



Welcome to Serendipity '79

A new look for "Serendipity '79" will be "Welcome Centers" at two locations on the main drive of the college. These Centers will be located adjacent to the Binford/Bryan Parking area. These Welcome Centers will be staffed by members of the Housing/Security Staff and will be for the purpose of welcoming Guilford Alumni and invited guests of the college to "Serendipity '79."

"Because Serendipity is an event sponsored for the benefit

of the Guilford College community, persons not associated with the college will not be admitted unless escorted by someone from the college community. Students who have invited guests to this weekend, please arrange to meet them at one of the Centers.

Alumni and guests will be asked to park in either the Binford or Dana Parking areas and no traffic will be allowed beyond these points. This will ease greatly the congestion on

campus roads, particularly in the Milner/Bryan area where most of the activities are going on. Local traffic will be permitted, however.

The Serendipity schedule will include:

April 5:
Thursday Night Live, 8:00 p.m., in the Passion Pit

April 6:
Concert with Johnny's Dance Band and special guest Nina Kahle, 8:00 p.m., Dana Auditorium.

April 7:
Musica Orbis, 12:00 in between Milner and Bryan Reveler's Performance, 2:00 p.m., in between Milner and Bryan Dance with the Georgia Prophets, 9:30 pm Sternberger

April 8:
Swamp Cats, noon, between Milner and Bryan Public Domain, 2:00, between Milner and Bryan

Guilfordian

April 4, 1979

Guilford College Greensboro, N.C. 27410

Vol. LXII No. 14

Committee releases course evaluations

During the week of preregistration the Senate Course Evaluations Committee's First Annual Report will be out for general perusal.

Five copies of the report will be on permanent reserve in the library. In addition during the week of pre-registration, two copies will be available at the Information Desk.

The Evaluations Committee was started by the Senate last spring in the absence of any other campus course evaluations system. A few years ago there were student evaluations, and the process was mainly handled by the faculty and various administrative offices.

All of the results were computerized, and several print-outs of those results for different periods are still available in the Library on reserve. The actual evaluation consisted of one page of ratings, from 1 to 5 on various characteristics.

Due to several controversies, such as the validity of the results, the process was discontinued by the faculty.

The Committee adapted a questionnaire from the Duke student evaluations that was slightly longer and less quantitative. During the Spring Semester of 1977-78 four copies of this questionnaire were distributed to each student in each dorm by their Senators, and re-collected.

Since the return rate was poor, the system of distribution was changed for the Fall Semester of 1978-79 to mobilizing a mass of students to pass the questionnaire out during classes before the finals, with the faculty's cooperation.

The distinction between the results of the Spring and Fall Semesters is important, and is further explained in the Introduction to the Report. It is necessary to include as many students of the Guilford College campus as possible in order for

the results to have meaning and to represent the students.

Information from the instructors were sought each semester on a different kind of questionnaire. (There are samples of the two questionnaires in the Report at the end.) Other sources include the Guilford College Catalog and the Student Directory.

The compilation of the information obtained from these sources is as good, and as limited, as the input received. The attempt was to include facts and themes as well as opinions; in some cases such information was unavailable. In any case, the results are certainly not unquestionable, and are meant only to serve as a guide, NOT The Truth.

The Report serves as the most complete, composite picture of Guilford academia to date. As such, it has potential for many purposes. The most commonly recognized purpose by far is a guide to students during preregistration. In light of that purpose, it makes no sense to include discontinued courses and retiring professors.

However, it is also possible for this Report to provide feedback to teachers, comparisons between courses, and A Standing Picture of Guilford's Courses During This Particular Period, which could be examined and compared on many different dimensions to the future.

It is with this purpose in mind that all available information has been included. It is hoped that this will stand as a resource for many varied related purposes.

The Report represents the range and consensus of student opinion, as well as available requirements, facts, prerequisites, and themes. It also represents the time and effort of the student body, the faculty, some

administrative offices, the Correspondence Center and Print Shop, the Senate and its Senators, and the various specific students on the Committee who compiled it.

The report is dedicated to those who approve of the effort, use it, and find use in it, and it is also dedicated to those who do not approve of the effort, in the hope that they will be the ones to improve it. It is well worth examining.

Furthermore, for anyone who is curious about more detailed methods and procedures behind this process, a paper describing such things will soon be on reserve for general consideration in the Library.



Dave MacInnes demonstrates molecule structure during an advanced chemistry course.

New courses available for Fall

To help students with preregistration, some professors have provided the **GUILFORDIAN** with the following more detailed descriptions of their courses.

IDS 401 The Culture of the 1920's and All That Jazz Donald Millholland

In this course students will study the art, music, literature, and philosophy of the 20's. Some of the most significant work of the twentieth century was begun in this decade. World War I had destroyed traditional idealism. This brought on a wave of cynical thinking and at the same time opened up new directions of creativity.

Among the topics to be studied: Hemingway, Fitzgerald, Gertrude Stein, Picasso, Jazz, Stravinsky, and Bertrand Russell.

IDS 401-095 Death and Dying Dr. Margaret Young MW 7:25-8:40 PM

The class will explore death and dying from a number of perspectives and disciplines.

Students will examine 1) definitions and cross-cultural meanings of death, 2) the experience of dying, 3) grief, mourning, and funeral customs, 4) children and death, and 4) choices and decisions in death.

Course requirements will include discussion of assigned reading, participation in several class activities, three essays, and preparation and production of a one day program on death and dying to be presented for the college community.

Readings include such works as *Understanding Death And Dying*, *An Interdisciplinary Approach*, Wilcox and Sutton; *Death, The Final Frontier*, Hardt; *Don't Die On My Shift*, Sayers; *New Lives -- Survivors*

of the Holocaust, Rabinowitz; *The Life Beyond*, Ford; one of Kublerross's works; *Passing On*, Sudnow or *Toward A Sociology of Death and Dying*, Lofland; and selected short stories and articles.

ENG 450, FA 301 Comparative Arts Rudy Behar

Students will study each of three arts in turn to discover their mode of existence, on the grounds that we can only compare know. There is an advanced and intense scrutiny of art works in painting, literature and music prior to theorizing.

There is much collateral reading, almost all of it authored by primary theorists or artists, e.g. Stravinsky and Aristotle. There are three or four papers. A conference with the instructor is a prerequisite for entry.

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