

Value of T.A.'s Questioned

BY JENNY KRAAR

I just can't imagine sitting through another freshman BHTC class, no I just couldn't . . . not until I realized I could handle the course materials from a completely unique perspective - from a teacher's point of view. Realizing that I would have an opportunity to help lead class discussions, confront students' ideas through their papers and tests, as well as have a say in how the BHTC material is to be approached, I grabbed the chance to attend a BHTC class, once again.

There are a number of teachers who chose to seize this role. The selection of T.A.'s is on a personal level. Individual teachers will either select an outstanding student from a previous BHTC or other class, who they feel they can work with, or have a student recommended to them by a fellow teacher. Sometimes the initiative will come from an individual student, who will ask to become a T.A. Jonathan Malino was concerned that there was no structure in, or standard for the selection of T.A.'s.

What incentive do T.A.'s have for pursuing this role? One person had social as well as academic reasons. She wanted to experience teaching and "get to know freshmen." A special education major wanted to see if she was capable of putting ideas across effectively and was looking forward to working with students outside of class. Another T.A. felt she could gain skills in writing her own papers by reading and evaluating freshmen essays. She was influenced by the illusion that she could receive four credits for the effort as well as fulfill the senior BHTC requirement. Besides wanting to work with a particular teacher, money, needed for the next semester's expenses, was the motive for one T.A. Unfortunately, for some, receiving money was another misapprehension.

Within the BHTC department there has been a controversy over the type of rewards deserved by T.A.'s. In the past the choice of whether to pay the T.A.'s or give credits was up to each professor. This semester up to two credits are being given while money is not. Ed Burrows, the department head, said that some professors felt that there was not enough work involved for the T.A., since they had already encountered the subject-matter

to deserve payment. Dr. Burrows' T.A. felt that T.A.'s should receive money, because their duties are comparable to a job and very time consuming. She also drew a correlation between T.A.'s and graduate students, who get paid for their work in teaching undergraduates. Another T.A. pointed out that T.A.'s in other departments get paid for their work.

"I didn't know how much being a T.A. involved or else I probably wouldn't have done it," one T.A. confided. This quote is just one of the many indications that the T.A.'s exact role is not explicit. Ed Burrows said that the BHTC staff has talked, in a general manner, about the duties a T.A. can carry out yet no roles were definitely outlined. Being "muddy" on exactly what the department as a whole expected her to do, was the feeling one assistant expressed. Unclear official guidelines, according to her, allowed for flexibilities. On the whole, exactly what and how much a T.A. does, is left to each particular teaching team.

A number of T.A.'s expressed that there need to be specific standards set for exactly what T.A.'s duties entail. Without such guidelines, some T.A.'s are swimming around not knowing exactly what to do, and turn to the teacher they are aiding - who is equally confused on the issue. This leads to cases in which T.A.'s are either not doing enough, not living up to their potentiality or are overworking by doing too much.

The weekly BHTC staff-T.A. meetings are an attempt to share teaching methods and approaches to the material, and simultaneously to give the T.A.'s a greater sense of their function. "These meetings are the biggest waste of time," stated a conscientious T.A. She felt that there was not enough sharing of ideas and that, more significantly, there is a lack of respect for those ideas that are shared.

A multiplicity of reactions to the idea of T.A.'s were revealed by their students. That T.A.'s can be a middle opinion which allows the teacher to be more in touch with the students point of view, was looked on as a positive aspect. One student said that he values the student-student intellectual relationship that the institution inspires. However, another student said she didn't have

the nerve to use the T.A. outside of class because it was very demeaning, while one student said that his T.A. never opened his mouth. Another student stated that during discussions the T.A. made up for the deficiencies of the teacher. On the whole, students expressed that the idea of a T.A. was a potentially valuable and inspiring aspect of BHTC - the ambiguity of the extent of the T.A.'s obligations seemed to be the only problem.

Alternate answers to this dilemma are being formulated. One idea was to have a four credit advanced level course for T.A.'s. In addition to aiding a teacher, the T.A. would deal with the same theme as BHTC freshmen, but in a more intellectually

complex manner. This would entail an extra class time solely for T.A.'s in which teachers would present possible education techniques. Currently, the details for this brainstorm have not been completely arrived at.

Theoretically, the institution of T.A.'s is very much a part of Guilford's philosophy. This encourages students' sharing of ideas which contribute to the "spirit of the community." Also T.A.'s provide a chance for students to receive individual attention, an integral element of Guilford, being a small college. The reality of T.A.'s actual effect on the community had to be left as a decision to the T.A. him/herself, rather than to an outline as a consensus of what the department, as a whole, expects of a T.A.

Union News

BY DONNA HURLEY

Another week at Guilford, and the Student Union has activities and services waiting for your participation.

Tuesday night's movie is *The Boys in the Band* (Sternberger, 8:15 p.m.). This film is an intriguing exploration of the homosexual experience. Set at a birthday party, the story unfolds as a poignant, bitter, honest view of adult relationships is revealed. Starring the original Broadway cast of actors, this film version of *The Boys in the Band* is an intense venture into another way of life.

Wednesday, Nov. 9, the Greensboro Police Department's Crime and Loss Prevention Division will be sponsoring an engraving clinic. From 10:00 a.m. to 4:30 p.m. the officers will engrave your stereos, radios, cameras, bicycles, or other valuables with a personal identification number. If these valuables are later stolen, they can be more easily returned to you. The clinic also features an exhibit in the Crime and Loss Prevention van. The clinic will be located between Founders Hall and Milner Dorm, and is brought to you courtesy of the Union Recreation Committee.

On Friday, Nov. 11, *Barry Lyndon* comes to Guilford. This winner of four Academy Awards will be shown at 8:15 p.m. in Dana Auditorium. Starring Ryan O'Neill and Marisa Berenson, Stanley Kubrick's saga of 19th-century adventure is excellent technically, as well as superb in content. Kubrick worked for

over three years to produce the special costumes, scenery, staging, and lighting that authentically take the viewer to Europe in the 1800's. In this setting, Ryan O'Neill portrays Lyndon, a character drawn from William Thackeray's novel of a happy-go-lucky rogue that is alternately a spy, soldier, and gambler. A classic among historical dramatic cinema, *Barry Lyndon* is a movie well worth seeing. (Note: this film runs slightly over three hours.)

One last note: Wish movies like *Star Wars*, *A Star Is Born*, or *Rocky* played at Guilford? Join the Film Committee and do something instead of just wishing! Contact Tyler Sauer, or leave a message for him on the Union Office door (upstairs Founders, office suite). This is the way to participate in the great film series at Guilford!

Senate Minutes

Oscar Newkirk was selected to serve on the Administrative Committee while Randy Catoe, Joe Ellington, and Christopher Fields were appointed to the Academic Usage Committee.

November 8 is the deadline for delegates to the Model U.N. Security Council at UNC-G. See Cathy Sebo, if interested.

Discussion of Visitation hours was led by Becky Sensemam. The major concern of the discussion was 24 hour visitation. A survey, conducted by the Communications Committee, will be taken to receive further input.



Did You Know . . .

BY DIANE de CORTEZ

that Jenni and Roxanne are looking for a ride to Singapore? Will share gas, driving, and a sling.

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that Walter bathes in stop bath?

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that Milos Forman came to Guilford incognito to check out Milner as a potential location for "One Flew Over The Cuckoo's Nest"?

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that there is a lot you don't know?

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why foreigners come to Guilford to be students?

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that I don't either?

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that you too could write for the *Guilfordian*?

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that Mary Hobbs has a back door you can escape through?

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that the theme song of the Geology department is Simon and Garfunkel's "I am a Rock"?

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that a number of Hobbits changed their sex for the Homecoming dance?

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that the grass is greener in North Carolina?

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that 33 1/2 percent of the students went home for Homecoming?

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that Daniel is not the only Boone that took pictures?

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that if you want to make fun of something or somebody, like friends, enemies, classes or whatever, you can send your witty phrase or drawing to: Diane de Cortez, P.O. Box #17305.

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that student apathy is getting to be a disease? Get your shots now!

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