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# Senate creates new constitution

## Preamble

A community is more than the sum of its parts. The relationships between students, faculty, administration and trustees are those of care, one for another. While the ultimate authority is vested in the Board of Trustees, they in turn delegate various powers to the administration, the faculty, and the student body in recognition of the importance of direct participation in decision making by the persons directly involved.

Common areas of concern for community life demand a common forum. Students, faculty, and administration live and work in the same community and share concern for the quality of life in the college.

The purpose of the constitution shall be to bring these three groups together to take action upon matters of common concern and to share those powers delegated to the student government in order to further the highest interests of the community.

Careful consideration of all points of view, in both idea and action, are in keeping with this purpose. It is hoped that the spirit will be considered as important as this constitution which we do recognize.

### I. Name

The name of this body shall be the "Community Senate."

### II. Purpose

The Community Senate shall represent student, faculty, and administrative opinions in a decision and policy-making process dedicated to the welfare of the community.

### III. Constitution and Derivation of Authority

The Community Senate shall derive its authority from the Board of Trustees with the support of the administration, faculty, and students.

### IV. Officers

The following offices are established to enhance the effectiveness of and provide experience, leadership and guidance for the Community Senate as an Executive Council:

1. President
2. Vice-President/Treasurer
3. Secretary

### V. Basis of Representation

The Community Senate shall represent all aspects, residential, academic, faculty and administrative, by the following guidelines:

1. There shall be a minimum of one representative per 50 students.
2. There shall be no less than 20 student senators and no

more than 26 student senators counting Ex-Council members.

3. The Faculty of Guilford College will elect two full-time members of the faculty as Senate representatives with full voting privileges.

4. One full-time Guilford College administrator shall be appointed by the Guilford College President as a Senate representative with full voting privileges.

5. The Dean of Students shall appoint one representative from Student Services as a non-voting member of the Senate.

6. The Executive Council of the Senate shall appoint one Faculty Advisor as a non-voting member of the Senate.

### VI. Duties of the Senate

A. The Community Senate shall act as a forum of campus concerns. Items may be placed before the Senate by the President, Senators, or any student, faculty member or administrator.

1. Thirty copies of major legislation must be submitted one week prior to the meeting at which it is to be discussed.

2. Any legislation that will affect a campus organization will be discussed at the meeting at which it is presented. Voting will be delayed until the following meeting to allow time for the preparation by the organization and for senators to consult their constituents.

B. The Senate shall determine the amount and distribution of Student Activities fees.

C. The Senate shall be authorized to review any organization, elected or appointed organization officials, and take any regulatory action deemed appropriate.

D. The Senate shall concern itself with policy matters and speak as the voice of the student body on concerns affecting the college community.

E. The Community Senate shall use every constructive means available to strive for a better community in which to live and work.

# Military ruining their credibility

"The armed forces are producing hundreds of thousands of cynical and bitter veterans each year" says Dr. Robert I. Rhodes, Director of the Committee on Militarism in Education.

In a statement hailing the Beard Report he explained that young people go into the armed forces for education and useful training but receive neither. As a result, he charged, the armed forces are "destroying their credibility with America's youth."

The Beard Report, a staff research study on the all-volunteer army carried out for Congressman Robin L. Beard (Rep.-Tenn.) found that "90 percent of those personnel who had applied for college coursework were repeatedly turned down by their Unit Commanders." According to the study a majority of enlistees, whether they were interested in high school or college work, "stated that they would not have enlisted had they known that their educational opportunities would be de-

nied." Dr. Rhodes suggested that the ability of the military to recruit effectively was seriously threatened by its fraudulent strategy. "How long," he asked "can our armed forces continue to make promises that can't be kept?" According to Dr. Rhodes, even if the military did offer the educational opportunities claimed in its recruiting campaigns, most enlistees would still be disappointed with military service.

He pointed out that because many military jobs are unskilled, "military service often leaves young veterans with no useful career training." At the same time, he suggested, "where real skill is required, the young veteran usually finds that there are few civilian jobs available that require similar skills."

Dr. Rhodes went on to cite a number of studies in which at least 85 percent of the veterans questioned reported that their military training was of "little or no use" after they left the

service.

The Committee on Militarism in Education is afraid that the military will use our public high schools in order to solve its recruiting problems. Dr. Rhodes pointed to Cincinnati's proposed military academy, the first public military high school in U.S. history, as an example of the Defense Department's new strategy. "The military's fraudulent recruiting campaign, he argued, "has had such discouraging results, that it "now hopes to entice youngsters into military institutions before they learn too much from older friends and relatives."

Education, said Dr. Rhodes, requires that mutual trust and respect exist between educators and students. But how, he asked, can this relationship be maintained if educators put the convenience of the military recruiters above their responsibility to their students?

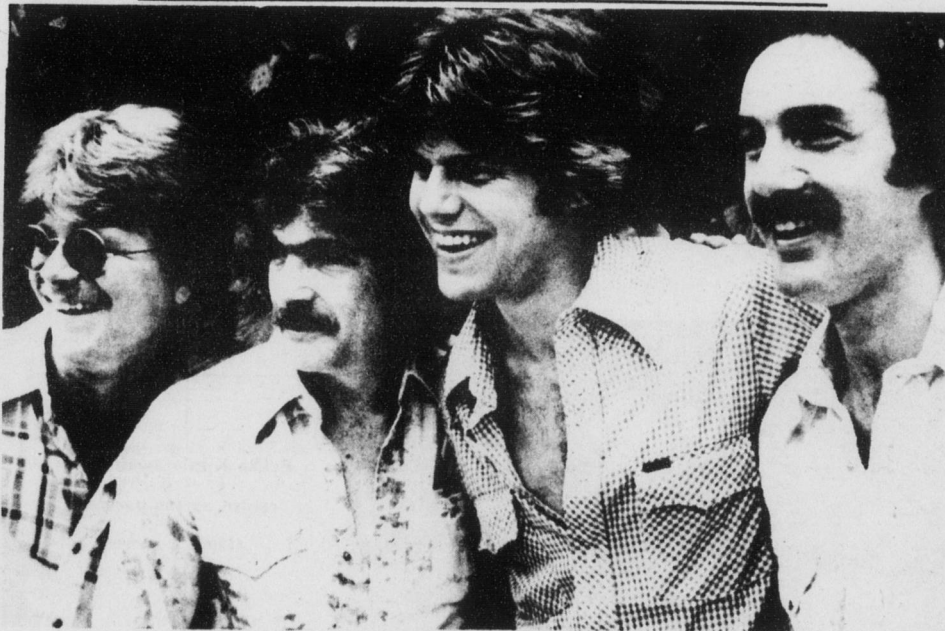
Persons wishing to learn more about the military's plans for American education may subscribe to **Militarism Memo**, which is published three times a year by the Committee on Militarism in Education, Box 271, Nyack, N.Y., 10960.

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