

Why Don't Guilford Girls?

By Linda Clapp
W.S.C. President

This year, as in past years, many promises have been made by enthusiastic presidents and council members. Up until now, the reason for these unfulfilled promises had never been apparent. Promises are made not to be broken but to make goals apparent. But in order to achieve these goals, it is necessary to have one hundred per cent co-operation. At Guilford, some say it is ridiculous to even dream of such participation.

Now I am dreaming. I believe that this year can be the best year ever for women students, and for men students as well. We first must become interested in what is going on at Guilford—all of us must become interested. We must next discern in what we are interested. Many are interested in the proposed rule changes, some in the fashion show, and some in nothing. These few students sit back on their haunches waiting to see what will be done for them. If these "plain Janes" or the "I could care" want to wait, they may wait for a long while.

We have at our disposal one of

the most complete student personnel services at any college, anywhere. Not to make use of it would be utter foolishness on our part. Dr. Lanier is at present one of the most misunderstood persons on campus. He is truly interested in the students, and he has already "stuck his neck out" for us several times. This is saying quite a lot considering past administrations. He can not, and I am sure will not, go it alone. He must have support; in return he will support us as far as he is able. All one needs to do is to go to 3rd floor of New Meeting House and talk to him. His door is always open to us.

Another person we can count on is Dean Melleney. I do not think anyone needs to say what a great person she is. Masters degree or not, she is the best Dean of Women this college will ever see. She gives straight forward answers and tries to help in any way possible. She is another one whose door is open to us—day or night.

This year, many tentative plans have been made. How long they remain tentative is entirely up to you—are you interested?

Photo Revelation

Mr. Herbert Poole, the head librarian of Guilford College, in cooperation with Mr. George Broughton and Mr. Robert Perrin, has brought a photographic essay on the rural south to Guilford. The display is open to the public, and most of Guilford's public should see it. It is located in the vestibule and central lobby of our library. Mr. Broughton and Mr. Perrin are the photographers who put together this fine display.

Mr. Broughton is a sociology student at Chapel Hill who is doing graduate work in the field of motion photography and its implications in the sociological world. His partner, Mr. Perrin, is a New Orleans professional photographer, who has contributed much of his work to national photographic trade magazines. The project started as a hobby, the pair touring the area around Tuscaloosa, Alabama taking pictures of interesting scenes. The hobby soon graduated into its present status as being a sociological essay of the death of the rural agrarian South.

There is no particular continuity in the series of photographs, as there is no connection with the civil rights movement, even with the stress on the living conditions
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Y. E. S. Wages War

By SCOTT J. PARKER

"The Youth Educational Services summer tutorial program is designed for North Carolina's children of poverty. YES is a unique organization in that it is staffed entirely by high school and college students who are interested in helping to win the War against Poverty."

"The primary objective of YES is to establish tutorial programs for the less privileged children of Greensboro and in six other areas of the state. These YES programs reflect the concern of our generation for the disadvantaged children of our city."

While attending Guilford this summer I read these words and decided that this time I was going to do something about the War against Poverty. I got in touch with the Assistant Director for YES and signed-up. I'll never regret it.



There were three orientation classes for the tutors in the Greensboro area. What I got out of these meetings was nothing short of pure fear. We were told the do's and don'ts of tutoring, although it seemed to me that there were more don'ts than do's. We were given pamphlets and sheets of paper telling us how to be good tutors. We took page after page of notes. The Director of Health, Education, and Welfare for this area

came to the second meeting to give us staggering facts about poverty in Greensboro. A simulated class with tutor and tutee was even presented before us, after which we gave our unprofessional opinions. After the last meeting we broke into four groups, representing the four federal housing projects in which we would be working. It was here that I got my assignment.

I was given a tutee information sheet, on which were the names of my students, where they lived, and when I was to meet with them. This was the only information I had to go on. I wondered what in the world I would do the first meeting, and what would I say? A final speech was given that was designed to put doubts such as mine at ease. We were to be friends, buddies as it were, with our tutees. We were not to use the conventional teaching methods any more than was necessary. We were to be fellow students, with the only difference being that we had a head start on them. Fresh alternatives for teaching were put before us, and we crammed them in as fast as they poured them out. And then, we were "all set" to begin tutoring.

The next day I spent thirty minutes roaming around a section of town I never knew existed, trying to find the home of five children, two of which were tutees. Jerry and Jimmy Brown, brothers, fifteen and sixteen years old; however, they were complete opposites.

Our first session went well. We talked about everything from basketball to math. We talked seriously about school, and what we were interested in getting out of our education. And we joked, swapping one for another. In general, we got to know each other, and we had fun doing it. I went back to the dorm thankful that the ice was broken, and very glad that I was going to help these two kids, not only academically, but socially as well.

For the next session I went prepared. I had written down several "math" problems from the math 101 book that I thought would be fun to work. The first one was the old stand-by about getting the fox, the bag of grain, and the chickens across the river. Remembering not to use pencil and paper any more than was necessary, I assigned each boy a part. Jimmy was the fox, Jerry was the chicken, and I was the bag of grain. The walk in front of their apartment was the river. We proceeded to solve the problem, but didn't make much progress. After a while Mrs. Brown came outside and pitched in, but still no answer. The next door neighbor came over soon after this, and it wasn't long before we had half the neighborhood out on the sidewalk running back and forth like a bunch of chickens. Someone finally came up the answer, but this was only the beginning. Jerry remembered a similar problem he

had learned in school, and so we started on that right away. After this was solved, another problem came up, and another, until it was time for me to go. I never thought I was going to get to the car after the session was over. There must have been five children other than my tutees begging me to stay. Working these riddles was an accomplishment for them, something that was lacking in their everyday lives. They had attempted something educational and had made a success of themselves. They were happy and I was pleased.

I met with these two kids twice a week, and every time was a new experience for all of us. Once I brought shells back from a beach trip, and gave every child in the family a package of twenty or so. We learned to add, subtract, multiply, and divide with these. The next meeting another tutor from UNC-G brought several books on shells and we spent the entire time identifying our shells. We took a trip to WCOG, we played basketball, we read, we worked crossword puzzles, and had bull sessions—you name it, we did it.

And then summer school came to a very abrupt halt. Appropriately enough I said good-bye to my friends at a party given by YES for the tutors and tutees. When I left I had a genuine desire to continue helping those boys. Why? I don't think I could give you a concrete answer to that question. The biggest part of the answer would have to be accomplishment. Accomplishment for the boys to be sure, but also accomplishment for me. We both learned.

If you ever get the chance to help someone in this way, do it! You'll thank yourself. Greensboro United Tutorial Service has a foothold here at Guilford. Give GUTS a try.

Lawnmower Not Exempt

On October 7, 1966 the administration issued the new parking stickers and rules for the 1966-67 academic year. These parking regulations are to be enforced by a person or persons employed by the school. He will be paid from the \$20.00 registration fee paid by each motorized student, on a percentage basis, or a combination of the two. As of this date, no persons have been found. The following is a list of the rules and regulation as published.

RULES AND REGULATIONS FOR STUDENT OPERATION OF MOTOR VEHICLES AT GUILFORD COLLEGE

Permission for Guilford students to have motor vehicles at the college or in Greensboro is limited to those who

are at least twenty-one years of age or have attained sophomore rank, or to those who commute from their home in or near Greensboro. Where exceptions to these rules may become necessary, as in some cases of employment, special permission to operate a motor vehicle while in residence at the college may

Coach Resigned

The Guilford College Quakers, who had not tasted defeat since a frustrating afternoon at Washington and Lee eleven and a half months ago, tasted the bitter fruit again at Western Carolina Saturday night after seven straight victories since mid-season last year. The Catamounts squeaked past the Quakers, 17-15, after a F.G. attempt failed.

The game, played in cold damp weather under lights on a muddy field, was a tremendous struggle that had been billed as just that. The game was one that WCC "had to win" to stay alive in the CC race; and one that Guilford wanted badly in order to keep abreast of the undefeated teams — and to avenge a last minute, two-point loss last year.

The game had also been billed as one that would go to the team that made the least errors.

Coach John Stewart was philosophic about the loss. "We said they had a fine team. We said they would be up for the game, after their loss last week. Our mistakes against their near flawless game was the difference."

After Guilford received on the opening kickoff, a clipping penalty moved the ball eleven yards back to the Guilford 19 yard line from the 30. Another penalty moved the Quakers back, a quick kick was partially blocked, and the Catamounts moved from the 30. A per-

sonal foul call against the Quakers along with a pass interference call moved the ball to the 4-yard line. Two cracks at the Quaker line failed, and a pass play registered the first score. Three minutes time had elapsed.

On the second Cat TD, following a Guilford scoring drive that moved 70 yards with ease, a crossed signal and a fumble that gave the football to Western Carolina on the 23-yard line did the trick. The Quakers had moved to midfield from their own 26-yard line. "Western ends did a good job offensively and defensively. And Williams is a good passer." However, the Cat ace had three interceptions, one that cost a touchdown.

Guilford moved the ball twice into scoring range in the late stages of the fourth quarter. A fantastic set of circumstances stopped the Quakers as it appeared they were ready to score. First star tailback (and field goal specialist) Tommy Grayson was carried off the field with 4 minutes 55 seconds to play. "This bothered our poise," said Coach Stewart. But the voice of Henry McKay, Mike Hunt, and Bill Burchette seemed destined to move the Quakers for a score until Burchette came up lame on the seven with forty seconds to play. Mike Boccuzzi ran an end sweep to the five-yard line on second down, and with eighteen seconds to play. Quaker time-outs had been used up, and a hurried field goal attempt by Grayson, partially blocked, went wide.

be given by the Dean of Students. Permission for a student to operate a motor vehicle may be withdrawn at any time by the Dean of Students.

REGULATIONS

Students who qualify for use of a motor vehicle under the conditions stated above must comply with the following regulations.

1. Ownership and/or possession of any motor vehicle, together with its license number, must be registered with the Business Office at the opening of the school year, or within three days after the vehicle is brought to Greensboro. The motor vehicle registration fee is \$10.00 per semester.
2. Weekend parking permits are available from the Dean of Students. These permits are valid for 48-hour parking in the Student Union parking area only. The permit must be displayed in the windshield while the car is on campus.
3. Students who operate motor vehicles are required to maintain full insurance protecting others.
4. Students who operate motor vehicles are expected to observe campus traffic and parking regulations. Fines are levied by the college for failure to comply with campus regulations.
5. Motor vehicles shall include all power-driven vehicles.

RULES

1. A maximum speed of 20 miles per hour on campus is in force.
2. All traffic and stop signs are to be observed.
3. No students may park on any of the campus roads or streets including the front drive, the circle in front of Memorial Hall and in front of NWD.
4. Students must park only in the areas assigned (note two exceptions below). Reassignment by the Business Office is possible with the written consent of the Dean of Students.
5. No motor vehicle may be operated on the sidewalks or lawns at any time for any purpose.
6. The campus will be patrolled at irregular intervals—day and night. Parking regulations will be enforced at any hour.

FINES

1. A first offense on any of these rules and regulations brings only a friendly warning. A second offense merits a \$5.00 fine, as do all subsequent offenses.
 2. Any fine not paid in three days, becomes a \$10.00 and is charged to the student's account.
 3. Failure to register vehicle ownership or possession at the beginning of the school year, \$25.00.
- The college may at any time, as it deems fit, impound any vehicle found in violation of any of the above rules and regulations, at the expense of the student responsible for the vehicle.
- Exceptions to Rule Number 5. Any properly registered vehicle may park in the Student Union Parking Lot. Any properly reistered vehicle may park in the parking area by the Gym for one hour only.