions are stated to provide basic understanding of the total safety and security program of the College, with particular reference to various emergency situations which might be anticipated.

A. Natural Disasters

1. Flooding: Geographical location is such that danger from general flooding would be negligible. Localized flooding may occur but will not endanger the living area of the campus.
2. Severe weather disturbances: Hurricane or tornado type storms are likely to produce some damage to buildings but type of construction precludes serious or sustained damage to occupants.
3. Earthquake: Frequency of occurrence in this area and the type of buildings are factors which minimize danger to personnel.

B. Man Made Disasters

1. Fire: Fire resistant construction of buildings localizes fire damage to contents only. Fire hazard can be limited to the immediate proximity of origin.
2. War: Two major considerations are identified in this category.
 - a. Conventional high explosives. Any extent of damage cannot be predicted unless the campus becomes a prime target.
 - b. Nuclear effects. This area is not considered to be a prime target nor is it considered to be sufficiently close to any prime target to receive direct effect from a nuclear attack; therefore, in this plan, consideration will be given only to radioactive fallout.

C. Resources for Safety and Security....Housing

1. Adequate facilities exist for all personnel under conditions of natural disaster.
2. The second floor of three-story buildings, corridors, laundry rooms, storage rooms, and baths offer the most protection for campus personnel from nuclear fallout until decontamination measures have been completed. Total protection for all conceivable conditions does not exist.
3. Single story dormitories and buildings and the top floor of the multi-story dormitories do not offer sufficient protection from nuclear fallout unless appropriate decontamination measures have been completed.
4. Resources....Feeding
 - a. Kitchen and food service areas offer sufficient protection from most natural and man made disasters. Limited operation during nuclear fallout may be sustained consistent with radiation dosage levels as determined by monitoring teams. Ample area exists for emergency storage of non-perishable and canned foods.
 - b. External damage to power lines can severely curtail or even stop cooking until service is restored.
 - c. Ample storage space in multi-story dormitories exists for emergency rations for a two week period.

5. Resources....Power

Internal power distribution systems are considered amply protected from most man made and natural disasters. External power sources are subject to sabotage or external damage and are not within the control of the college.

6. Resources... Water Supply

Ample supply of protected water exists for the college. Also, emergency water supply is available if needed.

7. Resources... Sewage Disposal

Sewage disposal is adequate even under extreme conditions.

8. Resources....Communication

a. External resources include telephone, radio, and TV and should be adequate.

b. Internal resources include telephone and messenger.

2. Organization

A. Administration

1. The President of the College has designated the College Business Manager as the Director of Safety and Security at St. Andrews. Emergencies should be brought to his attention for proper follow-up and instructions.

2. The Campus Engineer is responsible to the Business Manager for placing proper safety and security plans in effect and for coordinating the details as called for in the appropriate plan. Instructions from the Business Manager or the Campus Engineer will govern all college operations during emergencies as outlined herein.

B. Student Association Role

1. The President of the Association, with the assistance of the Vice-President of the Association, will notify all residence hall presidents of any declared emergency by the Business Manager or the Campus Engineer with instructions as to the proper plan to follow.

2. Residence Hall presidents will notify Student Resident Assistants of the announced emergency plan and will cause the plan to be carried out as instructed.

3. Campus Emergency Team

Radiation Monitoring Team will be appointed by the Business Manager and the Campus Engineer to serve in monitoring radioactive fallout and other emergency capacities as primary assistants to the Campus Engineer.

C. Communication system

1. Telephone: During the normal work day the switchboard operator will notify all phones on campus of the emergency situation as directed by the Business Manager or the Campus Engineer. During off duty hours, the Campus Engineer or the Business Manager will be notified of emergency state and they will notify the President and Vice-President of the Student Association to set the proper plan in effect.
2. Messenger service: Upon the announcement of an emergency situation, the President and Vice-President of the Student Association will designate members of the Student Senate to act as messengers for the Campus Engineer as requested, and unless otherwise instructed, will stand by in their assigned sections.

3. Emergency Plans

A. Plan A - Natural and Man-Made Disasters (Except Nuclear Fallout)

1. Warning....
 - a. Upon receipt of alert on emergency situation, dormitory presidents will assemble all personnel residing within their respective dormitories and review measures to be taken in accordance with announced plan.
 - b. Resident Student Assistants will supervise members of their sections in carrying out the provisions of the announced plan.
 - c. Faculty and staff on duty will be advised of the emergency situation by the Academic Dean.

2. Action....

- a. Tornado: Seek immediate shelter in permanent building or depression until danger has passed. The Campus Engineer or Business Manager will announce passing of danger.
- b. Earthquake: Evacuate buildings immediately, if possible; otherwise, seek shelter in doorways or under tables and desks.
- c. Fire: Notify Residence Director (or Student Resident Assistant on duty in her absence). The director (or assistant) should call the Laurinburg Fire Department if needed, and the Campus Engineer, Campus Security Officer, and Business Manager. There are fire extinguishers in all buildings that should be used advisedly in keeping with instructions from the Campus Engineer. These extinguishers are for fires only and any other use will result in disciplinary action as well as leave the area for which the extinguisher is provided without essential protective instruments. The Residence Director and Residence Hall President of the house concerned should call for building evacuation of the students if in their judgment it is necessary following calls for help from the fire department or other officials so notified.
- d. Hurricane:
 1. Stage One - Campus Engineer or Business Manager will announce the threat of a hurricane.
 2. Stage Two - When the hurricane is approximately three hours away, the Campus Engineer or Business Manager will place emergency plan in effect
 - a. Close all windows and latch securely. Close exterior doors and latch as necessary to prevent free swinging.
 - b. Prepare to occupy and remain in quarters for an indefinite period.

3. Stage Three - When hurricane is approximately one hour away, all outside activity must cease and all personnel except as authorized by the Business Manager or Campus Engineer are to go to and remain in their quarters.
 - a. Non-resident personnel should join residents in one of the permanent resident buildings.
 - b. All personnel stay away from glass enclosed areas.

B. Plan B - Nuclear Effects

1. Warning....

- a. Campus Engineer (or Business Manager) will receive notification of a nuclear attack through established Civil Defense channels.
- b. Campus Engineer (or Business Manager) will notify the President and Vice-President of the Student Association, and officials of the College, of the nuclear attack and advise them of measures to be taken.

2. Action....

- a. Campus Emergency Team (Radiation Monitoring Team) will assemble at the pre-arranged place with the Campus Engineer to check out equipment and necessary supplies.
- b. The Campus Engineer maintains check on emergency equipment and decontamination materials and provides direction for its proper use.
- c. Students are to collect minimum personal necessities and clothing and prepare to move to designated shelter areas when so instructed. Personal supplies needed are:
 - At least one blanket.
 - Raincoat and wet weather footwear.
 - Minimum toilet articles and comfortable clothing.
 - Reading material, playing cards and games.

d. Shelter Plan:

1. When notified by Resident Student Assistants on instructions from the Campus Engineer or Business Manager, occupants of single story dormitories and top floors of the multi-story dormitories are to move out to designated areas.
 -Female personnel will move to the second floors of Concord and Wilmington halls.
 -Male personnel will move to the second floors of Winston-Salem and Mecklenburg halls.
2. All personnel will stay away from exterior walls and windows to the maximum extent possible and will remain in corridors, storage rooms, stairways, and baths until notified otherwise.
3. Movement outside of buildings after entry into emergency shelter area will be prohibited to all personnel except designated messengers and members of the Campus Emergency Team (Radiation Monitoring Team).
4. The Campus Emergency Team (Radiation Monitoring Team) will enforce decontamination of authorized traffic prior to re-entry into shelters.
5. Evacuation of medical emergencies will be handled in accordance with the medical evacuation plan as announced by the College Physician.

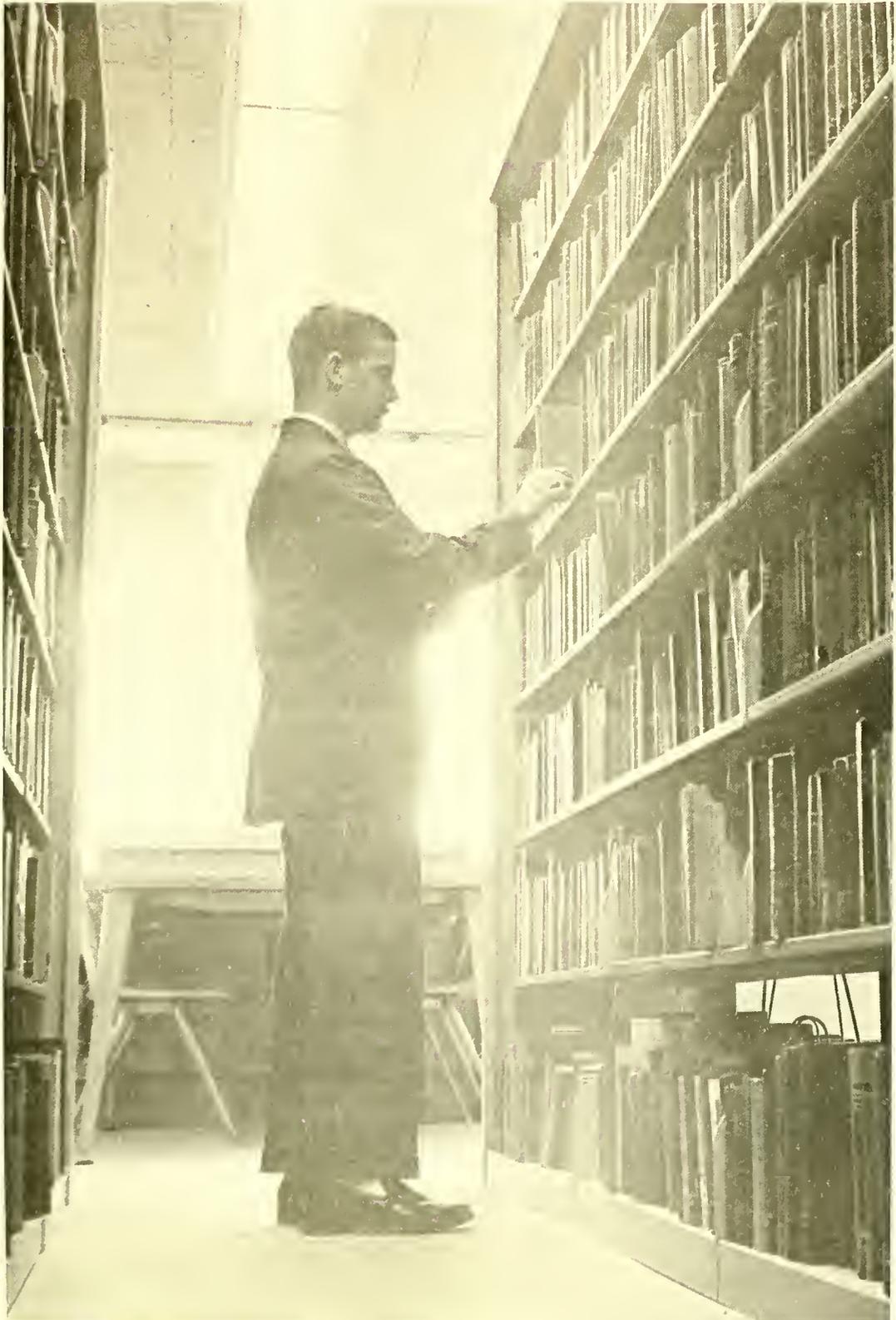
- e. Decontamination: The Campus Engineer will direct all such activity consistent with radiation levels and the materials available.

C. Plan C - Other Emergencies

Since other emergencies or near-emergency conditions may arise from time to time, the Business Manager or Campus Engineer will serve as the point of referral and source of instructions for plans of action to properly protect the well-being of campus personnel and property.

These two officials of St. Andrews, along with the College Security Officer who reports to the Campus Engineer as a part of the functions residing with the Business Manager, are well versed in emergency measures and the resources available for meeting such situations. It will be more expeditious and less confusion if suspected or impending emergencies be reported directly to one of these officials for evaluation and proper follow-up.

VII. ACADEMIC PROGRAM PLANS AND WORKBOOK



A. Advisee-Advisor Relationships in Program Planning

While a student at St. Andrews Presbyterian College there always will be a member of the faculty who is designated as your advisor. His time and advice are available in helping you to plan your schedule or to discuss any aspect of college life academic or personal which may be puzzling you.

Learn to know your advisor well; you will find him congenial and genuinely concerned that you formulate adequate goals for yourself and that you succeed in whatever you undertake. It is not his responsibility to solve your problems for you; rather, he will attempt to explore with you the possible courses of action and to suggest sources of information which will help you to make an intelligent choice.

Your conferences with him may take place in his office, in the Student Center or in other appropriate places; and they may range in importance from a purely social chat to a discussion of an urgent academic religious or financial problem. It is your advisor's job to make some of his time available for you when you need and desire it and it is his job to "go to bat" for you if you should need help, since he is the faculty member who will know you best and is most directly interested in helping you to reach appropriate goals you have set for yourself.

Each student and his advisor have regular advisory periods established weekly for the convenience of both advisee and advisor. Only one of the Deans with recommendation of the Faculty Advisor may approve a change which would have this period scheduled regularly for another purpose. It should be remembered that advisees would be wise to arrange appointments ahead of time either for the regular advisory period or for some other convenient time to assure an early meeting when a conference is needed. Section II-D of this handbook lists the regular weekly advisory period with alternate periods for chapel and class assemblies.

It may happen that either you or your advisor may come to feel that your own best interests will be better served by some other advisor. Where there appears to be adequate reason for change, either the student or the advisor may request that a change be effected in the Office of the Dean of Students if the student is a freshman or a first-semester sophomore. If the student is classified as a second-semester sophomore or above, his advisory change must be processed in keeping with the major field application card available in the Office of the Dean of the College.

Normally, the advising assignment made at the time of a student's arrival for new student orientation continues until the second half of the spring semester of the sophomore year. At that time you will select an academic area in which you wish to specialize or major during your two remaining years. Application is made to the chairman of the academic division in which you have interest for permission to major in that division, and, upon being accepted, some faculty member in that division will be designated as your new advisor.

The major field advisor has all of the functions and responsibilities of a counselor and, in addition, can give you more specialized assistance in your field, including discussion of vocational opportunities open to you after college.

B. The Student Record Section

This section of the student handbook is an unofficial but vital record of your work at St. Andrews Presbyterian College. By keeping it complete and up-to-date, it will grow in importance to you with each year at college, and you will have available, at a glance, a compiled record of the progress you have made in all areas and the requirements still to be met in pursuit of your academic goal. A well-kept record of grades, quality points, absences, agreed upon changes in course plans, will save you and your advisor valuable time and will minimize confusion and worry for you. It will enable your advisor to grasp your situation immediately and more accurately without his having to question you at length and delay you unnecessarily.

Make all of the entries in this workbook in ink, and bring the handbook with you whenever you confer with your advisor about your academic program; your advisor is not permitted to approve your proposed schedule of courses without it. Do not make any entries in these records until you are certain of their accuracy. If in doubt, discuss the question with your advisor first.

You should become thoroughly acquainted with the contents of this "academic road-map" as well as other sections of the student handbook as soon as possible. It is prepared for you in loose-leaf fashion in order that inserts may be facilitated as corrections or additions are necessary. You will have need for these materials from time to time throughout your enrollment at St. Andrews. Keep and protect it because additional copies will cost you money and time.

C. Testing and Test Records

At various times during your stay at college, you will be asked to take certain standardized tests which are required of all students. These tests are given primarily so that you may understand better your own strengths and weaknesses, and can make your academic and vocational plans accordingly. In no case are they the basis for grades, or for any action affecting your status as a student.

From time to time you may desire to seek additional information about your strengths and weaknesses. The Presbyterian Guidance Center, located in the southwest section of the campus, possesses numerous guidance materials and tests which are available to you without additional charge. The staff personnel in the guidance center and the College Counselor in the Student Center will assist you to secure such materials, to have further testing, to interpret test results, and to order highly specialized tests you may desire but which are not on hand. For such special tests, of course, the student will be charged; however, the service of the counseling staff is provided without additional charge.

You should make appropriate notes in this academic record workbook of the tests, test results, and points of interpretation if desired for future reference and thought. And, similar records from your high school might be recorded herein also for quick reference.

The academic record section of the student handbook is a new idea which has been developed to aid the student as well as the faculty advisor. Your careful use of it, and suggestions for its improvement, should prove to be invaluable in the years ahead.

Suggestions should be made to Dean Decker who has developed and coordinated preparation of this portion of the handbook.

10/14/63/rgb

For Faculty and Staff:

Special permission has been received for reproduction of the following article for distribution to our faculty and staff members.* I believe you will find the article both interesting and helpful for gaining insights into testing, uses and limitations. We have punched these sheets so that you may add this to the advisory section of your handbook, if desired. RGW

TEST USES AND LIMITATIONS

Standardized tests, properly used in conjunction with school records, are helpful in selecting students for college admission.

E. ALLEN THRESHER, director of admissions emeritus,
Massachusetts Institute of Technology, Cambridge.

The most important evidence by which to judge a candidate for admission to college is his achievement in high school. If we had to limit ourselves to a single indicator, we should choose this, since there is a presumption (though never a certainty) that a student will perform in the next stage of education much as he has in the earlier.

But we now have more than a half century of experience to show that standardized tests, properly used in conjunction with school records, make possible a better selection than school records alone. "Better selection" means that we stand a better chance of identifying and bringing into college the promising student most likely to gain by his college experience, while diverting the applicant who is likely to encounter difficulties into a program more appropriate to his needs.

Since the human cost of failures in college is very great, any device that helps minimize them is humane and desirable. Tests therefore should not be thought of as hurdles to harass and impede the student, but as aids in guiding him into fruitful education suited to his capabilities and preparation.

Why do tests improve college selection? One reason is that high schools differ markedly in their quality and standards, so marking scales are not always comparable. Honors sections, "fast tracks," and the like increase the difficulty of interpreting school marks fairly and intensify the need for objective standards of the sort provided by broadly based tests.

Second, school marks usually (and quite properly) reflect effort as well as achievement. They tell not merely what the student knows but how hard he has been trying.

*Permission for reproduction granted by Mildred Sandison Fenner, Editor, National Education Association, October 10, 1963, for article appearing in the Journal, October, 1963, issue, pp. 17-19.

Third, tests aid in identifying the brilliant underachiever, whose school performance may, for any reason, be below par; the overachiever of modest capacity, who by hard work may seem brighter than he is; and the memorizer, who may later have trouble with tasks that require reasoning power.

It is a common misconception that objective tests measure only rote memory and factual knowledge. One can, of course, construct tests that do only this. But objective tests are far more versatile. They can be used to measure intellectual operations of great subtlety and complexity, such as reading comprehension, verbal reasoning, interpretation of evidence, and sensitivity to shades of meaning. Because these are tasks with which college students must be able to cope, such tests are useful indicators of students' ability to benefit from and enjoy higher education.

It is a mistake to assume that colleges use tests as the sole criterion for admission. I know of no college unwise enough to do this. Experienced admissions officers are well aware that the selection of an entering class involves judgments of many aspects of human excellence, not all of them reducible to numbers. Standardized tests measure intellectual qualities of central importance for higher education, but they cannot, and never were intended to, appraise all the dimensions of human character and personality.

The most common mistakes made in interpreting test scores arise from misunderstanding what the numbers mean and from overestimating their precision. Let us take, for example, the most widely used admission tests, those of the College Entrance Examination Board. These are scored on a scale ranging from 200 to 800, so chosen that the average is 500. The standard deviation is 100, which means, in practice, simply that about two-thirds of the group will have scores between 400 and 600, or in other words, within 100 points of the mean.

The scale is a "norm-referenced scale," in that it has no top and no bottom. This implies that no student has either a complete knowledge of the subject, or zero knowledge. The scale simply serves to rank all the candidates to each other--to indicate a student's relative standing in a group. Implying no limit on what a student has achieved or may achieve, it is in complete contrast to the earlier, conventional practice of marking on a scale of 100 with a passing mark at some arbitrary value such as 60. The latter scale implies an absolute standard of knowledge and a ceiling upon it.

A test score, regarded as a single number, is meaningless except in relation to other numbers. A score of 550 derives its significance both from the nature of the scale and from a knowledge of the norm; that is, the particular group tested, to which the scale is adjusted. The group may, for example, be either a representative sample of all high school seniors or of all college freshmen. The meaning of the score obtained by a given candidate would be quite different as measured against one or the other of these norms.

In view of this, it constitutes a major error to discuss test scores without a full knowledge of the norms against which they are scaled.

The second major error in interpreting test scores is overestimating their precision. No test score is completely precise, just as no measurement of weight or length is completely precise. Every score, like a weather prediction, merely expresses a probability. Experienced counselors realize, however, that probabilities can be of great help in arriving at educational decisions.

Three important concepts of measurement need to be understood. The first is validity, that is, effectiveness in predicting a student's performance in college. Validity is measured by the extent to which high test scores tend to be followed by high performance in college and vice versa. It is never perfect because the result is affected by many causes other than student ability.

Tests constructed by experienced teachers are likely to have a high degree of "face validity," independent of any statistical study of individual test items.

Second, the so-called error of measurement is present in any test result. If a student were to take a great many forms of one test, the average of these individual scores would approximate his "true score." But each actual test score differs from this by a varying amount. The standard error of measurement summarizes this variation.

For example, the standard error of measurement of the Scholastic Aptitude Test (verbal) is about 30 points. This means that the chances are 2 to 1 that the student's actual score will not be more than 30 points above or below his "true score." So a score of 500 on the SAT is best thought of, not as a precise point, but as a range of something like 470 to 530, with somewhat fuzzy boundaries. The standard error of measurement for other College Board tests ranges from 20 to 39.

Third, is the concept of reliability. While the standard error of measurement shows the accuracy of the candidate's score in relation to his true score, the reliability means the accuracy of his score in relation to those of others who took the same test. This, in turn, depends not only on the standard error of measurement but also on the composition of the group taking the test.

If, for example, a very able group of students is tested, the scores will all cluster near the top of the scale. An error of measurement of 40 points in the case of a single student might cause him to be ranked far down in this relative list. On the other hand, if the group tested were a random sample of all high school seniors, the scores would extend over the entire range, and an error of measurement of 40 points would make little difference in the single student's relative position.

Anxiety and fatigue probably affect the test scores of some individuals. However, extensive studies of the performance of larger groups of students taking tests for college admission have failed to show any systematic group or average effect on test scores as the result either of anxiety or fatigue.

The possibility remains open that single individuals might show either positive or negative effects, since anxiety has a stimulating effect on some people and an inhibiting effect on others. These effects might tend to cancel out, however. In the absence of detailed knowledge of these effects, which must in any case be small, they are best allowed for as are other sources of error, that is, by regarding a test score as a range, with somewhat fuzzy boundaries, rather than as a precise value.

Comparisons among different individuals and among different tests show, in general, wider variations than that typified by the 30 point standard error of measurement of the Scholastic Aptitude Test (verbal). The scores of two students on this test should differ by at least 60 points to indicate a certain and reliable difference in ability. In comparing College Board achievement test scores in different subjects, 100 points is the minimum to indicate a significant difference in ability. For differences of smaller degree, the verdict must be simply: probably significant, but not proved.

Over a one-year interval, the growth factor is responsible for average gains of 15 to 25 points in test scores made by groups. Since these values are small in relation to the standard error of measurement, it is not safe to draw conclusions about the academic growth of an individual from successive scores, although group averages do have some meaning. Similarly, there is a small practice factor (about a 10 point increase) observable in group averages upon repeating a test a little later.

The combined effect of errors of measurement and practice can produce differences of as much as 100 points, in rare instances, when an individual takes an aptitude test on two consecutive days. Since these possibilities of variation are, in general, greater than the average growth factor, small score differences on successive tests by an individual should not, in general, be thought of as denoting growth or loss.

Finally, in view of the considerable error that may be introduced in seeking to compare different tests, particularly if they are composed of items selected on different principles, it is usually a hazardous practice to estimate equivalent scales of values for two different sets of aptitude tests, prepared by different testing agencies.

Efforts have been made to prepare such equivalents, but competent statisticians have come out with widely divergent results. So we can say that one important limitation in test use is set by the danger of seeking to equate tests which are different in origin and composition. This being the case, occasions may well arise when the student ought to be advised to take two different sets of tests, even at the cost of some inconvenience, if he is applying to colleges which have different test preferences.

PROGRAM CHART

First Year 196_-196__

| FIRST SEMESTER | Mid Sem. | Sem. | Hrs. | O.P. | Absences | Enter Date |
|-------------------|----------|------|------|------|----------|------------|
| C & C 6 hrs. | | | | | | |
| English 3 hrs. | | | | | | |
| Math 3 hrs. | | | | | | |
| For. Lang. 3 hrs. | | | | | | |
| Phy. Ed. 1 hr. | | | | | | |
| TOTALS | | | | | | |

ADVISOR'S SIGNATURE--MID SEMESTER _____

ADVISOR'S SIGNATURE--SEMESTER _____

ACADEMIC WARNING _____ REMOVED _____

ACADEMIC PROBATION _____ REMOVED _____

DEAN'S LIST _____

| SECOND SEMESTER | Mid Sem. | Sem. | Hrs. | O.P. | Absences | Enter Date |
|-------------------|----------|------|------|------|----------|------------|
| C & C 6 hrs. | | | | | | |
| English 3 hrs. | | | | | | |
| Math 3 hrs. | | | | | | |
| For. Lang. 3 hrs. | | | | | | |
| Phy. Ed. 1 hr. | | | | | | |
| TOTALS | | | | | | |

ADVISOR'S SIGNATURE--MID SEMESTER _____

ADVISOR'S SIGNATURE--SEMESTER _____

ACADEMIC WARNING _____ REMOVED _____

ACADEMIC PROBATION _____ REMOVED _____

DEAN'S LIST _____

SUMMARY FOR YEAR

SUMMER SCHOOL

SEMESTER HOURS ATTEMPTED _____ SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____ SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____ QUALITY POINT RATIO _____

COLLEGE _____

PROGRAM CHART

Second Year 196_-196_

| FIRST SEMESTER | Mid Sem. | Sem. | Hrs. | O.P. | Absences | Enter Date |
|----------------|----------|------|------|------|----------|------------|
| C & C 6 hrs. | | | | | | |
| Science 4 hrs. | | | | | | |
| Phy. Ed. 1 hr. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTALS | | | | | | |

ADVISOR'S SIGNATURE--MID SEMESTER _____

ADVISOR'S SIGNATURE--SEMESTER _____

ACADEMIC WARNING _____ REMOVED _____

ACADEMIC PROBATION _____ REMOVED _____

DEAN'S LIST _____

| SECOND SEMESTER | Mid Sem. | Sem. | Hrs. | O.P. | Absences | Enter Date |
|-----------------|----------|------|------|------|----------|------------|
| C & C 6 hrs. | | | | | | |
| Science 4 hrs. | | | | | | |
| Phy. Ed. 1 hr. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTALS | | | | | | |

ADVISOR'S SIGNATURE--MID SEMESTER _____

ADVISOR'S SIGNATURE--SEMESTER _____

ACADEMIC WARNING _____ REMOVED _____

ACADEMIC PROBATION _____ REMOVED _____

DEAN'S LIST _____

SUMMARY FOR YEAR

SUMMER SCHOOL

SEMESTER HOURS ATTEMPTED _____ SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____ SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____ QUALITY POINT RATIO _____

COLLEGE _____

PROGRAM CHART

Third Year 196 -196

| FIRST SEMESTER | Mid Sem. | Sem. | Hrs. | O.P. | Absences | Enter Date |
|----------------|----------|------|------|------|----------|------------|
| C & C 3 hr | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTALS | | | | | | |

ADVISOR'S SIGNATURE--MID SEMESTER _____

ADVISOR'S SIGNATURE--SEMESTER _____

ACADEMIC WARNING _____ REMOVED _____

ACADEMIC PROBATION _____ REMOVED _____

DEAN'S LIST _____

| SECOND SEMESTER | Mid Sem. | Sem. | Hrs. | O.P. | Absences | Enter Date |
|-----------------|----------|------|------|------|----------|------------|
| C & C 3 hrs | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTALS | | | | | | |

ADVISOR'S SIGNATURE--MID SEMESTER _____

ADVISOR'S SIGNATURE--SEMESTER _____

ACADEMIC WARNING _____ REMOVED _____

ACADEMIC PROBATION _____ REMOVED _____

DEAN'S LIST _____

SUMMARY FOR YEAR

SUMMER SCHOOL

SEMESTER HOURS ATTEMPTED _____ SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____ SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____ QUALITY POINT RATIO _____

COLLEGE _____

PROGRAM CHART

Fourth Year 196__19c

| FIRST SEMESTER | Mid Sem. | Sem. | Hrs. | O.P. | Absences | Enter Date |
|----------------|----------|------|------|------|----------|------------|
| C & C 3 hrs. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTALS | | | | | | |

ADVISOR'S SIGNATURE--MID SEMESTER _____

ADVISOR'S SIGNATURE--SEMESTER _____

ACADEMIC WARNING _____ REMOVED _____

ACADEMIC PROBATION _____ REMOVED _____

DEAN'S LIST _____

| SECOND SEMESTER | Mid Sem. | Sem. | Hrs. | O.P. | Absences | Enter Date |
|-----------------|----------|------|------|------|----------|------------|
| C & C 3 hrs. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| TOTALS | | | | | | |

ADVISOR'S SIGNATURE--MID SEMESTER _____

ADVISOR'S SIGNATURE--SEMESTER _____

ACADEMIC WARNING _____ REMOVED _____

ACADEMIC PROBATION _____ REMOVED _____

DEAN'S LIST _____

SUMMARY FOR YEAR _____ SUMMER SCHOOL _____

SEMESTER HOURS ATTEMPTED _____ SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____ SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____ QUALITY POINT RATIO _____

COLLEGE _____

SUMMARY SEMESTER HOURS AND QUALITY POINTS

FIRST YEAR

SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____

SECOND YEAR

SEMESTER HOURS ATTEMPTED _____ TOTAL SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____ TOTAL SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____ CUMULATIVE QUALITY POINT RATIO _____

THIRD YEAR

SEMESTER HOURS ATTEMPTED _____ TOTAL SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____ TOTAL SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____ CUMULATIVE QUALITY POINT RATIO _____

FOURTH YEAR

SEMESTER HOURS ATTEMPTED _____ TOTAL SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____ TOTAL SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____ CUMULATIVE QUALITY POINT RATIO _____

TOTAL

SEMESTER HOURS ATTEMPTED _____

SEMESTER HOURS PASSED _____

QUALITY POINT RATIO _____

EMPLOYMENT RECORD

List here the various jobs you are holding and have held while in school.

FIRST YEAR

| <u>Employer</u> | <u>Hours Per Week</u> | <u>Year Employed</u> |
|-----------------|-----------------------|----------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

SECOND YEAR

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

THIRD YEAR

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

FOURTH YEAR

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

EXTRA-CURRICULAR ACTIVITIES

List below the organizations and groups to which you belong and the year during which you hold membership. If you are an officer, indicate the office held by using an appropriate abbreviation by the year in which you hold office.

| DEPARTMENTAL | First Year <u>Member/Office</u> | Second Year <u>Member/Office</u> | Third Year <u>Member/Office</u> | Fourth Year <u>Member/Office</u> |
|---------------------------------|------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| STUDENT GOVERNMENT | | | | |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| DORMITORY COUNCIL | | | | |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| CHRISTIAN COUNCIL | | | | |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| PUBLICATIONS | | | | |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| SPORTS | | | | |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| STUDENT CENTER | | | | |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| MUSIC ORGANIZATIONS | | | | |
| _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ |
| INTEREST CLUBS | | | | |
| _____ | _____ | _____ | _____ | _____ |
| OTHER (Honorary and Elected) | | | | |
| _____ | _____ | _____ | _____ | _____ |

FACULTY ADVISOR HANDBOOK

PART I

BASIC ADVISORY-ORIENTATION PROGRAM FOR STUDENTS
ST. ANDREWS PRESBYTERIAN COLLEGE

The commitment of any institution, particularly one in the business of Christian higher education, would be unreasonably limited if major emphasis lacked concern for the emotional, moral, social and physical as well as intellectual growth and well-being of each student. Such concern must be continuously evident in the process of admission, during college living and learning together, and in helping students find their places in the world of men and things with graduation. A key portion of such concern for student well-being resides with the advisory program.

At St. Andrews, emphases in advisory relationships focus upon student-faculty conferences, group discussions with the advisor and advisees, and social settings in which concomitant learning has unlimited potential. For new students, the faculty advisor serves in a "sponsor" relationship; that is, the Faculty Advisor, particularly for first-year students, accepts concern and responsibility for advisory relationships with each student in his stead whether concerns at hand be primarily intellectual, emotional, or otherwise.

A. Faculty as Key Leaders

St. Andrews recognizes that highly trained counselors for direct contact with each of its students is beyond its means. It recognizes, with greater importance, that a faculty concerned with the total well-being of students is a most essential element for high-quality educational undertakings. Therefore, structure for student advising places emphasis upon the teaching faculty, with the Deans as sources of referral, overall coordination, and resources for specialized data. Assisting the Deans, and individual faculty advisors directly or indirectly as desired, are a College Counselor and the staff members of the Presbyterian Guidance Center. College Physicians, Residence Directors, Ministers, and Psychiatrists with whom off-campus relationships are established, are among other resources available to assist with advisory relationships.

While primary advisory-orientation emphases are placed upon the needs of and concerns for new students with the Dean of Students as coordinator, a similar program of advisement is carried on by Major Field Advisors under the supervision of the Dean of the College with emphasis at that point primarily with academic advising, with personal matters generally requiring only secondary or occasional attention.

B. Resource Materials

With the "Arrival and Orientation Schedule for 1963," the following, then, provides the basic guides for advising students. Advisory data referred to, as well as other materials needed by Faculty Advisors for new students will be provided through the Office of the Dean of Students in a "New Student Advisory Folder" for each advisor. A similar folder for Major Field Advisors will be provided Division Chairmen for distribution to major field advisors as students are approved for specialization during the Spring Semester of the Sophomore year.

Basic Advisory-Orientation Guides

1. Initial Concerns to Faculty Sponsors.

Frequently unexpressed by new students, such questions as "Why am I in College?" "Why was St. Andrews selected?" "Am I ready for college?" and "What is necessary for me to succeed?" must be faced sooner or later. If ours is to be an educating relationship, orientation as to the opportunities and the obligations here, helpful advice as to the choices to be made, and concern for the student with all his personal assets and shortcomings challenge the patience and wit of the advisor. Boy-girl relations, any financial set-back at home, unbreakable apron strings, or careless instructors may, in effect, be the causative factor in a student's failure to recite or to write at the level of competence expected. Misplaced emphasis or concentration on the wrong areas may actually be the crux when lack of motivation is suspected, just as rejection by peers or a success complex may actually be the crux when questionable values in personal conduct are suspected. The cause is not so discernable as the effect or symptom; but, if we are to educate we must identify the causative factors which create tensions and delay or retard learning. The earlier such clues can be identified, the better chance we will have for educational productivity and for a minimal mortality among first and second year students.

To aid the Faculty Advisor to work effectively with his advisees both in isolating potential problems which lead to drop-out, indifference, or dissatisfaction, and in increasing educational productivity several fundamental characteristics of the advisory program plan are established. These are:

a. New student advisor-advisee ratio is kept to 1-12 as a maximum wherever possible in the first year advisory plan.

b. First-year advisory assignments are retained for greatest continuity through the first semester of the second year.

c. Division Chairmen are assigned New Student Transfers, regardless of the student's academic classification, for advising until major field choices and degree plans are approved.

d. Advisors, when assigned become the central figure for acquaintance with advisee problems and progress. Such data as will become a part of the advisor's resources for counseling are:

(1. Admissions' data. Copies of such relevant materials as personal background, high school record, Board scores will be available to Faculty Advisors prior to the arrival of advisees.

(2. Supplementary Personal Data. On special forms provided by the Dean of Students, information supplemental to that submitted as a part of the admission process will be gathered for Faculty Advisors prior to the arrival of advisees.

(3. Health Data. Information relative to handicaps or other health problems which come to the attention of the Health Center staff will be provided Advisors when available.

(4. College grade reports. Progress and grade reports for each advisee will be sent to the advisee's Faculty Advisor (as well as parents or guardians) for review, discussion with, and distribution to respective advisees.

(5. Personal conduct reports. Anecdotal Notes from Deans, Instructors, and others, and notices of impending judicial hearings before the Honor Court or Student-Faculty Judiciary will be provided Faculty Advisors by those concerned. Advisors, as provided for in the Handbook for Students, are asked to be a part of such judicial hearings.

(6. Weekly conference periods. One particular weekly period will be set aside in the Chapel-Class Assembly-Advisory Period sequence as available time to both advisors and advisees for group discussions or individual conferences. At least one individual conference each semester is considered minimum for scheduled discussion of each advisee's progress and problems.

(7. Miscellaneous data. Communications with parents, with instructors, and with others in relationships with students will be shared with Faculty Advisors as each may have relevance to counseling follow-up by Advisors. Actions of Faculty Executive Committee relating to particular students, Health Center reports, Applications for Course Add/Drop, Withdrawal from College forms, and similar actions will be processed through Advisors.

NOTE: Since many of the data to be provided Faculty Sponsors fall within the context of confidential or restricted data, special cautions are to be observed in use and protection of such data.

e. Assignment of advisees to Faculty Sponsors will be based, in addition to consideration of the 1-12 ratio, upon equal distribution of the sexes and by academic interest areas in so far as possible.

f. Funds for occasional "dessert-discussion" socials in the homes of Advisors will be provided for freshmen advisee groups. Unfortunately, such funds are limited; therefore, Advisors are asked to plan and clear ahead with the Dean of Students such socials for which partial or total reimbursement will be desired.

g. An Advisory-Orientation Coordinating Committee of four Faculty Advisors are asked to serve with the Deans and the College Counselor in planning and appraising the overall program during 1963-64. The members of this committee are:

- (1. Dean Davidson
- (2. Dean Decker
- (3. Mr. Folmsbee
- (4. Dr. Fulcher
- (5. Dr. Harvin
- (6. Miss Hamilton
- (7. Dean Hester
- (8. Dr. Rogers

2. Continuing Advisory Orientation Program:

In addition to periodic conferences and group discussions between Faculty Advisers and their advisees, frequent assemblies for new students are scheduled for consideration of matters which can be dealt with adequately in the large assembly setting. Where appropriate, Chapel speakers will be asked to relate religious emphases to student life problems and progress.

Particular assembly programs planned for first-year students during the Fall Semester will include discussion of such topics as:

a. "What is higher education all about and what distinguishes the "Christian" college in higher education?"

b. "St. Andrews: From where has it come and where is it going in its service to youth and the Church?"

c. "How to study without hardly trying....some clues to good study habits, reading improvement, and Library use."

d. "Social amenities which may make a difference.... some clues to respect for one's self, one's fellow man, and one's God in the American and world community."

e. "This is your college: A series regarding activities and services of concern to first year students:"

- (1. The Guidance Center, its staff and services.
- (2. The Student Association, its leaders and activities....Part A, Self-Government emphasis.
- (3. The Student Association, its leaders and activities....Part B, Self-Direction emphasis.
- (4. The Student Association, its leaders and activities....Part C, Clubs and Organizations.
- (5. Student Services, or what goes on behind the scene to help students be healthy and productive....
 - a. The College Physician and Health Services.
 - b. The Director of Auxiliary Services.
 - c. The Campus Engineer and maintenance for comfort and security.

f. "College Governance: Synod-Board-Administration-Faculty-Student Relationships in a Private Enterprise."

g. "A Philosophy of Life: What's in it these days?"

NOTE: While some topics may be combined for one assembly program, some may not develop for 1963-64. Suggestions from the Faculty are urged.

3. Advisory assignment changes:

It is expected that few, if any changes will be made in advisor-advisee assignments during the first three semesters; however, recommendations for change will be considered by the Deans when advisor-advisee relationships may be improved.

Advisory reassignment normally will take place during the mid-point of the student's sophomore year at which time applications for major field specialization are to be submitted by the students. Faculty Advisors are in an excellent position by that time to assist advisees in appraisal of their particular strengths and weaknesses and in review of the curricula choices which seem most appropriate. Ability and Interest inventories available for administration to students may prove helpful if the student wishes to request such service. No charge is made for the service unless special materials not on hand are requested by the student.

Separate instructions for the Faculty Advisor-Major Field Advisor transition will be announced from the Office of the Dean of the College for guidance of students and faculty members concerned.

4. Evaluation and suggestions relating to the advisory-orientation program are urged at anytime from those involved with the program. Either of the Deans will receive such comments for consideration by the advisory coordinating committee.

Some Highlights for the Faculty Advisors
Adapted from "Educational Counseling of College Students"
and other material

AREAS OF RESPONSIBILITY

Six steps--the framework of educational orientation--are employed in solving problems of admission, in giving registration advice, in providing remediation for speech and reading problems, in dealing with instructional problems, in teaching study skills, in assisting students in adjustment to college competition, in solving mental hygiene problems, in financial advising, in helping in the selection of extracurricular activities--in short, in assisting the student in the solution of any problem which interferes with his scholastic achievement and well-being. This does not mean that the educational advisor has to be equipped to counsel in all these areas, although any training and insight he has will prove to be a decided asset. The educational adviser thus serves as a coordinator for the student of all the various personnel services available on the campus.

THE INDIVIDUAL AND THE SITUATION

Each student is a unique individual. Counseling has to be determined in the light of the relevant facts about the particular student and the particular situation. Some of the data will already have been obtained by the college; further information must be secured by interviews, testing, and other appropriate means. It is equally important to know the facts about the situation which has occasioned the difficulty. Advisors must devote considerable time to the gathering and interpreting of facts about a student before the interview.

A MUTUAL EFFORT

The student and advisor cooperatively determine the appropriate course of action. It must become his decision. He is the one who must execute it, and unless he intends fully to cooperate, the value of counseling is nullified. It is well to have it clearly understood just what the next steps are and who is responsible for them.

TWO PERTINENT POINTS

Every student encounters normal difficulties, desirable adjustments not yet made. But no adjustments have quite the same vividness as the initial ones of the first month or two of the freshman year.

Perhaps one of the most neglected fields in education is the careful, well-informed counseling of the brilliant student and achiever, counseling designed to give him immediate opportunities for the full development of his intellectual abilities and interests.

RAPPORT

A state of mutual confidence and respect must exist. The means of establishing this state of rapport lie largely in the personality of the advisor and in the manner with which he greets and deliberates with the student in the personal interview.

ACADEMIC COUNSELING

He should learn whether the student has a grasp of the new methods of studying required in college. A large number of freshmen do not understand that the volume of work required in college is greater than that in high school. The advisor must help the student to understand his limitations and how to overcome them or what substitute goals are advisable.

One extreme is the tendency to oversimplify problems. The other extreme is the tendency to create issues where none exist. At no time does the advisor give definite advice without giving reasons understandable to the student.

YOUR IMPORTANCE AS ADVISOR

The faculty advisor represents to the student the whole college and its interests in him as an individual. It is surprising how we remember the professors who influenced our way of living and fostered a desire to learn.

Good counseling anticipates and prevents many problems of discipline.

Educational counseling may also be of service to the college by effecting wise elimination or modification of student turnover migration, or student mortality.

WHAT ONE WELL-KNOWN COUNSELOR SAYS:

"I believe that our goal is to help the individual to learn to use rational powers with respect to his own problems--his own life development. We differ in counseling from an instructor in logic who also assumes the sovereignty of reason, in that we want the individual to apply logic to himself--not formal syllogistic logic, but rather the logic of understanding his motivations and his capabilities and logic in planning his life development. This is what I mean by saying that the sovereignty of reason is a basic characteristic of the counseling relationship. We are indeed helping the student to learn to think clearly about himself." (1)

"I see this as a reciprocating relationship, out of which both you and the student must experience basic satisfactions; but you must conduct yourself in such a way that you do not exploit the individual for your own satisfaction alone. The two of you should, together, develop into your full statures. Perhaps this mutuality of development into fullness of humanness is a 'ninth dimension' of the counseling relationship."(2)

- (1) & (2) E. G. Williamson. Characteristics of the Counseling Relationship, mimeographed and used by permission of author

FURTHER FRANK OPINIONS:

The competition in college is great. Disturbed relationships with parents are common and some students become severely frustrated when they fail to come up to parental expectations. A large percentage are able to resolve their problems but failure to do so may end in mental illness or even suicide.

Rejection of campus standards also has been traced to emotional turmoil. Among these problems are vandalism, cheating on tests, theft of books, and preoccupation with anti-intellectual activities. Others make poor grades compared with their ability. Many students were over-protected as children and reach college with no awareness of the value of money, the need to buckle down, or the incentive to cultivate real character. As a result, their integrity drops a peg or two.

They prefer to push the tricks of the trade - the shortcuts and compromises that bring good grades but not intellectual accomplishment.

Some parents do not realize how much help these young men and women need. Many do. Campus-life pressures both encourage and inhibit maturity and independence. The faculty is likely to be more interested in the intellectual development than in character development.

SUGGESTIONS FOR COUNSELING WITH STUDENTS ABOUT TEST RESULTS, MAJOR FIELD MATTERS, AND PERSONAL PROBLEMS

1. Put students at ease.
2. Try to sense what the advisee is really seeking in being counseled. What does he hope to learn?

3. Relate test results to something the student has said, a question he has asked, or a choice that he has made.
4. Usually begin with interests or interest test results, high interests or scores first.
5. Discuss with students their own comparative position in particular groups in terms of generalizations, such as upper third or lower fourth, rather than in terms of specific scores.
6. Help students see the relationship of measured interests to past training and experience, family interests, and so forth.
7. Give time and opportunity for expressions of attitude about each test result.
8. Give information slowly, not all at once.
9. Give him an opportunity to indicate what the test results mean to him and to raise questions about them.
10. Help students understand that test results are only one part of the evaluation of abilities and background.
11. Show relationship of test results to failure or success in school subjects.
12. Help students face evidence of strengths and weaknesses in background and ability, and help them recognize that to do otherwise is unfair to themselves.
13. When dealing with achievement results, emphasize the pattern of strengths and weaknesses interpreted in terms of his own level rather than concentrating on the over-all level.
14. Help students understand the meaning and importance of norm groups.
15. When dealing with intelligence high scores might be interpreted as "can do the work assigned," "ought to have time for extra things"; for average "can handle the work but some things will be easy and some hard", as low "abstract work is difficult," "you find it hard to understand some things," "you will have to work hard to keep up," "academic matters are not your strong field."

16. Discuss test results with students without becoming involved in the I.Q. concept. If students ask for their "I.Q.'s" explain that it is not too meaningful and may change several points from one test to another. Reiterate, if necessary, the information as to relative standing.
17. Suggest that tests may help the student understand the kinds of competition he may encounter.
18. Discuss standardized tests in the language of students.
19. Give reasonable emphasis to any physical and environmental factors which may have influenced test scores.
20. Suggest that measures of special aptitude such as eye-hand co-ordination, spatial relations abilities, clerical aptitude, and others may fit into the total evaluation of abilities.
21. Indicate the importance of reading comprehension in certain areas of study and the part it may play in planning a study schedule.
22. It is not to be assumed that a recent high school graduate's inclination toward a certain major field necessarily will be the subject matter field in which he will remain. Students with limited guidance and pre-conceived notions about certain major fields might "find" a different area gives greater satisfaction and success after exposure to other academic interests and potentials.

*Numbers 1-21 adapted from
Tennessee State Department of Education 1956-1957: p. 15.
Using Tests in Counseling, Leo Goldman, editor.



FRESHMAN PLACEMENT TESTS - REPORT FORM

STUDENT'S NAME _____

| NAME OF TEST | LOW | LOW AVG. | AVG. | HIGH AVG. | HIGH |
|------------------------|-----|----------|------|-----------|------|
| English Placement Test | | | | | |
| Math Placement Test | | | | | |
| Spanish Placement Test | | | | | |
| Social Studies | | | | | |
| French Placement Test | | | | | |
| Science | | | | | |
| Study Methods Survey: | | | | | |
| Total Score | | | | | |
| Planning | | | | | |
| Mechanics | | | | | |
| Attitude | | | | | |
| Jenkins Interest Test | | | | | |
| Numerical | | | | | |
| Selling | | | | | |
| Business | | | | | |
| Mechanical | | | | | |
| Social Service | | | | | |
| Teaching | | | | | |
| Medical | | | | | |
| Science | | | | | |
| Art | | | | | |
| Literary | | | | | |
| Music | | | | | |

INTERPRETATION OF PERCENTILE SCORES

percentile score shows the percentage of the norm group that ranks lower than the person tested. "Norm group" refers to a sample of individuals from a specified group who have previously taken the test. The specified group may be a very broad one such as "adult males" or a very restricted one, such as "beginning shorthand students." A percentile score of 50 indicates that half the people in the norm group rank below the person making this score and that half rank above him.

EXAMPLE: A beginning eleventh grade student makes a percentile score of 77 on the Davis Reading Test, a percentile score of 77 on the Michigan Vocabulary Test, and a percentile score of 80 on the Differential Aptitude Numerical Ability Test. The norm group in each case is "11th grade student." These scores may be interpreted as follows: the student surpasses 77% of other 11th grade students on the Davis Reading Test and has "high average" scholastic aptitude; he surpasses 50% of other 11th grade students on the Michigan Vocabulary Test and, therefore, secures an "average" rating in his overall vocabulary. His score on the Differential Aptitude Numerical Ability Test is at the 80th percentile, showing that he ranks in the top 5th percentile of 11th graders in his aptitude for mathematics.

TESTS AND INVENTORIES IN FREQUENT USE

INTEREST INVENTORIES: Kuder Preference Record; a Study of Values (Allport, Vernon); Jankins: How Well Do You Know Your Interest; California Occupational Interest Inventory.

The above inventories are used to evaluate vocational and educational interests. It should be remembered that high scores in one field or occupations represented in an INTEREST inventory do not necessarily imply corresponding APTITUDE or ABILITY.

PERSONALITY INVENTORIES: Self-Expression Form; Thurstone Temperament Schedule; The Minnesota Multiphasic Personality Inventory; Bell Adjustment Inventory.

The personality inventories of the type shown above are used to obtain an objective evaluation of temperament characteristics and to reveal the possible presence and extent of adjustment problems. Findings from inventories such as these may have important vocational implications.

GENERAL MENTAL ABILITY TESTS: California Test of Mental Maturity; Stanford-Binet; Terman-McNemar Test of Mental Ability; Otis Tests of Mental Ability, Wechsler Adult Intelligence Scale.

The above tests provide an estimate of general mental ability or intelligence. They are believed to measure primarily those abilities that enable an individual to learn rapidly, solve new problems quickly and in general deal effectively with his environment. The significance of IQ scores derived from these tests varies considerably, however, and a more uniform and interpretable method of reporting test performance is provided by percentile scores.

SCHOLASTIC APTITUDE TESTS: Differential Aptitude Tests; Watson-Glaser Test of Critical Thinking; Diagnostic Reading; Davis Reading; California Study Methods Survey.

The above tests may be considered a specialized type of mental ability test. They are designed to measure capacity for academic work at various levels. A person's performance on these tests is compared, not with the general population, but with the age or academic groups.

ACHIEVEMENT TESTS: Michigan Vocabulary Profile Test; USAFI General Education Development Tests; Essential High School Content Battery; Cooperative School and College Ability Test.

The above tests measure level of achievement in one or more specific areas. Scores on these tests are frequently indicative of achievement as well as achievement, but they are generally used to evaluate a student's factual knowledge and proficiency in specific subjects.

APPLIED APTITUDE TESTS:

Tests in Fundamental Abilities of Visual Art; Meier Art Judgment Test; Graves Design Judgment Test.

Series: How to Supervise; ATO: General Sales Test; ATO: Clerical Routine; Employee Aptitude Survey Series; Accounting Aptitude Test.

Series: DAT Clerical Speed and Accuracy; ATO: Clerical Routine; Employee Aptitude: Visual Speed and Accuracy.

Series: Engineering and Physical Science Aptitude Test.

Series: Mathematics: Essential High School Content Battery-Math; DAT Numerical Ability.

Series: Mechanics: Bennett Test of Mechanical Comprehension; DAT Mechanical Aptitude; ATO: Mechanical Aptitude.

Series: Dexterity: Purdue Pegboard.

Series: Kwalwasser-Ruch Test of Musical Accomplishment.

Series: Nursing: Hunt Nursing Aptitude Test.

Series: ATO General Sales Aptitude; Martin M. Bruce Sales Comprehension Test.

Series: Essential High School Content Battery-Scientific; ATO Scientific.

Series: Stenography: SRA Stenographic Aptitude Test.

Series: Teaching: George Washington University Series-Aptitude Test for Teaching; Minnesota Teaching Attitude Inventory.

The above tests are used primarily to predict success in a particular occupation, type of work, or field of study. In most cases neither previous experience in the occupation nor detailed knowledge of it is considered necessary for valid results. In some of the tests, however, have separate norms available for those who have had training or experience and those who have not. It is important with these tests, as with all others, that careful attention be given to the norm group with which a performance is being compared.

PART II

Other Aids for Counseling

Note: The following paper for reading by Faculty Sponsors is one made available by Dr. Williamson for use by participants in a recent Danforth Conference.... Advisory personnel should find his suggestions helpful.

CHARACTERISTICS OF THE COUNSELING RELATIONSHIP (1)

E. G. Williamson

Dean of Students and Professor of Psychology
University of Minnesota

We give a great deal of attention in the training of school counselors to technique and to skill in conducting interviews and interpreting data and transmitting information. Indeed, we spend so much time and devote so much attention to the technique aspect of the counseling process that perhaps we have unintentionally understressed the obvious fact that counseling is a very human relationship. I will seek to redress what I think is an imbalance between technique and relationship in the counseling interview by identifying some characteristics of the relationship.

The counseling relationship is a relationship of a special type; it is contrasted with a commercial relationship. In a commercial relationship an effort is made to exchange objects or services for financial pay. The relationship is friendly and courteous, as in the counseling interview, but the objective differs with respect to intimacy, depth of feeling and effects sought. The counseling relationship is a special kind of human relationship similar in many respects to that maintained in Western culture among members of a family

I. This paper was first read at the 1960 NDEA Summer Institute, University of Minnesota, Duluth Campus. An adaptation was later delivered as part of a paper at Kansas State College, Pittsburg and was published in CURRENT STATUS AND FUTURE TRENDS IN STUDENT PERSONNEL. E. G. Kennedy (ed.), July, 1961, pp. 39-43.

In the first place the counseling relationship is highly individualized, even when it takes place in a group process. This is the result of our cultural heritage. In our culture we prize, almost above everything else, the unique individuality of each student. This is part of our basic contention that only the individual is significant. Indeed, we prize individuality probably more than did the medieval Romans in the Renaissance because they restricted emphasis upon individuality to certain classes and status groups, whereas in our American tradition every individual is held to be at least potentially important as an individual. Despite the current emphasis upon the organization man and mass conformity to traditions and mores, basically in our way of thinking about people, we prize each individual. It is natural, therefore, that in counseling we should individualize -- we should center our attention upon the unique individual sitting before us. To be sure, sometimes this is somewhat difficult to achieve because we identify uniqueness by projecting the individual against the background of the group. We do this because group norms are ways of highlighting individuality by contrast and comparison. Sometimes, however, we become so concerned about group norms that we understress individual uniqueness and overstress conformity to the group norm as a standard.

A second characteristic of the counseling relationship is that it is personalized. One can individualize relationships and still be impersonal. The word, sympathy, at one time carried relevant meaning, but it has become sentimentalized and one hesitates to use it. Nevertheless, sympathy would properly denote that the counselor endeavors to understand the individual. That is, he tries to "put" himself in the individual's place, emotionally and psychologically, so as to understand him for purposes of assisting him.

A third characteristic that I wish to stress is that the counseling relationship is a helping relationship. It is not a commercial transaction to extract something from the individual. It is rather a service relationship. It is regrettable that we have hackneyed the work service so that one hesitates to use it. Nonetheless, the helping relationship concentrates upon the problems, difficulties, adjustments, and possibilities of the individual. In fact, we may have become so problem centered in this helping relationship that we experience difficulty understanding that counseling is also for those who do not experience immediate problems. In some respects, it is as though we thought that to become eligible for the counseling relationship one needs to experience something "wrong." But I believe the counseling relationship is useful for the normal individual -- in anticipation of his developmental stresses and strains. It is also adaptable to helping the individual whose potential will probably be more closely approximated if he has a helping relationship with someone outside of his family. In the helping relationship, then, there are difficulties to be solved and potentialities to be realized.

Indeed, one can become sentimentally ineffective in stressing this characteristic of the counseling relationship. One can do what I did when I first began to counsel--to search for problems and to ask in the initial stages of the interview, "What problem did you wish to discuss with me?" If the student says "none" then the interview terminates.

I can recall vividly, in the fall of 1926, when I first began to counsel students, the rotation of the universe brought to the chair opposite my interviewing desk a lovely Swedish blonde freshman with beautiful blue eyes. I asked her this same question. She said, "I have no problems." So reluctantly I had to close the interview. I interpreted the counseling manual to read that all students had problems--so I began my interviewing with the assumption that if I could just ask the right question, out would tumble a whole box of Pandora's problems. But I now reason that counseling, when properly structured, can deal with the no problem case, as it is called. We can, indeed, help those who are normal and even those who are satisfied with their present status in the school system. In contrast, there is a school of thought which bases its logic on a felt need for counseling. But it seems to me that the counseling relationship is of such a pervasive character that it has something to contribute positively to those who have "no problems or who are not conscious of their problems, but who do have potentials to be realized."

A fourth characteristic of the counseling relationship is that it has a future emphasis--a developmental thrust. I like to think of the backdrop structure-form of counseling as the generalized developmental curve of human development.

In this respect, through counseling we seek to help the individual anticipate the future by making his aspirations and potentialities come true--by so organizing his thinking about himself and his aspirations for his future development that he has a better likelihood of achieving his potential. I would suppose this is the reason why we tell students what their academic abilities are, in the hope that this will stimulate them to aspire to use them. This is one of the basic psychological assumptions of counseling. But there are some difficulties in the application of such an assumption. For example, one of our tribal mores is that, being academically minded, we assume in a hazy way a high correlation between abilities and aspirations. That is, when we identify a high I.Q., we take it for granted that the individual wants to use it in highly motivated academic efforts. Such an assumption is not always justified. Nevertheless, sometimes we become indignant with the "loafing" high-ability student because we think that he "should use his ability." There is an implied moral imperative in our thinking. But we should not be startled if some individuals respond "I don't want to use my ability, then I'll have to work hard."

A fifth characteristic of the counseling relationship which differentiates it from many other kinds, including some teachers' relationships with students is that it is life centered. In counseling we are helping individuals to build their lives in a totality. Our technical terms--self-concept, self-image--reveal that we are dealing with the humanness of the individual. He is not merely a customer, he is not only a client, he is a human being. Sometimes this assumption is unpalatable, especially when we deal with a "misbehaving" delinquent. Then we are not fully convinced of his "full" human potential. Nevertheless, counselors, like all educators, are eternal optimists about human potentiality of fullness of development.

The sixth characteristic I wish to stress is the affect dimension of the counseling relationship. We are concerned not merely with the identification of aptitudes, but with aspirations--with positive dynamics. But, if one reads the short history of counseling, one learns that this doctrine was not always held. A half century ago, emotions came into the (school) counseling relationship as a disruption to be eliminated and as a disturbance in the normal intellectual development of the individual. Indeed, the early literature of guidance deals with affect as something to quiet down so that it will not interrupt the development of the individual.

But today we think of affect as positive in cultivating the desire to want to be what the individual is capable of becoming. That is, affect is a forward pulling thrust, rather than a distraction. Many times I conclude that the affect dimension of the counseling relationship may have more positive good than almost anything else because many adolescents need a friend--a sympathetic friend outside of the family. To find this type of sympathetic relationship, highly emotionalized, actually may do more to cultivate confidence in self and desire to become oneself than almost anything that the counselor says. To be sympathetic in this emotional relationship may be to counsel more effectively.

Now, being school teachers, intellectually and verbally skilled, the logical and ordered use of words is our stock in trade. And, consequently, sometimes this proclivity induces at least the beginning counselor to want to have the air between you and the client filled with words--preferably in proper syntax, but irrelevantly if you cannot think of anything that is relevant to the situation. We are often embarrassed by silence and, therefore, we tend to think that unless someone is talking about something that counseling is not taking place. But experience in counseling leads one to the conclusion that sometimes sympathetic silence is more effective than grammatically correct conversation.

There is a seventh characteristic of the counseling relationship that I wish to identify. Unfortunately, in my experience it is less referred to today than in former years. I discovered a peculiar phrasing of this characteristic-- "the sovereignty of reason." (2) This is a beautiful phrasing of an under-emphasized characteristic of counseling. The history of western education is built upon the assumption that man is a "thinking" animal, among other capabilities, and that one of the basic purposes of education is to help him to think logically, consistently and constructively about himself and his relationship with his universe--that is, to "reason" about his adjustments. Indeed, education in Western culture is based upon this particular assumption and objective. Regretfully, in my opinion, sovereignty of reason has been unduly modified by contemporary emphasis upon affect relationships.

Paranetically, it sometimes seems that we cannot live with two ideas underlying human behavior--we have to accept one and reject the other. But, if one agrees readily that the last century has revealed that man is indeed an irrational animal and, therefore gets himself into trouble because he does not think straight--because his emotions block his rational processes--it is not thereby necessary to discard reasoning as basic in man's adjustments and development. Someday we will get the whole man together--cerebral cortex as well as autonomic nervous system. But today in counseling we seem to think in terms of either-or, that is either intellect or affect.

I believe that our goal is to help the individual to learn to use rational powers with respect to his own problems--his own life development. We differ, in counseling, from an instructor in logic, who also assumes the sovereignty of reason, in that we want the individual to apply logic to himself--not formal syllogistic logic, but rather the logic of understanding his motivations and his capabilities and logic in planning his life development. This is what I mean by saying that the sovereignty of reason is a basic characteristic of the counseling relationship. We are indeed helping the student to learn to think clearly about himself.

2. Gordon Watkins: "Address," National Association of Student Personnel Administrators. PROCEEDINGS. June 19-22, 1956, p. 146.

An eighth characteristic of the counseling relationship has to do with something we too infrequently discuss in counseling literature. It has to do with treating the individual with respect and dignity. Unfortunately these are two words that are seldom, if ever, used in counseling literature. Yet they are basic in the assumption underlying counseling. In counseling we treat the individual student with respect and dignity. Sometimes this attitude alone helps the individual to reach the conclusion--at least a tentative hypothesis--that he is worthwhile. Indeed, such a relationship gives him a valuation of himself and may do more than anything one says to cultivate an aspiration to become himself. That is, we treat our clients as though they were human beings with full potentiality. We counselors could profitably immerse ourselves in the literature of the humanities, which stresses a sense of personal continuity and personal worth. We would then be conscious of a sense of history--one's own development, as well as that of the race, and a sense of personal dignity and worth of the individual as a participant in the continuity doctrine because we, too, want the individual to have a sense of history--his own as well as that of his culture and other cultures--and a conviction that man's struggle for freedom and dignity has new unexplored stages of development and that what makes our culture worthwhile is the worthwhileness of each individual member of that historical continuity. These are sound counseling doctrines that we understress but which are implicitly assumed. I think of this eighth characteristic as best worded by President Pusey's definition of the role of the teacher. "The purpose of the teacher is to help the pupil grow beyond competence into full humanity."⁽³⁾ This concept of the counseling relationship is a challenge that is very worthwhile facing up to--to assist in growth beyond competence, and beyond citizenship competence. President Pusey did not do what some liberal arts people do--set the humanities against the vocation and thus plunge us into either-or confusion. President Pusey ordered a sequence which, to me, is sound counseling--helping an individual grow beyond competence into full humanity. The more I think of this concept the more I think it opens new vistas, new stages of development of the counseling relationship itself. The counselor himself is an instrumentality for helping the individual to explore dimensions of his own humanity, not only intellectual competence, but the competence of being a full being with rich elaboration of concern for others, for the dignity and worth of others, and not merely centering upon one's own self image.

3. Nathan Pusey, "The Exploding World of Education," FORTUNE, September, 1955, p. 16.

One last point of relevant conclusion--as a counselor aids a student to develop into full humanity, the counselor is himself developing into his own fullness of potentiality. I was once asked, "Is it right for me, as a counselor, to experience satisfaction in the counseling relationship?" Now that is an intriguing question. It could be answered, "No, you are only an instrumentality, and if you enjoy it, you are thereby depriving your student of his full service, as it were." I suspect that there are some counselors who feel guilty if they derive an emotional thrill out of a counseling relationship. Some may have been taught that a counselor must not intrude his own problems and needs into the counseling relationship. Perhaps this tribal dogma has been over-generalized to the conclusion that if a counselor "enjoys" the counseling relationship, then he is exploiting the student for his own needs. Perhaps this is what the counselor meant when she asked, "Should I feel guilty if I get an enjoyment out of the counseling relationship?" My answer was, "I see this as a reciprocating relationship, out of which both you and the student must experience basic satisfactions; but you must conduct yourself in such a way that you do not exploit the individual for your own satisfaction alone. The two of you should, together, develop into your full statures. Perhaps this mutuality of development into fullness of humanness is a ninth dimension of the counseling relationship."

NOTE: The following paper for reading by Faculty Sponsors is one made available by Dr. E. G. Williamson for use by participants in a recent Danforth Conference. Advisory personnel should find it helpful.

THE COUNSELOR AS TECHNIQUE

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It has long been traditional to teach beginners in counseling the many techniques to be utilized in counseling interviews. For example, what use to be called "rapport" was to be established by friendly greeting, by courteous invitation to be seated, by inquiry about the weather or a recent basketball game or some other relaxing and disarming topic of conversation. This opening gambit was to be followed by an inquiry. "What can I do for you?" or "What is your problem?" or some other invitation to turn the current perplexing question or substance of inquiry which caused the individual to want to be counseled.

Following this initiating technique, most counselors have varied in the degree of active interview participation by the counselor and counselee. Yet all counselors have stressed the importance of content of conversation, the subject of which was the student's own problems encountered in daily living. In fact, the student's problems were the content of counseling and techniques of interviewing were employed for two purposes. First, conversational techniques (including silence and facial gestures) were employed to aid the students in "releasing" tension preparatory to conversing about his problems. And secondly, techniques were employed in appraising his potentialities and searching for means of "correcting" or solving his problems.

Without depreciating the utility of this type of counseling technique, I suggest that there is another approach to the teaching and learning of technique of conducting a counseling interview. I wish to explore this alternative, but not competing category of technique. I refer to the counselor himself as a technique of counseling, not only what he does or says in the interview, but how he conducts himself and the manner of often unverbilized communication. I suggest that the style of living of the counselor himself is an extremely important and effective technique in counseling. I shall argue at a later point that consideration of the counselor as technique leads us at once into the phenomenon of the student's perception of the counselor as he directly observes and actually experiences the counseling relationship.

But first let me make explicit my bias concerning the purpose of the interview. While avoiding the sterile topic of "neutrality" of the counselor as to the outcome or result, yet I am not forced to accept the alternative of aggressive "manipulation" of students. Rather am I committed to a philosophy of education in which counselors seek to help students "become" their highest potentialities -- even though we now face the complex and not-soon-to-be solved task of defining what "bests" are better than the less than best some of our students achieve. In other words, I firmly believe counselors are in the "influence business" and therefore must struggle with ethical problems, searching for models of character development both for themselves (my present thesis) and of their counselees. It is efforts at self-actualization of the best of one's potentialities that differentiates counseling from laissez faire in education. And the troublesome ethical problems of hierarchies of "best" in behavior cannot be avoided by claimed neutrality of influence even in the self-actualization movement.

First, let me establish the case for counseling as a means of influencing the form and character of the life development of students. I hold the view that education is a means of influencing the character, the manner of living, the kind of person each student will come to be. I subscribe to the philosophy of education held by U Thant of Burma, himself an experienced educator:

"One of the most important tasks of the teacher, as I understand it, is to bring to clear consciousness, the ideals for which man should live. Education cannot mean merely the development of an intellect or our potentialities, for there are potentialities for evil in us as well as for good. Nor can it mean mere preparation for life, because life may be worth living or it may not. Our educators must realize as clearly as possible what kind of potentialities they are to develop in their students, what kind of life they are to educate their young people for. The ideals which constitute the essential elements of culture must first be clearly understood and appreciated."¹

1. U Thant: "Education and International Misunderstanding," TEACHERS' COLLEGE RECORD, 62, No. 1, October, 1961, page 3.

In further support of this viewpoint of the utility of counseling, I point to a supporting statement by Gardner Murphy:

"Every one of us teaching in the grades or in college, every one of us counseling or guiding, is working with a potential which expresses an interaction between a hidden force and an instigator. We are all working with the nature-nurture problem in one form or another. We are all gathering data which involve 'testing the brute' to see how far people with built-in limitations or built-in potentialities can be lured, enticed, stimulated, into richer or stronger, healthier or more happy patterns of life."²

Hutson Smith also defined the societal role of education in these succinct words: "education has been the means by which the adult generation transmits to the oncoming generation the internal equipment it deems necessary for the good life."³

In line with such a philosophy of education I hold the view that, with regard to character formation, education should function to introduce each student to "role-models" from which he may select the ones which he considers to be appropriate to his aspirations and on whose pattern he builds his own life -- introduces, not indoctrinates, imposes, or requires slavish acceptance. We have long recognized the utility of introducing students, through biography and autobiography, to great heroes which they may or may not select as models for their personal development. While this use of early models begins in the home and is strongly emphasized in the content of the elementary school curriculum, yet the utility of hero models continues probably throughout one's life.

Teachers themselves often serve as models of influence in the lives of students at all ages. This we have known for many decades. But the literature of counseling says little, if anything, about the counselor himself serving as a hero-model, as a technique of achieving the goals of counseling.

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2. Gardner Murphy: "New Vistas in Personality Research,"
THE PERSONNEL AND GUIDANCE JOURNAL.
Vol. XL, No. 2, October, 1961, page 115.
 3. Huston Smith: "Values -- Academic and Human," THE
LONGER LEARNING. Marjorie Carpenter,
Dubuque, Iowa. Wm. C. Brown Company, 19 ,
pages .

I argue the thesis that the very way in which a counselor maintains his relationship with the counselee may well be effectively and ethically exploited in character formation. And, in fact, I believe that there are desirable characteristics of the counselor as a human being which may be intimately related with the effectiveness of counseling. I am not arguing for a standardized personality of counselors or ever for an orthodoxy of belief; but I am suggesting that, without restricting the desirable diversity of individuality in counselors, yet we also can place desirable emphasis upon certain common characteristics in order that counseling may achieve full effectiveness in terms of full development of individuality of the counselee.

Let me suggest the following desirable characteristics of the counselor viewed as technique:

The counselor's philosophy of human development should show through his behavior. He should adhere to an expectation of hopefulness and optimism concerning the outcome of the human enterprise and of the individuals holding membership in that enterprise. He should be an eternal optimist who, at the same time, recognizes regretfully that many individuals do not achieve full development of their potentiality -- intellectually, morally, and emotionally. While thus avoiding both cynicism and foolish optimism, he nevertheless works with modest confidence that, because of his own expectation and acts of helpfulness, there is greater likelihood that his counsees will approximate full humanity.

His efforts at effective relating with the student must issue from his own acceptance of himself as he is. Samler rightly asserts that "acceptance of and respect for others follows only from acceptance of and respect for oneself."⁴

But the counselor, to be effective as a role-model should accept himself at his own "best" and as the resultant of his personal efforts to actualize his potentialities for the "best."

4. Joseph Samler: "An Attempt at Synthesis," BASIC APPROACHES TO MENTAL HEALTH IN THE SCHOOLS. A Reprint Series from the Personnel and Guidance Journal. 1961, page 62.

His manner of relating to students should also be one of kindness without obsequiousness. His manner of interviewing should be friendly and warm, as one human being relating to an equal. Indeed, his behavior should reflect his belief in the dignity and worth of the individual student. This does not require that he consider all students identical in worth, but rather that they are equal in the opportunity to develop their unique and full potentiality.

His own personal integrity should be beyond doubt and should be explicitly known and respected among students.

His technique and style of relating to students should be such as to establish clearly his expertness in aiding students in their efforts toward full development.

His unobtrusive but clearly perceived expertness should also indicate that he has a penetrating understanding of humans, their capabilities and potentialities, motivations and aspirations.

His behavior should be such as to be identified as carrying on his own "independent intellectual life,"⁵ both in his own technical field and in the broad literature of human cultures. He should clearly be more than a competent technician: he should be viewed as a broadly informed and cultivated educator.

He should personify in his behavior those academic virtues that symbolize personal commitment to the high mission of educating youth, both in their full actualization of potentiality and also in their dedicated service to the human enterprise.

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5. ORIENTATION TO COLLEGE LIFE LEARNING. A REAPPRAISAL. Washington D. C., American Council on Education. 1961.

Dean Simpson of the College, University of Chicago, questioned whether high school counselors in fact do have an "independent intellectual life." Such a doubt reinforces those expressed earlier by the Carnegie Trustees as to counselors' commitment to the "intellectual goals of the school." EDUCATION AND THE ACADEMICALLY TALENTED. Carnegie Foundation for the Advancement of Teaching. New York, November 9, 1958. (Reprinted from the 1958-59 Annual Report), page 7.

He should exemplify in his own professional operation in the counseling interview, the relevancy of research design and rigorous thinking to the students' efforts at full self-understanding. This characteristic is stated best in these words: "The habit of sifting evidence, weighing bias, winnowing fact from opinion, assessing the judgments of others, and reaching an opinion of one's own with due regard for the possibility that new found evidence may change it tomorrow... is a way of mature and responsible thinking which can affect one's competence in every aspect of living."⁶

He should clearly be perceived as advocating and practicing persistent striving for personal excellence in all dimensions of development, intellectual, moral and interpersonal relationships in the pattern set by Gardner for all of education.⁷

His professional conduct should exemplify the "intellectual virtues"⁸ of honesty without the distortion of personal bias; broad scope of relevant knowledge; dialectical agility in his use of such knowledge; and sensitivity, especially concerning persons.

In both his private and his personal life, he should exemplify the "academic virtues" of diligence, moral honesty and also commitment to academic freedom of inquiry, through expression of convictions on all topics, issues and controversies.⁹

Perhaps my thesis of the counselor as technique is best communicated by an active biographic model. The historian, Morison, described the "first" dean of students, Briggs of Harvard, in these words:

"He performed the miracle of exercising a personal influence on a large and increasing student body. The humanity, perception and kindly humor, which enlivened his printed reports, were so evident to the undergraduates that it is said men used deliberately to 'get into trouble with the office' in order to talk with the Dean."¹⁰

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6. Joseph Satin, Ed. THE 1950's AMERICA'S "PLACID" DECADE. Boston, Houghton Mifflin Company, 1960. Houghton Mifflin Research Series, No. 6, Publisher's note.
 7. John Gardner: EXCELLENCE. Harper and Brothers, New York, 1961.
 8. Huston Smith: op. cit.
 9. Ibid.
 10. Samuel Eliot Morison (ed.): THE DEVELOPMENT OF HARVARD UNIVERSITY. Harvard University Press, Cambridge, Massachusetts, 1930, p. xxxv.

Let me close my analysis of this topic by the suggestion that my thesis be subjected to research. I do not suggest that counselors be inventoried as to agreement or rejection of my hypothesis. Rather do I suggest that we inventory students as to their perceptions of counselors' characteristics which show through the "helping" relationships. The perception of counseling and counselors, as students have experienced them, may prove to be crucial in organizing and maintaining effective counseling services.

Perhaps someone will use my hypothesis for thesis research. It would, for example, be interesting and useful to learn to what extent our counselees perceive us as exhibiting some, all, or none of these characteristics as role-models for youth. If none are so perceived, then what is our self as perceived by our counselees?

PART III

Case Studies for Faculty Consideration

NOTE: These were chosen, not because they are typical but because they represent challenging situations. Names have been changed to avoid recognition.

Milton C. was in his freshman year when his faculty adviser consulted with the counselor concerning his attitude toward his work. He seemed to be a very able student with high board scores but lacked interest in his courses and in campus life.

He worked hard to get out of high school but has had no motivation since. He might have had some personal problems. He did not write to his parents, who got in touch with the adviser.

Milton was visited by the counselor in the dorm rather than asked to make an appointment at the Guidance Center. He said that he had been told all these years that he had great potential but there was no good results. He doubted his ability. He said he had no trouble with his parents. He is not one to 'follow the crowd'. It was suggested that he come to the Center and he agreed, saying he appreciated the help given. He had seemed to the adviser and counselor to be somewhat secretive.

In a later interview he said he was impressed by the futility of life--"the release of life when someone dies is fortunate for them".

His father is a self-made man who has attained considerable success. The father is active in the mental health movement in their home community. Milton knows his own attitude was not normal. He felt pressure to follow in his father's path in achievement.

The C&C discussion leader said the boy was very conservative in class and in relation to politics. His adviser said he claimed to be openminded in religion. However, in the one campus organization he participated in he was aloof and discourteous to the leaders.

His parents telephoned for advice and the mother was almost hysterical, worrying about suicide. The father felt Milton had intense guilt feelings over some campus behavior (non-existent as far as any of us knew.) They had had a physical exam which ruled out such possibilities as thyroid deficiency or anemia.

His Binet I.Q. was 132 when tested at this time. On the Minnesota Multiphasic Personality Inventory he showed abnormal signs of depression, home conflicts and general confusion.

A long session with the father was helpful in understanding the boy.

Psychiatric help was recommended to the father and the boy to take place during the summer. This was done but although the psychiatric report was in accord with the above findings the rapport was poor and the sessions ceased after a few weeks.

There was no change after returning for his sophomore year and Milton wanted to drop out. He spent all his time out of class in the Dorm lounge watching T.V. He was referred to another reputable psychiatrist at his own suggestion. He reported this to be the first meaningful interview he had had, and wished to return home and commute for continuing psychiatric care. This was permitted through a medical withdrawal.

Aurora B., 21, is a minister's daughter who transferred to St. Andrews for her last two years of college. Her girl friends were concerned about her and discussed the situation with the counselor. She had overcut classes the previous semester, and was repeating this. She drank excessively and had been overwhelmed by the attentions of a male student of the 'party set'. Her friends were unable to get beneath the surface attitude that 'everything's all right.' Her only meal was lunch, since she got up too late for breakfast. She ate snacks along with her drinks. She was passing just one course, getting D's or flunking the rest. In appearance she is neat and quiet. Successful efforts were made to arrange an interview ostensibly related to vocational testing and stimulating interest in her class work.

A projective test showed considerable confusion about her self-picture and her family relationships. She has very bright sisters, according to one report. She had definite interest in a nursing or art career but was doubtful about the future. Aptitude testing is not too reliable under such circumstances.

Help was too late in coming and Aurora had to withdraw.

The Case of George

George, sophomore, was brought to the counselor's attention by one of his teachers, who said he was aimless in class and didn't complete work assignments. He showed signs of disgust, like throwing a pencil on the floor one day while working in class. He said he had just 'existed' during the past summer. George had above average scores on the freshman placement tests.

He is Presbyterian, had been active in his church's youth group. He was in band, Beta Club, Science Club in high school, and editor of the school paper. He likes music, but had decided on journalism as a career. This had been given up after his first year at St. Andrew's.

He was asked to come to the Guidance Center to talk over his vocational plans. A few tests were given as a basis for personal conferences. He ranked in the 95th percentile in critical thinking (or logic); ranked in the 50th percentile in social intelligence compared to upper class students. He showed a normal variety in vocational preferences.

On the Minnesota Multiphasic Personality Inventory his feelings were shown as definitely on the maladjusted side.

He said in subsequent interviews that he had had a congenial room mate last year and wished he had been selected by him to be with him again this year. He sees little of the transfer student rooming with him now.

He feels the other students on the campus don't seem to have the motivation on the level of those at Virginia Tech, for instance, who are studying architecture. He seems 'detached' from everything. These feelings began last year and are getting worse. He has a car and plenty of money, so "Why am I worried about not being productive?"

He thinks he has nothing to contribute to new groups or his associates. He blames St. Andrews, saying it is a glorified high school. He did approve of the play 'Medea'. He said the school paper was inferior until recently. He gets C's and B's without any studying, but did receive one D. He has no feeling of accomplishment. One professor returned an essay, saying it was too long, and marking it 'incoherent'.

George feels he can't communicate in a discussion group. He knows it is his responsibility to seek a faculty conference but doesn't do so. He says he "doesn't mind criticism from one whose judgments he trusts--is not looking for constant praise". He wants to be challenged thoroughly by term paper assignments. He was referred to a faculty member--with his cooperation--to find a challenging approach to his course. He agreed to offer help to the editor of the campus paper.

He thinks there is too much time for introspection in college. He has two or three close friends of a quiet sort, with whom he plays cards, bowls and swims. George says he is not good at sports, lacks coordination. He used to be on a track team.

He complained that music majors were put ahead of better players in the band his freshman year.

George accepted an appointment at the Psychiatric Clinic at Chapel Hill. Their report was that he was of the Schizoid type with an uncertain prognosis, needing supportive, long term contact.

He completed his second year at St. Andrews. His future plans are unknown, although he talked of transferring to a school which in his opinion was more serious minded.

