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Guilford Editors Attend Psychedelic Happening at Washington Conference

Washington, D. C. — Within the psychedelic setting of the Sheraton-Park Conference rooms in the city gathered approximately 500 editors many representing U. S. Student Press Association, from around the country for what was a "happening" in every sense of the word.

The conference was marked by emotion. Many editors objected to the tune of the conference and the left hippies. But it was original. There was no keynote speech. Instead a light show and a multi-microphone discussion involving the editors and participants centered around the theme "Alternative Futures and Present Choices," a phrase from the French philosopher Bertrand d'Jouvenal. "Seeding"

the session was Robert Theobald, originator of the concept of the guaranteed annual income; Charles DeCarlo, director of automation research for IBM; Alvin Toffler, writer and author; Tom Koch, producer of Canadian Broadcasting Company public affairs television; John McHale, director of World Resources Inventory at Southern Illinois University; and Surrindar Suri, Political Science Professor at Guilford College.

"The object in life is to do your own thing, be free." With this statement, Peter Rabbit of Drop-City, Colorado began describing his approach to living an alternative future. "We build houses out of car roofs and other odd things . . . We

have carpenders, mechanics, and architects . . . And we're free," says Peter Rabbit.

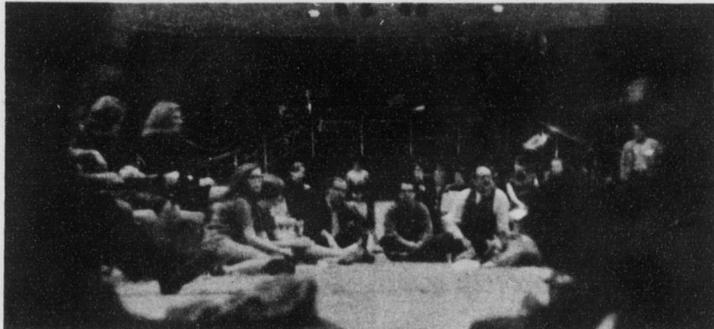
Although many of the editors were alien and objected to the kind of alternative futures that were discussed, many gained a sense of creativity through such descriptions by Peter Rabbit.

On the other side many people were concerned with predicting the future. Many were concerned with the more practical aspects of the paper and how the U. S. Student Press Association should relate to individual papers. Resolutions supporting the U. S. stand in Vietnam and against such a stand were discussed in fighting words only.

Other facets of the conference included films as "Year 2000" and "The War Game" and "Life In A Tin Can" as well as a press conference with Senator Eugene McCarthy which proved to be disrupted as several far left people carried in a coffin symbolizing the sickness of this country . . . perhaps the death.

The conference was pluralistic, as the future is likely to be. There were many things happening at once.

"The conference is a design itself," says David Lloyd Jones of USSPA, the conference co-ordinator.



The Curriculum Part III

By Steve Tashiro

My Opinion About What Opposes Change

Dr. Suri pointed out in class one day that American Colleges are forever trying to be two institutions at once. They are a kindly Dr. Jeckle liberal arts college dedicated to learning and the advancement of knowledge and a horrible Mr. Hyde "diploma mill" whose justification is economic: it turns out factors of production, graduates, for business. Businesses usually have to train graduates before they can work, but Toby Ives summed up our conclusions aptly: "The diploma says to the business man, 'I beat my brains out for four years to get this, I'll beat my brains out while I'm working for you!'"

In less adequate words the diploma is a predictor of success, as is the S.A.T. test, only the diploma says you have "stickability." It saves the businessman from having to figure out himself who can learn and hold down a job.

For testing "stickability" successful note taking in dull lectures and uncreative work is just as good as any educational experience. In fact, it inspires more confidence than more indefinite creative paths.

Students may not find dull methods pleasant, but they provide a measure of certainty for the perspective diploma buyer about what will happen in a course and how little he can get away with doing.

To change the curriculum radically toward a creative experience will, subsequently, mean to change the composition of the student body radically. It may not mean raising admissions standards in a purely academic way; low scores on the S.A.T. test don't mean you can't survive in a creative curriculum. The creative curriculum simply doesn't attract the diploma buyers, and those who just want their B.A. ticket into a job won't come.

(Con't on page 7)

Analysis of Statement of Student Rights and Freedoms

Phil Semas (CPS)

Although the Joint Statement on the Rights and Freedoms of Students moved a giant step closer to formal adoption last week, it still faces many problems before it can become generally accepted on college campuses.

The Joint Statement was drawn up last summer by representatives of five national education organizations, the American Association of University Professors (AAUP), the American Association of Colleges (AAC), the National Student Association (NSA), the National Association of Student Personnel Administrators, and the National Association of Women's Deans and Counselors.

The AAC voted last week to approve the document. NSA and the AAUP's executive council had approved it earlier. Approval from AAUP's membership and the other two organizations is expected this spring.

Two major problems must be faced (Con't on page 6)