

# Athletics and Education

College athletics today are not mere contests of skill between rival school teams, but featured attractions of entertainment for a sports-crazed nation. The awareness of team conference standings on the part of trustees, alumni, and parents has pressured many athletic departments of the sports-concentrated colleges into a capitalist position realizing the willingness of sports fans "to pay." Each year star-studded high school performers are solicited through elaborate scholarship plans furnished by such schools of higher learning. In return for this aid, the boys are expected to produce winning teams that will bring overflowing crowds to the local stadium or gymnasium.

The old adage states that "All work and no play makes Jack a dull boy," but it is also true that all play and no work makes Jack an even duller boy. Certainly a lot of work does go into the training of today's skilled athletes, but, unfortunately the time relinquished for these thorough training programs detracts from the liberal or specialized field of education in which these athletes are enrolled. The fact that a boy's ability to keep up his grades is greatly surpassed by his ability to score points in a game is only a minor factor in the not unusual method of natural "player" selection.

Abolition of intercollegiate athletic programs is no solution to the problems afforded college athletics, but less emphasis on team standings (although every school wants to be the conference leader) and a minimizing of the athletic program should maintain the endeavors of both the student and the college—quality education.

## Best of Both Houses

(Reprint from *The Washington Post*)

The House-Senate Conference Committee which will consider the college-aid bills has a splendid opportunity to put together an important and extremely useful piece of legislation. The bill passed by each chamber has distinctive virtues — and some serious deficiencies. By combining the strengths and eliminating the weaknesses, the Conference Committee can render a very valuable service.

The Senate bill provides scholarship aid for 212,000 students, a feature entirely missing from the House bill. There is not much sense, we think, in building college facilities for students who can't afford to use them. The cost of a college education today is prohibitive to many families. Both as a means of developing the country's latent talent and as a means of maintaining equality of intellectual opportunity, the United States needs to see to it that all qualified students are financially able to get higher education.

We thoroughly agree with the view expressed by the President at his news conference on Wednesday (February 7) that the scholarship aid ought to be in the form of outright grants, not loans. Young men and women coming out of college and starting to earn a living ought not to be burdened with a heavy debt. It is a grave misfortune that because of the high cost of a college education, this Nation, as the President put it, "loses each year the talents of hundreds of thousands of our most talented high school graduates who cannot afford to postpone earning a living for four more years." The aim of the college-aid program should be to end that loss.

The House bill provides for grants to institutions for building educational facilities, while the Senate bill offers only loans. Here, we think, the House version is decidedly preferable. Loans to colleges may be even more a snare and a delusion than loans to individuals. For the fact is that a good many land grant and state institutions are forbidden by their charters to borrow money; and those that can borrow are likely to have to raise tuition rates to pay the loans back. It is a fair generalization that in regard to education, generosity is likely to pay the richest dividends.

## Margaret Leith Resigns

With additional classes and curricular responsibility, I have found it best to turn the leadership of editor of THE GUILFORDIAN over to Marianne Lancaster, previous associate editor, and recently chosen editor, by a staff election. I regret that I cannot continue in such a position and render the service which is essential in the production of a campus paper. Marianne, having proved herself as being a responsible and faithful worker, is capable of adequately fulfilling this position.

With all working together, more can be accomplished than by one alone. This is a tremendous responsibility and we owe to Marianne our congratulations and help. —M.C.L.

## The Guilfordian

Second-class postage paid at Greensboro, N. C.  
Published semi-monthly during the collegiate year  
by the students of Guilford College

Editor . . . . . Marianne Lancaster	Mgr. Editor . . . . . Linda Sheppard
Copy Editors . . . . . Don Smith	Editorial Mgr. . . . . Larry Scott
Robert Rock	Business Mgr. . . . . Linda James
Photos . . . . . Dwight Thomas	Advertising Mgr. . . . . George Mackie
MSG Reporter . . . . . Dick King	Circulation Mgr. . . . . Patty Gibbs
WSG Reporter . . . . . Jane Ansell	Art . . . . . John Huffman
Admin. Rep. . . . . Brenda Alexander	Bill Wilder
Sports Ed. . . . . Glenda Watson	Exchange Mgr. . . . . Lin Palmer

### STAFF REPORTERS

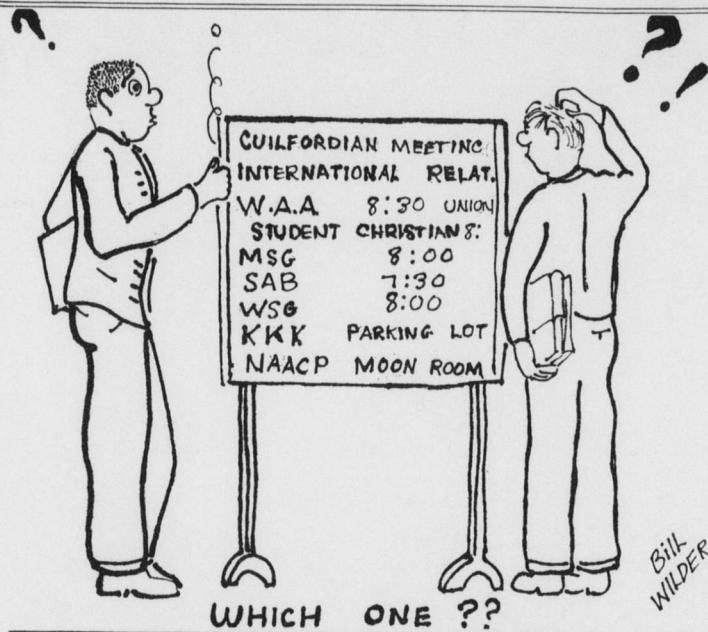
Margie Rubin Paul Knight Margaret Seymour

### TYPISTS

Judy Hamilton DeAnna McCrary Penny Smith

### CIRCULATION STAFF

Jimmy Mattocks Bill Rhoads  
Pat Mallard John Gilmore



## Making Dull Course An Interesting One

(Reprint from *The Greensboro Daily News*)  
By LESLIE J. NASON, Ed.D.

"Why did I ever sign up for this course? I don't like it. I don't study. I get poor grades."

How many times have I heard that wail from a frustrated student! It's easy to sign up for a course—but if you don't like it, a semester is a long haul.

Perhaps you signed up because the course came at the right time of day. Or because your pal was taking it. Or it had the right number of units.

Whatever the reason, you are in it now—and you can do something to make it less painful.

### COMMON PROBLEM

If it's any consolation, the same problem is faced by students everywhere.

Parents often say: "Our daughter (or son) makes A's in the subject she likes, but fails subjects in which she is not interested. She would like to go to college, but her over-all grades will be too low."

The parents of one boy whom we will call John encouraged him to come to me with such a problem.

John wished to go to college, but he lacked the self-discipline to study a course that didn't particularly appeal to him.

My advice to John:  
1. Take the bull by the horns and start learning something about the course! The more you know about something the more enjoyable it is to think about.

### ACTION HELPS

2. Don't just sit looking at a book. Be active! Associate with your study such muscular activity as writing outlines or making sketches.

When you get to visualize something with sufficient accuracy so that you can sketch an illustration, you're on your way to true learning.

When you insist that your mind grasp the subject well enough to produce an outline, you are starting to grasp the big idea of the course!

3. Listen actively! Summarize the speaker's words. Write the ideas down in short sentences. Try hard to grasp his meaning.

4. Don't just complete the assignment. Take time to get the course straightened out in your mind. Do more than the teacher asks.

By following these procedures, you will find that you have suddenly become interested in the course.

You even may say: "I'm glad I signed up for this class!"

## Letters to the Editor

Letters to the editor may be submitted to Marianne Lancaster, Linda Sheppard, Don Smith, or may be deposited in the "Guilfordian" mail box in the registrar's office.

Dear Problem-Solver:

You were so helpful to me when I needed you. Please accept this humble "poem," with all its good intentions, for whatever it is worth to you:

### TURNABOUT

Yes, you helped me when I was so distressed,  
With words very hard, yet so kind and sweet,  
But for this, my grief can never be expressed—  
You couldn't even take your own defeat!!!

Oh, isn't it easy to be strong,  
When the problems you solve are not your own?  
But the real test is just how long,  
Can you stand when they begin to hit home?

—A Student

## New Constitution

(Continued from page 1, column 1)

tary, and treasurer, would be chosen from the Student Legislature delegates. A Court of Appeals, whose chairman will be the Vice-President of the Executive Council, would have four members chosen from the Legislature by its President. The Dean of Men and the Dean of Women shall also have seats of the Court of Appeals.

### Function—

The proposed organization is composed of three major branches—the Executive Council, the Student Legislature, and the Court of Appeals. The minor branches of the Legislature will basically retain their present functions of legislation and trials of specific problems relative to their organization. Any decision made by these four groups may be appealed to the Court of Appeals for a final student decision. The Student Legislature, the link between the students and the faculty and administration, will handle legislative issues which involve the entire campus. It will appoint committees to organize campus-wide activities, such as Homecoming and May Day. An issue for legislation may be introduced into the Student Legislature or any of the other five legislative branches of the government. From here, the issue will be directed to an appropriate branch for consideration. The Executive Council will coordinate the Student Legislature.

This proposed student government constitution will be presented to the student body in a chapel period on February 21. To be put into effect this constitution must be passed by the administration and by a 2/3 majority vote of the student body. A diagram of this constitution appears below.

## Quips 'n Slips

with Lane

Overheard in a girls' dorm: "I could settle down to one man—if there were only one man in the world."

Quotable Quote: "The American public had rather be entertained than informed."

Wise word for students: To err is human, but when the eraser wears out before the pencil, you're over doing it.

—Reports from a Boys' Dorm—

Freshman: "Is it true that all you Seniors think of is wine, women, and song?"

Senior: "Aw, we don't sing so much."

Freshman: "I've carried her books to the dorm after every class. I've bought her three large cokes and given her a book of matches. Now, do you think I ought to kiss her?"

Junior: "Nah — you've done enough for her already!"

"What is your name?" the registrar asked politely.

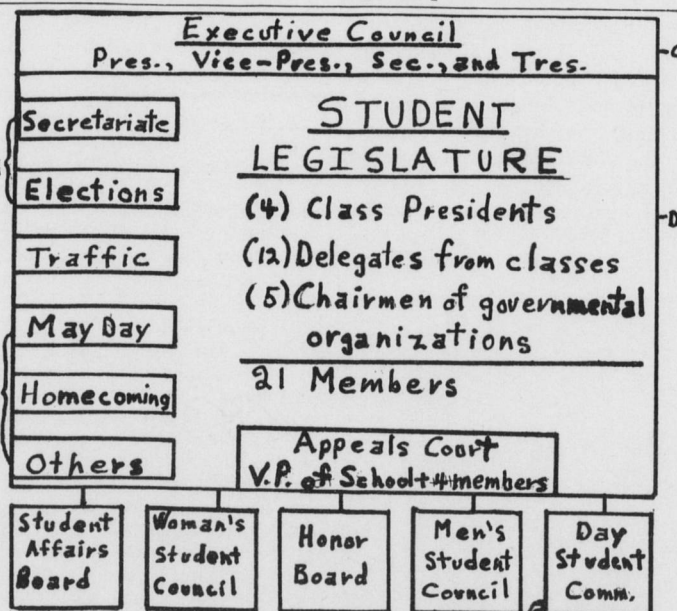
"Don't you see my signature?" snapped the indignant student pointing to his registration card.

"Yes, I see it," replied the registrar, "that's what aroused my curiosity."

### CAMPUS CACKLES

Letter to the editor of a correspondence column: "I am only 19 and I stayed out till two the other night. My mother objects. Did I do wrong?" The answer: "Try to remember."

Has Dr. Crownfield written a new book? The college bookstore has received several requests for the book used in Religion 36: "A Hysterical Approach to the New Testament."



- A. Standing Committees
- B. Temporary committees to be formed as needed
- C. Elected by Student Body
- D. Class and Internal Elections