

THE UNMOVED MASS

Something horrible has happened. A few students have actually identified themselves with Guilford College. Unbelievable as it may seem, some looked away from their tassel loafers or McMullen blouses and saw something else. For two whole hours they believed in a school and its basketball team, but the spirit did not last. Monday morning came and the majority of students resumed their normal, unmotivated and patterned facade of nothingness. This will probably last.

In the school spirit chapel program November 27, Coach Jerry Steele said that the best way to make a college career worthwhile is to identify with something and work at it. He explained by saying that all of us cannot be basketball players or even fans, but there are many other organizations on campus that are well worth a student's support. The student body cheered then and cheered again on Saturday at the game. It was the least the students could do for a man and the boys he coaches, because they do care. Most of the students at the game or on campus do not care.

College life is a beautifully transient affair, a nice four-year vacation. Guilford students wander from course to course, bounded academically by the Core Curriculum, and learn mainly by osmosis. Socially they experience partial involvement by watching a basketball game or total involvement by playing a hand of bridge. Religiously they attend silent Quaker meeting at Armfield Athletic Center some Saturdays in the fall. Politically they vote "yes" or "no" in the spring elections because only one person is running for the office. In November some misdirected souls felt that Johnson or Goldwater would make a good President. This involvement is excusable because everybody in the country had some feelings about the election; and besides, the candidates were already provided. Culturally they have instituted an honor system; but few subscribe to the spirit of it, making it a meaningless facade to be circumvented at the least possible temptation.

The tragedy of November 27 was that everyone cheered and no one listened. One could, I suppose, console himself with the thought that the problem of indifference is not peculiar to Guilford and not applicable solely to this generation of college students. W. E. Lunt, an authority on English history, noted the problem in medieval university life and stated that "the life of students has changed but little in the course of 700 years." This quote might provide historical documentation for indifference but does not justify it. Until the student body produces positive evidence of merit, Guilford can advertise only its physical attributes and the few students who play basketball.

M.K.

AN APPLICABLE TALE

Once there was a man named Saib (he even spelled his name backwards) who lived in a jug, allowing only his head to protrude and be seen. As the world moved around him he taunted the passers-by with jeers and heckling accusations of foolishness and vanity and conceit. One day Reason happened by and promptly shattered the earthenware that had protected Saib. Suddenly Bias realized that he was naked, that re-evaluation was necessary due to this un"bare"able circumstantial change. Are you living in a jug?

T.T.

STUDENT ASH TRAY

Last weekend, a visitor to Guilford stopped in the College Union to enjoy a cigarette. In the course of the ensuing conversation he commented about the general messiness of the soda shop. He continued that at his school (he was in his Thanksgiving vacation at the time) the Union was always clean and orderly. He added that if the Union at his college ever got as untidy as Guilford's the place would be closed down.

It is always interesting to note the comments made by visitors to Guilford because usually they criticize the same things that we do. However, in this case the criticism falls on our shoulders, not on those of the faculty, the administration or the people who work in the Union. This problem has arisen as a result of the slovenly habits of Guilford students. It is very difficult to break habits, especially bad ones, but the time has come for us to recognize that we have fallen into a slump.

At any time of day, when one enters the Union he is confronted with a room full of litter and an occasional human being stranded in the debris. The problem is especially acute late in the evening during "study break" time. The floor and tables are loaded with interesting remnants of the day's business such as cigarette butts, napkins, cups, newspapers, and other assorted trash. One wonders whether this building is just a garbage depository or maybe an oversized ash tray.

True, the Union could use some more tables and if the girls were allowed to smoke elsewhere there wouldn't be as many butts scattered around. However, the situation has been this way for years and there is no way around it.

A few years ago the chairman of the Social Committee, a rotund New Yorker, came up with a solution to the problem. He reasoned that if there were no people in the Union, there would be no mess. He didn't make many friends but for a long time thereafter, an aura of cleanliness pervaded the Soda Shop.

G.L.

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Dr. Milner, Leader in American Education

by HANK SIEGEL

Every field of endeavor has its immortals; men whose contributions are steeped in greatness. It is their presence which makes a society or an organization mightier and prouder.

Clyde A. Milner is such a man. He has spent thirty-four years at Guilford, four as the Dean of Men and the last thirty as president of the college. During his tenure Guilford has grown greatly. But it is a mistake to think that Dr. Milner has been an idle victim of circumstance. For it is he who has provided the catalyst for our expansion. In looking at a survey of the last thirty years at Guilford one becomes aware of the vast improvement which this man has brought to us, both in the enrichment of the college's educational system and in the development of a physical plant.

Dr. Milner's greatest addition to Guilford's educational system is his development of the core curriculum. The theoretical basis of our core curriculum, first conceived by President Raymond Binford, is that all knowledge is interrelated and should be presented so that all students could observe such unity. It is a credit to Dr. Milner that he has kept the original theory in mind throughout the years. Dr. Milner has continually, through the use of surveys, and more recently through the aid of the Dana scholars, attempted to improve our core curriculum. The Dana scholars have made a vital contribution toward this end by evaluating the strengths and weaknesses of the core curriculum as well as by enriching it. The result of their studies was organized, in part, by Dr. Milner and is available in the detailed publication, *An Introduction to the Cultural Resource Program at Guilford College*.

To a large extent the success of the core curriculum has depended

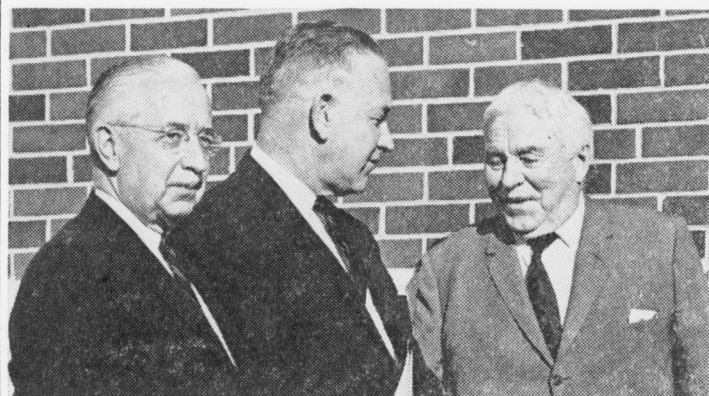


DR. CLYDE A. MILNER

upon the understanding of the approach, the vision, and the effectiveness of the presentation of each teacher in the classroom.

To insure the success of the core curriculum a room was conceived which will be especially designed to implement the cultural resource program and to make it more vivid by the utilization of electronic and mechanical teaching aids. This room will not only serve in supplementing our core curriculum but will be a place for a continuing educational program for adults. The World Culture Center will be the just realization of Dr. Milner's goals.

In addition to developing our core curriculum, Dr. Milner has also played an active part in the building of our college faculty.



Dr. Milner (l) and Charles Dana (r) are two of Guilford's immortals.

JUNIOR CLASS TALENT SHOW

BY DOUG SCHUMANN

On the night of Nov. 27, the Junior class sponsored what was termed by many as the best talent show the school has seen in years. Approximately four hundred people including many non-students, saw twelve contestants compete for cash prizes of \$15, \$10 and \$5.

The winners were:
First Prize—Harris Walker, piano solos.

Second Prize—Virginia Wilson, two songs.

Third Prize — Barbara Hagy, three folk songs.

The talent show was successful in terms of the splendid talent it brought before the school and the fact that it, to some extent, accomplished its monetary goals as well. The Junior class netted \$67.

Porter Dawson did a commendable job as master of ceremonies and Dean Melany, Mr. Smyre and Miss Marlette acted as judges.

Carolyn Marion, our 1964 Homecoming Queen drew approximately 15 door prizes awarded by local merchants.

M.S.C. News

The MSC has disclosed the fact that in the recent campus chest drive the men students completed 78% of their goal of \$431. The campus as a whole exceeded its goal.

Men students are reminded that cardigan sweaters are NOT allowed in the cafeteria during evening meals. This supercedes any previous information regarding this rule.

In other reminders to men: if a student breaks or damages something he should report it to the head resident of his dorm or Dean Atwell. This will probably result in his having to pay for the object and reduce his chances of having to appear before the MSC.

Men should keep their rooms locked when not in them. There have been numerous thefts reported. The alleged thief is said to be an outsider who appears to be a student.

The Men's Student Council meets every Wednesday night at 6:45 in the Union Lounge. The meetings are open to all men and they are encouraged to come and participate.

Permanent members of the staff have been encouraged to further their training. This is being accomplished by Dr. Milner's "no strings attached" policy of giving teachers leaves of absence and financial grants. As a result thirteen faculty members working on this basis, have secured their doctorates, and an additional thirteen have masters degrees under this plan. Of the total, ten are presently active in Guilford's classrooms.

Dr. Milner has, since his elevation to president, made a concentrated effort to raise the level of scholarship. In the last thirty years, twenty-two named scholarship funds have been given to encourage able students.

These things he has given us and more.

Within the present administration growth and development have been phenomenal. The total annual enrollment has jumped from 340 to 2,651; at the campus from 340 to 997. This growth has been greater than the national average, itself a fantastic sum.

Thirty years ago, a definite policy of library expansion was adopted. As a result 52,500 books or other educational materials have been accumulated during this period. That policy, a yearly goal of a minimum of one thousand books to implement the Guilford curriculum, has been exceeded, causing the needed expansion of the campus library.

In annual operating expenses, advances have also been made. In 1934-1935 operating expenses were \$125,332.93; last year they were \$1,649,296. This increase has proportionately exceeded the increased enrollment.

The endowment funds have also been greatly increased. According to the auditor's report, Guilford's endowment was, when Dr. Milner became president, \$582,461.26; today it is \$2,610,710 according to book value, the market value as of June 26, 1964 being \$3,429,056.

In the last thirty years, the college's net worth has increased nine fold, from \$950,760 to \$8,394,858.

During the present administration the physical plant of the college has grown by leaps and bounds. Eleven buildings have been completed; more are on the way. They include: (1) the College Gymnasium, 1940; (2) Kathrine Hine Shore Residence Hall, 1954; (3) the College Union, 1956; (4) English Hall, 1957; (5) Main Building, Downtown Division, 1959; (6) the Charles A. Dana Science Hall, Downtown Division, 1960; (7) the Charles A. Dana Auditorium, 1961; (8) the men's New Dormitory, 1962; (9) the women's New Dormitory, 1962; (10) the new central heating plant, 1962; and (11) Maintenance Office and Equipment Building, 1964.

In addition seven major additions and renovations to existing buildings have been carried out. Forty-six residential units have been constructed.

Dr. Clyde A. Milner has been, for Guilford, the right man at the right time. His administration exists at the crucial period of American Education. Vast quantities of prospective students have been knocking at the doors of American colleges and universities, and it has presented a problem. In view of battle with Communism, which we accepted in 1933, one year before Dr. Milner became President, do we seek to concentrate our advanced educational resources on the elite few, as our enemies do? In view of our democratic tradition do we seek to educate all who wish to receive a higher education?

This seems to be the basis of the crisis of American education. For the last thirty years Dr. Milner has constantly dealt with this problem and realistically looked it squarely in the eye.

He is indeed the paragon of leadership for American Education.