

The Sub-Human Condition

by Kelly Dempster

I would like to propose the establishment of a board of review for academic concerns. It would serve as a last resort for the frustrated student who has a problem of an academic nature and has been unable to solve it via the "presently existing channels." Several examples which point to such a board's usefulness immediately come to mind.

The Academic Dean requires a syllabus for each course to be given to the proper department chairman. The ruling is, of course not enforced; worse yet, it is misguided, for students should be the ones to receive the course outlines. Students have the right (or is it should have the right?) to know what is planned for a course and when. Surely, if anyone knows the direction of the course, it should be the professor, and I maintain that he should know that direction before the course starts. The student has the right to know what he is getting into -- whether it be too much, or more often at Guilford, not enough -- and if the course is what he wants.

Opinion: Do You Support The ERA?

DO YOU SUPPORT THE ERA WHY OR WHY NOT?

Richard Broadbent, freshman: "Yeah, I support it, but not actively. I really don't know all that much about it or anything, except the basic stuff. The main problem with the amendment as well as with anything else, from my point of view, is that I don't know what to do."

Lynn McDaniel, senior: "Usually, but not unequivocally, statistics often prove that the biological maturation processes in a correlated analysis provide little foundation for an optimistic prognosis."

Nancy Martin, freshman: Yes, because women ought to have the right for equal responsibility and because, hopefully, this amendment will take away the male-oriented idea that women aren't able to handle specific responsibilities."

Barbara Westneat, sophomore: "Yes, I support the idea but I don't see how it will ever get enforced."

Ken Scales, Alumni: "It should be passed because it will reduce women's privileges. It will actually provide equal rights for men."

Suzanne Dickinson, sophomore: "I like the idea behind it, but the amendment as it stands I don't like because it's too vague."

Doug Minick, junior: "I'm for it. I really haven't thought that much about it but as far as I'm concerned things should be on a person-to-person basis - women are just as capable of doing many things as men are."

Personally, I have not received half of the syllabi I have been entitled to -- or asked for -- this semester. The same can be said for last semester. When complaint was made to professors, nothing happened. (From one professor, I finally got one syllabus out of the three he has owed me - one of which he promised daily for the entire duration of last semester but with which he never came through.) From speaking to the Academic Dean, it was made clear that he was in no position to enforce such a rule as he, too, had not distributed the syllabi for his own courses. (He still owes me one). As long as voluntary compliance is not working, and the rule is not being enforced by the officials who are paid to do so, then some new system is needed as an initiative.

Another matter of concern to a great number of students is the promptness, or lack of it, with which papers and tests are returned. Surely I do not recommend arbitrary next-class returns. However, it is reasonable to expect a test, paper, or lab exercise back before the next

one comes up. Students suffer from not having gotten back papers for weeks or months. (Lab exercises have not been returned for one of my last semester's courses). If courses were adequately planned in advance, as would be necessitated by the preparation of a detailed syllabus, then more time could be put toward the prompt return of student materials. Perhaps a gentle reminder to that effect from an impartial board would help.

There are other issues. The matter of "professionalism" in testing has often been raised in relationship to certain professors who consistently test for trivia or in a rather devious manner in order to outwit students who may know the subject matter but not how to read the professor's mind. Let someone else hear the case, and if it is rubbish, throw it out. If it is valid, remember it at tenure time. The same goes for inequities in the grading set-up, where personality conflicts can bias grades without appeal. There are a myriad of other complaints and issues which could be arbitrated by a neutral board of students and faculty.

The role of such a board would, of necessity, be to offer recommendations, but with the cooperation of the Academic Dean, faculty, and student body, it could be a useful tool for solving some of the problems that students often encounter.

It is certainly unfair to imply that the entire faculty is guilty of such lax actions (I fully expect to hear the other side of this), or that students with complaints are always justified in their opinions. Yet it is just as unfair to deny the conscientious student the right to know what he is signed up for and the method of the course's implementation. A student has the right to know whether he is progressing by learning from his mistakes, rather than finding them all out on the day his final grade is issued. Additionally, students and faculty alike have the right to expect professionalism in teaching methods by their colleagues and mentors.

The issues raised here, as well as others, are becoming more and more important to students as they seek to take a more important role in the shaping of their education. It is becoming increasingly apparent that many professors and the Academic Dean are deaf to such issues. The establishment of an academic review board might be more successful in changing the too traditional axiom that possession of the gradebook is nine-tenths of the law.

students to take at least two years of ROTC training. Pentagon officials indicated a possible upward trend in the future. The 1972 enrollment was 13.7 percent, while the decline registered for 1970 was 28.8.

Officials said that there were ROTC units on 392 campuses in 1972, and increase of 18 from 1971.

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Male View Of The ERA

by Gordon M. Thomas

I have been in favor of the Equal Rights Amendment since it was proposed by the last Congress and submitted to the states for ratification. The strategy is good in that the amendment to the federal Constitution is needed in order to provide a more expedient dissolution of laws that maintain discrimination on account of sex. Several tactical errors have been committed during the debate on the amendment by women who have been too militant and by men who have been too apathetic. Most of the blame for this, however, must be reserved for the mass media. The media have given too much biased coverage to the sometimes radically new rights to be gained by women and not enough to those that men should receive from the enactment of the ERA. Men's rights under the proposed amendment are quite simple, but would make a great deal of difference to all men in this nation and state.

Women would be assured of receiving equal pay for similar work done by men. Consequently, the husband with a working wife who is forced to work overtime or at a second job would not be under such great pressure to do so.

In a divorce proceeding, men would be automatically eligible for alimony. If alimony is to be paid as a result of the settlement, the alimony would be paid by the party more able to pay because of education, type of work done, and salary. In addition, men would be equally eligible for custody of the children. Believe it or not, there are many men who can give parental love and affection and minister to the needs of children just as well as or better than any woman. At the present time, it is practically impossible for fathers to get legal custody of children unless blatant and continued abuse by the mother has occurred.

Women would be forced to share selective service obligations with men. Most military jobs now done exclusively by men could be done equally well by women. If a better military is the objective, this would allow for as-

ignment of tasks more in line with one's abilities or fields of specialization regardless of sex.

The tax, inheritance, and finance laws of most states and on the federal level would have to be altered considerably. In some states, the wife is guaranteed a certain percentage of an inheritance while the husband is not. A husband must pay inheritance tax on his wife's estate much earlier than a wife does on her husband's estate. In many states, the husband is automatically responsible for any and all debts incurred by his wife.

At the present time, men can be jailed for the rape of a woman or for the seduction of a female minor. The ERA would demand that women be held accountable for rape of a man or for seducing a male minor.

The Equal Rights Amendment would provide for legal equality of the sexes. Another result of the amendment would most certainly be a major change in the social and marital roles of men and women. If the sexes were equal in the eyes of the law, the resulting new processes of socialization would doubtlessly change the societal mores that demand that women be subservient and submissive in order to prove femininity and those customs that require men to be dominant and overly aggressive in order to demonstrate masculinity.

Varied versions of the ERA have been introduced into each Congress for the past fifty years. Only in the 92nd Congress did it receive the necessary majorities. The time for ratification and enactment of this important amendment is now.

APOLOGIES

We apologize to Jitterbugging Jerry G., who was incorrectly labelled "Litterbugging Jerry" in last weeks issue.

We apologize also to Charles Thomas, (the only Charles Thomas on campus) who claims he did not write the letter to the editor which appeared in the Guilfordian two weeks ago.