

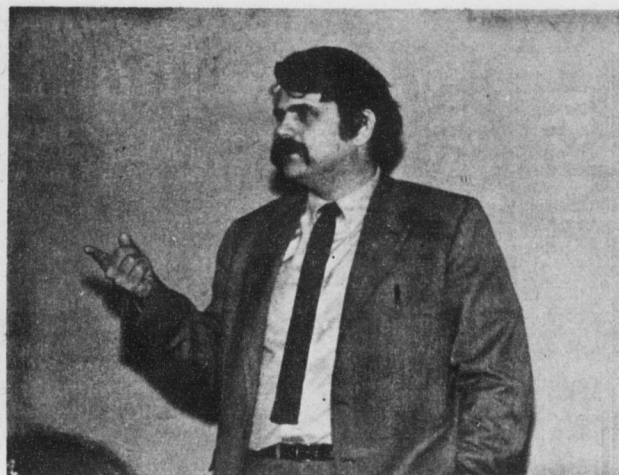
New Educational Systems Planned



NEVITT SANFORD



BILL SPARKS
And Symposium Co-ordinator
Claire Ferguson



FRED NEWMAN

Sanford Stresses Student Responsibility

Back in the '50's, before present trends in student activism began to manifest themselves, Nevitt Sanford was agitating for reforms in the educational system.

In *Where Colleges Fail* and similar works, Sanford condemned the lack of relevance of college courses and the failure of universities to interest the student in learning. He sought the aid of the students' parents and the general public in improving situations. However, as he told a Guilford audience April 9, because of the notorious student apathy at that period it had not occurred to him to look to the students themselves for any action.

Now, as more and more students begin to show an interest in school policy and curriculum, Sanford is very optimistic about their potential. He now believes that it is the right and duty of the student to try to change things for the better.

To Sanford the "fundamental purpose of education is the development of the individual and his role in society," a goal which can be achieved only if the student takes an active part in making school policy.

Activity Categorized

Sanford divides this student activity into two aspects: his role in the administration of the college and his role in curriculum development. He places less emphasis on the first because of what seems to him its inevitability.

"A wave of liberalization" in matters of business and discipline is inundating the country—more and more colleges are allowing the students to have a voice in these matters. Sanford is pleased with this trend as it tends to make "friendship and communication govern policy more than rules or rights." Besides, Sanford added, having students present and watching makes the members of the administration "behave better."

Relations between student and administration are, in Sanford's eyes, coming along quite nicely. On the other hand, student-faculty relations demand serious attention. It is here, in matters of curriculum changes

and teaching methods, that the most drastic changes are needed. All too often proposals made by students and even backed by the administration shipwreck on the stubbornness or fearfulness of the professors. Frequently, Sanford said, teachers use their classrooms as a laboratory for their own field of research and merely lecture their classes on what they themselves have learned.

Relevance Defined

What, according to Sanford, is meant by "relevance"? First of all, a usable and stimulating teaching method. Sanford feels that the most serious complaint in this respect must be directed toward the humanities. The liberal arts are personally meaningful subjects and if they are approached too academically they lose their importance to the individual.

Sanford's favorite system, for science as well as humanities, is that in which the students, with the guidance of the professor, research on their own and share their knowledge. This way the student is given more personal responsibility and because he works harder he retains more.

The Richardson Program and the new freshman program, which operate along these lines, have Sanford's whole-hearted support. At the same time, Sanford cautions against "substituting encounter groups for education." Discussions unfounded on knowledge may be fun and good for clearing up personal hang-ups, but they cannot replace learning.

Next, "relevant" subject matter must be considered. Here Sanford probably stepped on the toes of some of our student activists and their supporters. He divides "relevance" into social importance and personal significance. Both these facets are necessary, but Sanford feels there is now an overemphasis on the former—often to the detriment of the latter.

Although Sanford feels there is a place for free universities whose aim is sociological, we must not, he warns, turn colleges like Guilford into social machines. A concern for academic learning and intellectualism should be

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Sensitivity On Air Soon Via Sparks Setbacks & Boosts Meet FMBS Station

One of the highlights of the Guilford symposium was the sensitivity sessions conducted by William Sparks. Students were shown the advantages of opening channels of communication between the members of a group.

Sparks is employed by the Metropolitan Urban Service Training Facility as a psychologist, and also serves as a New York Presbyterian minister.

As a psychologist, Sparks participates in programs which include the introduction of emotional education into institutions, such as churches, businesses, and universities. He uses a combination of perception education, sensitivity training, and psycho-therapy. He explains that "the idea is to deal with the transactions taking place between members of groups. We deal with conscious attitudes, experiences, and motivations of people who are well, not people who are ill."

Sparks believes the problems of race relations and civil rights result from "white racism." He sees the Black Panthers and other similar groups as having a good purpose, since "through these groups, individuals who traditionally have been held in submissive roles can express their dominance, and thus become more human."

A fervent supporter of students activism, Sparks believes the riots "were the best education at Columbia University in the past five years. The students showed they were grown up, no longer obedient."

Sparks believes there are great possibilities for students, if they can be taken away from the campus to other communities such as ghettos, mental hospitals, and prisons, so that they can live in a foreign subculture. He believes that this "action education is the next step for colleges such as

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Guilford College's radio station—whatever it will be called eventually—has recently suffered some setbacks, as well as some much-needed boosts.

Several members of the Fine Music Broadcasting Society, the group which has established the FM educational station, working during Spring Break two weeks ago building the actual studio, located in the basement of Duke Memorial Hall. Construction was prompted by the projected operation date, which was to have been April 15.

However, call letter assignment by the Federal Communications Commission in Washington has halted the FMBS from going on the air as scheduled. Assistant Business Manager Jim Newlin, who has been instrumental in setting up the station, reports that of the five call letters submitted for FCC approval, only one was available in this area. When the Guilford group sent the list to all the commercial stations in the area, in compliance with FCC regulation, WQMG-FM of Greensboro formally protested because the letters, WQMB, were too close phonetically to their own.

Therefore, a new list must be drawn up and sent again to all the area stations for approval. A thirty-day waiting period is also involved.

The station's record library has been increased recently, however, by more than 130 albums, contributed free of charge primarily by WBUY and WLXN-FM radio of Lexington and several district distributors of Charlotte. The records, primarily easy listening and contemporary, have been supplemented by a small donation of classical albums from WQMG.

Bart Lippincott, president of the Fine Music Broadcasting Society, hopes to have the new station in operation before the end of school. Its format will include music similar to the newly-installed tape system in the cafeteria, which is heard now during mealtimes, as well as classical, jazz, Broadway tunes, and the like.

Anyone wishing to work with the station, either in a secretarial, announcer, or engineer capacity, may contact Bart Lippincott, Jim Bewlin, or any member of the FMBS.

Run-off Results Told

Two extremely close run-offs held the Thursday before spring break, highlighted the student legislature elections. In a tight race, Sara Cox a junior from Asheboro, defeated Betty Jo Guill for the presidency of the Women's Student Council. With a narrow margin of eight votes Sara and her V-P Barbara Kelso pulled out to capture the victory.

In an even closer race, Pete Pearce edged out Kurt Neaves for the presidency of the Sophomore Class. The final vote was 67-66.

Jane Forbes gained a comfortable victory over Gwen Kidd for the office of secretary of the junior class and Mark Lessner and Pat Hammers were easily elected to the union board of governors.

All new officers, and the student legislature executive council were installed Monday night at the weekly meeting of the legislature.