



Survey Conducted on Roles at Guilford

A Survey designed to discover how members of the Guilford College Community view themselves and their fellow members was recently conducted by the Sociology Department's Community Organization class. The questionnaire was developed by members of the Center for Creative Leadership for use at the campus-wide retreat held April 17-18. After seeing the results of the survey on the retreat, the class felt it would be valuable to distribute the questionnaire to a sample of the school, to obtain a wider viewpoint.

The survey was distributed to 180 persons, students, faculty, administration, and trustees. From these 180, we chose 89 of them for a sample for the paper, 50 students, 32 faculty, and 7 administrators. The trustee surveys have not yet been received. Results from the newspaper's sample are on page 3.

The survey revealed that in general, students conceived the role of the trustee as more powerful than the faculty judge them to be. When asked if the trustee's role is to support the desires of the students and faculty, 48% of the student sample agreed, with 18% disagreeing, and 26% undecided. 63% of the faculty sample disagreed, with only 3% undecided and 30% agreeing.

Both students and faculty strongly agreed that the Trustees should not have a strong voice in the curriculum. 90% of the faculty surveyed felt this, and 78% of the students agreed with the faculty.

Some surprising results came from the question of should the faculty member teach only in his

area of experience. Both students and faculty agreed that the faculty should stick to their respective fields. 58% of the students agreeing, and 60% of the faculty agreeing. 28% of the students sampled disagreed however, while only 18% of the faculty did.

On the question of the importance of research in the faculty, 51% of the faculty felt that research is not a primary part of the activity of the faculty, while 42% of them felt that it was of prime importance.

Full results of the paper's sample are on page three.

Legislature Now Using Consensus

In the two student legislature meetings which have been held by the new president, Doug Scott, the tone of Scott's administration has been set by the move from parliamentary formality toward the use of Quaker consensus and the presence of a more relaxed atmosphere in general.

The first meeting held April 26 centered around a discussion concerning a proposal to reorganize the legislature (see page 5 for the full text of the proposal). Scott kicked off the discussion by asking the legislature members what attitudes the current legislature's structure held. Conversely, a discussion proceeded concerning the faults of the present system.

The May 3 meeting included consideration of a new constitution
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Area Schools Join Peace Action



Bill Beidler speaks on Dana steps photo by Wilson

'68 Proposal Revised Project RASI Proposal

by Karen Reehling

The facts surrounding the RASI (Residential, Academic and Social Interaction) program, commonly known as a living and learning experience, have not yet clearly surfaced. As Alice in Wonderland observed, things are getting "curiouser and curiouser."

To retrace the proposal's steps just a bit, the original proposal written by March Weiner, Randy Hopkins, Elena Brown, Jean Johnson and

Alison Bradley was presented to the incoming student personnel staff; Dr. Jerry Goddard, Executive Dean; Bruce Stewart, head of the Guilford Fellows program and Jim Gifford, head of the Man in the 20th Century course. This was to get it in the hands of the administration so that suggestions could be made, and the possibility of implementation for next year enhanced.

There were three goals

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Students from Guilford, Greensboro College, and UNC-G joined the nationwide day of peace action called by the Student mobilization Committee on Wednesday, joining the weekly Quaker Peace Vigil at the Federal Building at noon, and returning to their respective schools in the afternoon for individual action and discussion centering around the Peoples Peace Treaty and the continuing war in Indochina.

Guilford students began the day of action against the war with a "Walk for Peace" leaving Guilford at 9 a.m., and joining a rally at Greensboro College around 11. After last minute negotiations for a parade permit from the City of Greensboro failed, the march was redefined as a "walk," and allowed to proceed.

About 25 students, lead by Sam Greathouse, walked the five miles downtown via Friendly Road, to join the rally of about 150 persons at Greensboro College. Other Guilford students joined the rally later, arriving by car. At the GC rally, the crowd was addressed by Dr. Walter Weaver, Chaplain of the College. Mr. Paul Sebo, a political science professor, and Ron Gallimore, organizer of the rally.

The rally moved on to join the Quaker Silent Peace Vigil, held every Wednesday at the Federal Building on West Market Street. After the Vigil, students returned to their colleges for afternoon discussion and action groups.

A brief meeting was held at 4 p.m. on the steps of Dana Auditorium, at which Dr. Bill Beidler spoke of a Priest in

Andy Gottschall:

"Residence Halls Are Key to Sense of Community"

conducted by Douglas Scott

GUILFORDIAN: Who are you, Andy Gottschall?

GOTTSCHALL: Well, I guess Andy Gottschall is really a number of different people ... depending on where you find him at a particular point in time. You can talk about him as a man with a family, you can talk about him as a person who has worked in community development, you can talk about him as a person who has worked in community development, you can talk about him as a person who has been immensely involved with people probably most of his life, one way or another.

Sometimes Andy Gottschall speaks about him as a person who has some kinds of goals and ideals about being a "good" teacher ... I guess you find Andy Gottschall in some ways permitting himself to become involved by other people in their concerns and in their lives ... and he kind of enjoys it!

GUILFORDIAN: As Guilford's new Dean of Students, do

you plan to continue the policies of past deans of students, or do you plan to do something new with the office?

GOTTSCHALL: Well, I guess I'll just have to speak for myself in this respect. I hope that I am a new dean of students, whatever that means, at this point in time. I'm not at all certain that I'm continuing the policies of the operations of previous deans of students that have been here at Guilford College. I do see this: that we have some needs, some very intense needs, and some very important needs in our student body that aren't presently being met ... I think, as I've said on other occasions, that Guilford College isn't what it used to be; it hasn't yet become what it's going to be.

Perhaps, in fact, it doesn't yet quite know that it DOES want to be. And I think one of the things that I would like to be a part of is helping to determine just what there is about Guilford College that we're going to be.

GUILFORDIAN: What sort

of programs and plans do you have for your new position? Could you be a bit more specific, particularly in regard to what kinds of things you'd like to use as your ground rules?

GOTTSCHALL: Well, a "bit more specific" might be a little more difficult at this point in time. One of the things that I do sense, and I think that there's a growing body of evidence to support it, is that the parts and pieces of Guilford College seem to be flying off in quite different directions at quite different speeds without responding to how they're relating to one another.

And I think that part of the job that I have is to try to find some way to begin to pull together these parts and pieces, to get them flying in something like the same direction, so that as a community we seem to be going some place together.

Now, a major part of that constituency of Guilford College is that body of students we have here. And even within that body of students we have parts and

pieces flying off in different directions at different speeds. Instead of talking about a dean of students and his staff, what we're trying to talk about now is the idea of a student personnel service, a service which is responsive to the needs of students and yet may remain unidentified yet by students as needs.

Well, what is this staff going to be directing itself toward? Seems to me that the most important place in the student's life at the college, in the sense that most of his life revolves around it, is his residence. The Student Personnel Service that is being organized is looking at the residence as the key to the development of a sense of community, of a sense of direction, of a sense of purpose I think the residence must truly be called a residence rather than a dormitory. It's a place not only to sleep and study, but it's a place to be, to grow, to develop, to extend one's understanding, not only of academic things by of other things.

The residence hall is also a place where values, perhaps, are most involved on the campus. The Student Personnel Service has as its objective the identification of these needs and a kind of community development process in which your staff will serve more as a liaison, as implementers, as identifiers, as coordinators, as developers to respond to needs of students. We've already heard talk about some groups of students being interested in scuba diving.

Well, in what ways can a Student Personnel Staff relate effectively to the expressed needs of some students for scuba diving or modern dance, or a weight lifting club, or a bowling league, or a speco? Academic interest that the college is for one reason or another, unable to meet in its normal curriculum structure? How can we vitalize the residence hall as a meaningful place to be and to do something other than sleep and prepare term papers?

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