

'Run' The
Blue Hose?

The Guilfordian

The Friendly Newspaper

Petition
Don't Boycott

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REVELERS PRESENT 'THE WILD DUCK'

The Revelers Club has been working nightly the past few weeks in preparation for the play, "The Wild Duck." "The Wild Duck" was written by Henrik Ibsen, the "father" of the modern theatre, and was first published in 1884. The play can be said to be a comedy of errors, even though it ends in tragedy.

Noel Langley, the famous translator of "The Wild Duck," will be here the last week of rehearsal. He will assist in rehearsals, as well as lecture. Alex Reeve, who directed Langley's translation in New York, will also be here a week to give notes to the cast at practice. He will speak to the student body on the subject of Fine Arts in Convocation, Nov. 16.

Make sure you attend the Revelers Club's first play of the year, "The Wild Duck," Nov. 17th and 18th.

Cast In Order of Appearance

Pettersen	Charlie White
Jensen	Merikay Noah
Old Ekdal	Steve Wessells
Gregers Werle Senior	Scott Parker
Gregers Werle Junior	Hank Hackett
Hjalmar Ekdal	Allan Hollister
Mrs. Sorby	Jean Jones
1st Guest	Jack McCarthy
2nd Guest	Sara Schoonover

U N Seminar

Under the leadership of Mr. Claude Shoots, Guilford's Coordinator of International Emphasis and Programs, plans are being formulated for Guilford's U.N. Seminar, Nov. 15-19. Shoots said that the purpose of this Seminar is to come to understand the organization and function of the United Nations, and he added, that it seeks to expose students to the broader experiences of life.

From the more than fifty students who have indicated an interest in participating in the Seminar, thirty-six will be chosen to attend. Preference will be given to those who have not previously attended.

In addition to Shoots, four faculty members -- William Burris, David V. Cheek, Donald A. Christenson, and Cyril H. Harvey -- will accompany the students.

Last year marked the beginning of the Guilford College United Nations Seminar. This year the topic for discussion is China. In preparation for the Seminar several meetings will be held to assist students in becoming better acquainted with both the U.N. and China. The first such meeting is scheduled for Oct. 26.

The group will leave the campus at 1 p.m. Wed., Nov. 15. Arrival in New York City is set for 10-11 p.m. that night. Transportation will be by chartered bus, and the group will stay at the Grand Central Y.M.C.A. Hotel. The price of the trip, which includes room and the U.N. program, is \$15. The college will pay all transportation costs. Students will pay for meals and for any other expenses.

During the Seminar students will be attending meetings, discussions, and conferences. Group members will have an opportunity to talk and exchange ideas with representatives from foreign nations. And students will be given the public tour of the U.N. headquarters.

After the Seminar program is over the students will have free time, including all day Saturday. Guilford plans to secure tickets to a Broadway show, and any student may purchase one if he wishes to attend. Sidetrips to Greenwich Village and other cultural areas are also available.

Following the four days of learning and travel, the group of students will return on Sunday night.

3rd Guest	Terry Lindsay
Graberg	Adam Putter
Relling	Chris Coan
Molvik	Adam Putter
Gina Ekdal	Sally Peterson
Hedvig	Marilyn McIntyre

To Cut or Not to Cut

How does Guilford's present "policy with regard to class attendance" compare to the cut system of other Greensboro colleges? What do Guilford faculty members think about our system? Is our policy, in effect, working?

The questions seem particularly pertinent in light of the recent study of our two-year-old system by the Educational Policies Committee. E.P.C.'s recommendation to the faculty was that the policy remain intact, "based on the principle that responsibility for attendance properly rests with the student We recognize, however, that where this sense of responsibility is lacking, the student should be helped to acquire it ... It is not proposed as a disciplinary measure."

Guilford's acting Dean of the College, Dr. Godard, feels that this policy gives more personal responsibility to the professor, which he advocates. The teacher, holding the cut or no - cut option for the student, must keep up with the individual student's progress and determine whether repeated absences hurt his grade. Mr. Floyd Reynolds, Registrar, agrees that class roll should be kept for this purpose. Cases have been discovered in the past where a student had been "neglecting academic pursuits altogether" for several weeks without a school official being aware of it.

Reynolds was asked whether grades were higher or lower under the current policy as compared with the old "three-cuts-a-course" law: "There has been no significant difference in grade averages since the new rule went into effect." He records only three-fourths of one percent more A's last September than in 1964-65 when the old system was used.

At U.N.C.G., the number of cuts per course is determined by the individual faculty member. Three consecutive cuts give him the right, or the responsibility, to report the student's name to the dean. The student, then, can be placed on compulsory attendance, or dropped from the course with an F.

A&T University students must attend a class at least two-thirds or are subject to automatic withdrawal with an F. The system, involving systematic roll-taking by the teacher, has been rigidly followed for 15 to 20 years, according to Dean J. E. Malshal.

The area's two smaller colleges, Bennett and Greensboro, differ greatly in their cut systems. Bennett girls are allowed are allowed three cuts per course only if a B average is maintained. At G.C. however, the quota of absences is left up to the discretion of the individual professor.

Various of our own faculty members share several views about cutting in general and implement these beliefs in the cut-policies of their classes. The teachers interviewed held the broad consensus that the current policy is a good one, and no particular problems were cited. Dr. Norton feels that class attendance is integral with education and the study of a subject. She sets a limit on cutting her classes, as do other faculty: Mr. Norton, Miss Roetzel, Mrs. Hunt, Dr. A. Deagon, Mrs. Mathis, Mr. Lee, Mrs. Payne, Mr. Semmler, Mr. Ward, Miss Reddeck, and others. The Physical Education Department also fixes a cut limit, reasoning that one's body cannot benefit from a P.E. course if one's body is absent from class.

Among those favoring class attendance on the basis of student initiative are Mr. Nichos, Dr. Feagins, Dr. Harvey, Dr. Burris, Dr. Aiken, Mr. Lockard, Dr. Gut-

PETITION RESULT OF FORUM

At 7:30 p.m. on Mon. Oct. 9, a forum concerning the discriminatory policies of the Imperial Barber Shop was held. The meeting, moderated by Zack Lowe, was attended by about sixty students and faculty members. However, there was no representative of the barber shop present, even though the shop had notified the Student Legislature that they would have someone there.

The major points argued at the forum were (1) Should action against the barber shop be taken? and (2) If so, what action? Nearly everyone present thought that some action should be taken, but there was a wide difference of opinion on exactly what action this should be. Some students, of whom Charley Cole and Bob Wilson were more outspoken, wanted an immediate boycott of the Imperial Barber Shop by all male students. They argued that any less forceful action would be useless, because the manager had definitely decided that his shop would be segregated, and nothing short of economically punitive measures would change his mind.

Other students were in favor of a petition expressing dissatisfaction with the current policies of the shop. These students said that the campus would not be solidly behind a boycott, and that it

is wrong to interfere with a man's livelihood. After considerable discussion on these issues, a motion was made stating that petitions should be circulated stating that the undersigned people want the Imperial Barber Shop to stop its present policy of racial discrimination. The motion carried easily and the meeting was adjourned.

The actual drafting of the petition took place after the meeting. Several petitions were drawn up, but the one finally agreed upon by the few people remaining was one composed by Mr. Parkhurst of the economics department. It read: "We believe that every resident of the Guilford College community is entitled to equal service from every merchant, and we sign this petition as concerned persons willing to express our support for students and others who desire a change in policy at the Imperial Barber Shop. We ask that racial discrimination be ended and urge all those similarly interested to join our efforts."

It was tentatively planned that several copies of this petition would be sent to each dormitory, and that the basic issues would be explained to students, followed by an invitation to sign the petition. The petitions would then be sent to the Imperial Barber Shop to await their reaction, if any.

KMRIA Takes Over The Deceased Gadget

What the heck is KMRIA? All interested persons have been instructed via Richard Nilson, co-editor of this journal, to refer to Ulysses page 137. The general objectives of the KMRIA Journal classify it as a follow-up of the Gadget. The Gadget was started as a rival to the Guilfordian which they felt to be a rather milktoast manuscript. "The KMRIA Journal hopes to be a swizzle stick on the Guilford campus," said Richard.

There is a basic difference between the Gadget and the KMRIA Journal. The Gadget was intended to stir up students on political issues. In contrast, Nilson said, "The KMRIA hopes to bring about the students' realization of the religiousness of everything." "It is an attempt to bring alive some of the deeper and controversial opinions of the students at Guilford." These expressions don't absolutely have to pertain to religious feelings. As stated in the introduction of its first issue; "You can gripe, or compose, or create, or indite whatever issues come forth from your mind. We try to be both relevant to Guilford College and irrelevant to anything."

Who writes for the KMRIA Journal? You do. Why do they expect this publication to succeed when the Gadget did not? Richard's reply to this is, "The Gadget did not solicit articles. We plan to ask students for their works, in hopes that they believe and support them enough to want to print them." The KMRIA has subsisted so far solely on personal funds from its staff. Can you see yourself spending your money this way? They need your financial support (no amount is too small) to continue printing. Why not give yourself a chance to see what you and your constituents can produce in the literary field? Give the Guilfordian a long needed challenger.

sell, Mrs. Speas, et al. Some of these instructors, and many of their colleagues, prefer class attendance, but do not pressure the student to attend unless his grades are affected.

Mr. Grice, (who himself sets no limit on number of cuts for his classes), has compiled figures showing that at the present cost of a school year, the student pays \$7.50 for each lecture, whether he attends or not.

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Freshman Seminars

Three seminars were introduced to freshmen this semester on an experimental basis. Faculty members were interested in finding out how freshmen would react to this type of course and whether or not the seminars would be beneficial at such an early stage in their education.

Each of the seminars is being offered to 15 students. The subjects are: religion and science, existentialism and modern literature, and foundations of mathematics. Each seminar carries three semester hours credit. The courses are supervised by faculty members who have an active interest and competence in the given subject.

The seminars offer a three-fold benefit to students. Primarily, they give the student an opportunity to encounter more challenging ideas and problems early in his college career. Having been exposed to new ideals and new ways of thinking, the student has a chance to do more independent research on his own. This helps him to form his own opinions about ideas in the field which has been opened up to him.

Not only do the seminars benefit the student in learning to think for himself, but they also encourage him to develop a tolerance for the cultures and opinions of others. For many academically talented students, a seminar offers the first chance to participate in classroom activity with students of the same capabilities.

In the opinion of the students, one of the most favorable aspects of the seminars is that they are offered on a pass-fail basis. This enables them to experiment with and participate in fields which arouse their curiosity without the great pressure of grades.

Every Now and Then

A friend of mine is involved in something that a few of you may be interested in. He is president of the newly-formed radical group known as S.P.G.P.A.-P.P.G. (Students Protest Group Protesting Actively Protesting Protest Groups.) Currently they are involved in standing across the street from the post office and screaming at the silent vigil. They are just starting to form a "get your hair cut at the Imperial" movement and expect a large turnout from the southern portion of the student body.

This organization is founded on the belief that no one has the right to protest anything accepted or adopted by the greater government of the United States

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