

The Guilford Debate

BY FRIEDA SCHWARTZ

A debate is raging on campus as bitter, in its own modest way, as the Carter-Ford debates. Students are asking themselves and each other why they came to Guilford. Answers to the question sharply divide the student body.

On one side are those who came here to ruin their eyes, by reading books. On the other side are those who came here to ruin their ears, listening to rock music. (There are of course some middle-of-the-roads who manage to read while they are listening to rock music. They ruin their eyes and ears at the same time.)

Each side argues for its rights: on the one hand the right to read, on the other hand the right to play music and throw parties. The readers can't hear themselves think. The partiers are doing their damndest not to think.

Frieda says, let's take a hint from the working class, and set aside a time for thinking and a time for not thinking, a time for work and a time for play. Let's try the 40-hour work week. Study from eight

to five, Monday through Friday; weekends and evenings free. Teachers can hardly demand, in good conscience, that students work more than forty solid hours a week. And students will be amazed at how much they get done in forty, and only forty, hours of work.

As it is now at Guilford, the student's workday is never done. She feels guilty when she spends an extra half hour in the dining room, or when she talks to a friend on Sunday night instead of writing Monday's BHTC paper. There is always something more to do - catch up on reading, study a bit more for a test, proofread a paper, read reserve books, study notes... Ach!

The solution? The 40-hour work week.

The advantages are obvious. If you give yourself three hours to write a paper, chances are that the paper will be the same as if you give yourself eight hours to write it. If you're not on the 40-hour system you'll probably spend 23 hours on a paper: 10 hours worrying about it and wishing you could just make yourself sit down and write it; three hours telling your roommate how much you hate papers;

most of the weekend trying to enjoy yourself while still leaving enough time to write the paper; and finally, late Sunday afternoon, if it's raining, finally getting down to work.

Why do people party on Friday nights? Because they suffer from the illusion that the work week is over. But, as a matter of fact, most students seem to work as much or more on weekends than at any other time. I'd be willing to wager that more work is done between 2:00 Sunday afternoon and midnight than in any other ten-hour period during the week.

Since everyone studies at different times during the day and week, there is no block of time when everyone is free to communicate, commiserate, fornicate, and vegetate, least of all on weekends. If students could get their work done during the day, knowing that at 5:00 they are free, they could engage in all sorts of evening activities - folk-dancing, pot-smoking, name-dropping, Christian Fellowship, wine-tasting, you name it. Chamber groups might form on campus, and stamp and chess clubs. Cat fanciers would get together, and model airplane buffs. Who knows,

hobbies might come back in style.

But wouldn't the 40-hour work week be unfair to athletes? Since football and basketball players practice in the afternoon, they would have to study in the evening while the rest of the student body is busy amusing itself. An easy solution to this problem would be to designate a part of the campus "a quiet place" - somewhere in the environs of the library perhaps - and there the athletes could do their bookwork in peace, undisturbed by the cacophony of their classmates.

Well, Frieda, you'll say, do you practice what you preach? Of course not. If I did, I'd never see my friends, cause they only work at night and on weekends.

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The Danforth Foundation, long active in fellowships for graduate education, recently declared its intention to increase support for the advanced education of able minority persons interested in preparing for careers in college teaching.

After eight months of data gathering and study by Staff, the Board of Trustees adopted the following recommendations:

- 1) that the Danforth, Dent, and Graduate Fellowships for Women be reorganized into one program - the Danforth Graduate Fellowship Program
- 2) that the Danforth Graduate Fellowship Program offer approximately 100 fellowships for graduate education annually, with 25 of these awards designated for American Indians, Blacks, Mexican-Americans, and Puerto Ricans.
- 3) That approximately 60 - 65 of the 100 annual awards go to persons applying as college seniors and that the remaining

35 - 40 awards go to post-baccalaureate persons

4) that preference be given among the early entry applicants to persons under 30 years of age and that preference be given among the late entry applicants to persons 30 to 40 year of age

5) that the Danforth Fellowships be given to persons committed to careers in college and university teaching, in subject-matter specializations likely to be taught in undergraduate liberal arts curriculum, and for pursuit of the Ph.D. or other appropriate terminal degree at an accredited university of the Fellow's choice in the United States

6) that the fellowships be for one year, with the possibility of renewal for a total of four years, the actual period of support to be worked out on an individual basis

7) that a Fellowship include tuition and fees plus a stipend

8) that graduating seniors be nominated by campus liaison officers and that postbaccalaureate persons make applica-

tion directly to the Foundation
9) that the criteria for selection feature, in addition to an appropriate degree program and a commitment to teaching, dedication to a life of service informed by moral or ethical values

10) that the Foundation utilize unexpended Fellowship funds in any fiscal year for purposes of identifying, recruiting, and educating minority persons

These recommendations will become effective in the 1976 - 77 academic year, with the first appointees entering graduate study in the fall of 1977.

More than 50 persons, mainly from the minorities, participated in consultations held at various locations around the nation. Also, data were studied on the status of minorities in higher education, and there was a review of accomplishments of minority persons in Danforth-funded fellowship programs.

The Foundation's commitment to the needs and interests of persons from racial and

ethnic minorities has been shown in the past through various grants and programs. Approximately 20 percent of the resources expended through grants have in one way or another been directed to minorities. In the graduate fellowship programs administered by the Foundation, ten percent of the awards in the last ten years have gone to persons from the minorities. The Southern Fellowships Fund of the Council of Southern Universities has received fellowship grants totaling 16,000,000. There have been grants to various individual universities for minority fellowships. Now, in addition to continuing support for some of these activities, the Foundation will emphasize fellowships for persons from selected minorities through the Danforth Graduate Fellowship Program.

Recruitment activities have already started, coordinated by Dr. John Ervin, Dean of Continuing Education, Washington University, St. Louis, who has been appointed

Advisor to the Foundation. Several other persons representing minority groups will work with Dean Ervin and the Foundation Staff.

The Danforth Foundation, established by the late Mr. and Mrs. William H. Danforth in 1927, is a national, educational, philanthropic organization, dedicated to enhancing the humane dimensions of life. Activities of the Foundation emphasize the theme of improving the quality of teaching and learning. The Foundation serves the following areas: higher education nationally through sponsorship of Staff-administered programs; precollegiate education nationally through grant-making and program activities; and urban affairs in St. Louis through grant-making and program activities.

Editor's Note: Two former Guilford students, Mel Bringle and Laura Donaldson, were recipients of the Danforth Fellowship in the past several years. They were judged nationally for this fellowship.