

# A Letter From The Editor

Good evening,

In this issue, number three of *The Guilfordian*, for this academic year, we present for your edification scenes graphic and pictorial of the progress and aftermath of the recent fire at New Men's. We have some editorial comment on law and order both here and in Viet Nam. There is word on the doings of the Reveler's Club, M.S.C. and some of our other organizations which have taken the time and trouble to inform us of their activities. We have a column by Virgil Horney III, together with his impressions, on matters relating to the draft and blood donations. We also have poems, ads, other articles of interest and I think some very interesting pictorial essays by Guilfordian ace photographer Bowles. There is in addition sports present and future and whatever else we were lucky enough to assemble to complete a newspaper.

Now that brings me to the second point I wanted to discuss with you. *The Guilfordian* is probably late. Not surprising. I feel and so should you, that it is lucky it's here. If there is something of interest in it, for you, that's good and we feel we are doing our job. Now there's a little rumble grumble and dissention in the ranks. By and large it does not come from the student body. The student body is silent. People are always yelling at the student body to say something, anything, but indeed when a wise man has nothing to say, he shuts up. Some people ask us when the paper is coming out, and this is both natural and understandable. I generally say sometime before Easter, that's generally the safest guess. The quarter that I wish to address myself to, is composed primarily of student office holders of one sort or another, call them student leaders or public servants if you like, personally, I call them pompous asses who have never served anything in their lives, but themselves, glory hounds and parasites on the body politic. They, eh, criticize the paper you know. To be sure we aren't happy with it's organization or efficiency. As a matter of fact, it stinks. But it is probably the best that can be raised here at this time. They are fond of comparisons that inevitably include the *Gadfly*. I like the *Gadfly*, I read and enjoy it all the time. They have some damned good writers and fulfill a necessary and valuable place on campus. Now if they think all Guilford College can support is a mimeographed paper, fine. I don't agree. I think we can have a big-time format paper, too. But we are not going to have any miracles. The *Gadfly* just doesn't have the technical problems the *Guilfordian* does, not a hundredth of them, not a thousandth of them. It takes about seventy-five man hours to get out a four-page paper, and most of this done by four or five key people sometimes working ten or eleven hours breaking only for meals. It doesn't take much time to call a meeting or convene a board, try someone, or whatever it is the various presidents, treasurers and chairmen do. But then, they have no product to show, they don't have to produce anything, we do. Somehow, in the order of things, the few groups, organizations and individuals, who do the most, are appreciated the least and those that do the least receive the most recognition. Now, we are not crying on anyone's shoulder, or asking for tea and sympathy. We said we would do this for you and we will do it, that's the way we get our kicks. But there is only so much ignorance that one can stand, before the record needs to be set straight. Several times, we have launched recruiting campaigns, largely to no avail. We have a small staff, and they have my thanks if no one else's. To the chronic complainers and malcontents, if they would like to have a try at it, they are welcome to. If they can adhere to a rigid schedule more than two times going, they can have both my congratulations and my job. Otherwise, they can consider the apology accepted.

*Burton Jay Rubin*



## Responsibility And The Core Curriculum

by Rudy Gordh

Each student at Guilford College will, before graduation, take approximately sixty credit hours of so called "core curriculum" courses. This means that almost one half of the student's work is laid out for him before he ever enters school. Most of us get used to this idea pretty quickly and, although there are many arguments for and against the system, the majority of students and teachers seem to accept the basic scheme.

Certain responsibilities are implied by this system and it appears that they have not always been taken seriously. It is axiomatic —

required courses should be good courses. No course should be required of all students if it is not a substantial course taught by a well qualified and interested teacher. I think there would be little argument that there have been, and still are, core courses which lack these qualifications.

I suggest that any core course which does not rate as "excellent" should be dropped as a core course. Why should students be "forced" to pay money to sit through poorly planned and uninteresting courses?

This does not mean that the core courses should be made harder, or that fewer good grades should be given. They should be made more meaningful. Tests should bring out essentials of the course and require the student to integrate his knowledge in a meaningful way. A set of twenty or thirty tricky true-false questions which stress a number of unrelated details can hardly do that job.

This is not a hint that all the core courses are of poor quality. All of them could be improved by a process of interaction among teachers, students, and administration. A more mature attitude on the part of all concerned is needed.

Every professor on campus should feel a certain responsibility for the quality of the core curriculum and should work for its improvements especially within his own departments, although it should be stressed that inter-departmental discussions would help professors to relate their material in a meaningful way.

Everyone would probably agree that students should not be forced to take poor courses, but isn't it also true that students should not be required to sit through courses if they are already familiar with the subject matter. Preliminary tests should be made available for each required course so that students who demonstrate adequate knowledge in one of these areas would not have to repeat work.

The idea of the core curriculum is a good one which has proved itself over the years. Its continued usefulness lies in its flexibility and willingness to change while continually reevaluating its achievements and goals.

# The Way It Is

Every year the student legislature and associated organizations, both student and administrative, conduct a program of orientation for the incoming freshmen, explaining the manifold college rules and regulations, the honor system, and our proud heritage of love and respect for law and order. They then evaluate the results of their orientation program. Perhaps the report for this year and recommendation for next should state that the program was just too damned efficient and should, in the future, be toned down. Dean Mellene, the W. S. C. officials, and various important upperclasswomen spoke to the girls about various rules and each one's duty to see that they were enforced. Dean Atwell, the M. S. C. officials, and various important upperclassmen spoke to the men concerning their duty to obey regulations and their duty to and the procedure for reporting violations. Both groups were addressed on the subject of the honor system.

The first indication that the orientation program had succeeded beyond the hopes of many came from the women students. Some time ago certain violations of the then extent smoking rule and a few more serious violations were reported by certain of these well

indoctrinated freshmen through the proper W. S. C. channel. Well, you should have heard the gals scream their heads off. What's this business about turning people in? A few other less repeatable questions and epithets issued from the mouths of the most virtuous young ladies. They were really shocked. But perhaps not so much as those girls who were discharging what they were told was their solemn civic responsibility. After all, they knew was what they were told. And I guess they were gullible enough to believe it.

Perhaps sadder and more illustrations of this, "do as we do and not as we say" attitude was exhibited the other day in an honor board violation case. The indignation aroused in some quarters unofficial, and the lack of support from certain quarters official, is very hard to square with the instructions issued earlier this year.

Perhaps then what is needed is either greater support from both administrative and student officialdom or a more realistic evaluation of the orientation program. It would be hoped that the necessary actions would be taken before the freshmen class and a few other good citizens either spoil the system for the rest of us or are dealt with by the sort of lynch-mob indignation so prominent on campus.

# Letters to the Editor

Sirs: Since poets have poesied and all

Among the arcane or flasmanding, fly to nestle.

Their in-comfitable (o iconoclast joy!) And (as well) a single commissioning. It leaped up at him.

How we?

A product of a most "meaningful and significant" Chapel Monday last, October 1; spontaneously delayed reaction!

Yoy do print reactions, don't you?

John Gilmore

The chapel speaker said he'd take twenty minutes, but he finished up in ten. Oh, there's a prince of speakers, and a gift to his fellow men.

Ed.

Dear Campus Editor:

The college-aged students of the United States have been badly criticized in recent months for their attitude toward the Vietnam issue. This criticism has resulted from the unfortunate wide-spread publicity given to the small, noisy minority of students who have been opposing the American defense of Vietnam.

Consequently, Young Republicans, Young Democrats, and Independents have come together to form the new bi-partisan National Student Committee for the Defense of Vietnam. This new student committee has no association with any extra-party political organization of either the right or the left. Our sole purpose is to mobilize college students in a concerted program of responsible action in support of American resistance to Communist aggression in Southeast Asia.

Specifically, we will engage in a number of activities on the campus level. First, our committee intends to distribute and collect petitions supporting the United States defense of Vietnam. The enclosed petition can serve as a guide line to those campuses on which no petitions are presently being circulated. If your college already has distributed petitions on behalf of American policy in

Vietnam, we would appreciate your indication to us of the number of students who have signed. At the end of November, we plan to announce nationally, the total number of student signatures favoring the American commitment to the people of South Vietnam.

Secondly, we are urging college campuses, especially during the period from November 22 to December 10, to engage in a series of rallies supporting American policy in Vietnam. If you feel that it is possible for your university to hold such a rally during this period, please let us know the date for the rally and any information you might have as to its nature.

Thirdly, we plan to distribute educational materials to college campuses explaining this country's position in Vietnam. Please let us know if we can be of assistance to you in this area.

Finally, we urge students on your campuses to send Christmas cards to our soldiers in Vietnam. You can address these cards in care of the World Affairs Forum, Brigham Young University, Provo, Utah. The cards must reach Brigham Young by December 1, if our soldiers are to receive them on Christmas Day.

We welcome your cooperation and assistance in this bi-partisan, national program to show the American people that the new student radicals do not speak for our generation in their irresponsible opposition to our country's policy in Vietnam.

If you have any questions as to any phase of our committee, please feel free to write us or to call the individuals in Washington whose numbers are listed below.

Yours truly,

Tom Kane, President, School of Foreign Service, Georgetown University, (Democrat)  
FE 7-330 Ext. 564

Frank Keating, President of the Yard, Georgetown University, (Republican)  
FE 7-330 Ext. 349

Jay Parsons, formerly associated with International Voluntary Services in Vietnam

Tom Pauken, National Chairman College Young Republicans  
NA 8-6800

Jay Wilkinson, President, Yale Political Union, (Democrat)

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