

Interested In Seeing Europe?

The Time To Go Is While You're Young

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Traveling in Europe, previously an adventure reserved for the very wealthy, has become almost commonplace in our own day. In the summer months one finds numerous Americans on almost every public transport, working in business, taking a course or two at some university, or looking at the beauties of European architecture and painting. A large portion of these Yankee travelers are college students. Thanks to the special rates for getting to Europe and the student's ability to travel lightly and cheaply once he has arrived, almost anyone can afford such a trip.

Extended study abroad has become an established part of the American educational landscape. In 1950 there were only six programs in which the undergraduate could earn college credit. By 1960 the number had risen to fifty institutions, and today more than half of our liberal arts colleges either operate their own program or allow their students to earn credits in programs organized by other colleges.

For any student planning to go to Europe, especially for those who wish to study there, the question arises: why? Unless the student goes abroad with some specific aims in mind, his experience is likely to amount to very little. Seeing the paintings of Michaelangelo or Cézanne or the nightlife of Paris or Copenhagen or the European countryside can be quite interesting and the American visitor cannot help but broaden his experience of life simply by being in Europe. But if this trip is to have any lasting meaning other than something that ended in utter exhaustion, the student must be aware of what he wants from the experience and must carry on a continual evaluation of his success in this purpose.

In order to get below the superficial level of a foreign culture, one must necessarily have some degree of competency in the native language. To achieve a satisfactory level of communication and to gain even a remote understanding of a foreign people, one must spend at least a year abroad. There is trouble enough in getting to know another American well in a year's time, much less someone with an entirely different background.

This extended period produces difficulties for the student. When should he go? The main value of the education gained is necessarily of a general area since one can hardly compete with his European peers in view of his different background, but the student usually finishes his general education during his first two years of college. A senior returning to the United States has too short a time to re-integrate himself fully in both academics and social relationships. The junior year, then, has definite drawbacks. Princeton has a seminar program during the summer preceding the senior year and other schools have sent sophomores and even freshmen abroad in an attempt to discover the best time for such a trip.

Obviously consideration should be given to integrating programs of foreign study into a college's



THE SEASONAL LOOK: Founders Hall is all decked out for winter. (Photo by Bowles).

overall programs. A large part of the student's education takes place outside the classroom and academic achievement must give way to the environmental advantages at times.

The transferring of credits is a problem of particular difficulty. Some schools offer a regular year's minimum number of blank credit hours. Many set up their own little academic worlds, hiring a complete teaching staff and conducting classes *à l'Américain* with tests, papers, and periodic grades. No student wants to be penalized for studying abroad, but over regulation can diminish the possibilities of the experience. Lake Erie College sends its entire junior class abroad each year, and many schools insist on language majors for applicants, thus reducing the possibility of academic losses.

If the student loses an amount of intellectual achievement, what does he gain in return? Four important things come to mind. First he acquires language skill that no experience on his home campus can possibly match.

Second, he gains an amount of practical knowledge about the arts, international affairs, and the "set-up" of his country, stimulated by necessity or curiosity.

Third, the student may gain a

real appreciation of a foreign people, the way they live, act, talk, and their value systems. The extended length of time aids all three reasons, because the student, who is naturally more receptive than other people, is prevented from jumping to immediate, black and white evaluations. So often we hear of a tourist who has violent likes and dislikes of countries based simply on the look or service he got in a restaurant.

Finally, the student develops his personal values and his knowledge of himself and the United States from a comparison of the two ways of life.

During a major portion of his time, the student abroad finds considerable difficulty in communication. Both he and foreign friends regard each other as the Frenchman and the American, and every word or gesture by either forms a total impression of the other's culture. Thus the student involuntarily becomes an agent of international (mis) understanding. This can be very frustrating at times. Not only is the student agitated by his inability to correct a foreign student's wrong impression of Americans which is created by the language barrier, but he must be conscious of his actions and be prepared to have any actions of

Convocations Committee Announces Film Schedule

Herbert Reid of the College faculty Convocations Committee has announced a series of ten films which will be shown from January 30 to March 27 and should be of interest to Guilford College students.

A. P. O. Holds Book Sale

To aid Guilford College students in selling their used textbooks and to provide a centrally located place for students to buy all their books for next semester, Alpha Phi Omega is holding a book sale in the Old Student Union Lounge from Thursday, January 27, through Tuesday, February 1, 1966.

TO SELL YOUR BOOKS: Bring your books to the Old Union Lounge between Wednesday, Jan. 26, and Friday, Jan. 28, and tell what price you wish us to sell them for. Come back on Wednesday, Feb. 2, and we will give you the money received for the books, minus a 10% service charge, and we will return the books that were not sold.

TO BUY BOOKS: Come to the Old Union Lounge between Thursday, Jan. 27, and Tuesday, Feb. 1, and look for some good bargains in used books.

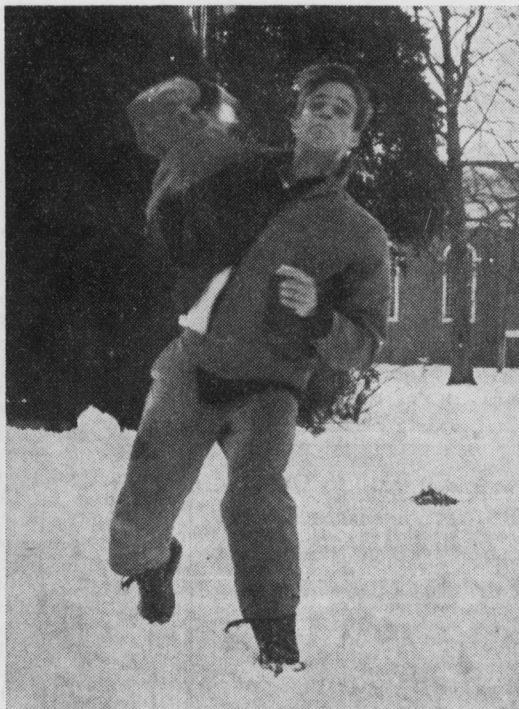
his government attributed to him.

In conclusion, it would seem that the wealth of the foreign experience is directly related to the degree in which the student participates in the life of the country, however frustrating it might be. This necessitates an extended period of time. Yet no matter how short a period one can spend abroad, the experience is valuable if only to reveal modes of transportation, art, and customs that differ from our own and hence make us more conscious of our own society. These things are very sensual; they cannot be felt in abstractions gained from books or magazines. They must be seen and felt. Now is the time go, while the emotions are sensitive and the mind is sharp.

Exam Time — Who Studies? It's Snowing!



Despite finals, Bryan Clemmons is obviously having a snow ball. . . .



And the object of revenge appears to be Guilfordian photographer Stephen Bowles.

On January 30, this Sunday, two films, *Mumu* and *Unswerving Arrow*, will be shown in the Memorial Hall Auditorium at 7:30 p.m.

Mumu is a 71-minute Russian film with English subtitles and is based on the story by Turgenev. The setting of the film offers the student of Russia a glimpse of 19th century Russian life at several levels of society. *Mumu* provides an opportunity to experience Turgenev's genius for the portrayal of the land and of simple people faced with forces beyond their control.

Unswerving Arrow is a 12-minute "short" in English which honors the great French writer, Albert Camus. The film brings Camus' personal message to the world, selected from the novels *The Plague* and *The Fall*, and his celebrated essay, *The Rebel*.

The remainder of the schedule of Sunday night films sponsored by the Convocation Committee is: February 6—*An Occurrence at Owl Creek Bridge*, *Blind Gary Davis*, and *The High Lonesome Sound*; February 20—*Dead Birds*; March 6—*Knife in the Water*; March 20—*Animal Farm*; March 27—*Ivanhoe* Donaldson, and *The Blues*.

An Occurrence at Owl Creek Bridge, which won the French Grand Prix at Cannes in 1962, is based on Ambrose Bierce's short story of the Civil War. The 27-minute film concerns the thoughts and actions of a man who is condemned to die. He makes a desperate escape bid, to the home where his young wife welcomes him in her arms.

Blind Gary Davis, a 12-minute "short," is an impressionistic profile of a Negro street singer, long familiar to music lovers and the people of the Harlem streets that he walked singing his blues and religious songs.

The High Lonesome Sound is a 30-minute close-up of Kentucky mountain music. Folk music and gospel songs by the mountain people of eastern Kentucky are a way of hold to tradition and dignity amid the present hard times in this depressed area where farms have worn out and machinery has replaced men in the coal mines. The film views music as an integral part of life, as sung by an unemployed worker, by coal miners, by church congregations, and by members of a miner's family at home.

In addition to the films that the Convocation Committee is sponsoring, there will be several films under the sponsorship of the Social Committee. Here is the Schedule: Feb. 13—*Thirty Seconds Over Tokyo*; Feb. 27—*Men of the Fighting Lady*; March 13—*Devil is a Sissy*; April 10—*Teacher's Pet*.

SCHEDULE OF ASSEMBLY PROGRAMS SECOND SEMESTER

January:
Fri. 28—Lecture: Lisa Sergio, Danforth Visiting Lecturer
Mon. 31—Religion Emphasis
Week David Collins, speaker
February:
Fri. 4—Religious Emphasis
Week: David Collins, speaker
Mon. 7—Concert: Guilford College Band, Stanley Lewis, conductor