

Telethon Raises \$25,206

by Lynda Stedman

A group of students, faculty, trustees and alumni of Guilford College got together last week and raised \$25,206 during the second annual telethon drive for the 1972-73 Loyalty Fund campaign, Guilford's alumni giving program.

The amount raised was almost \$10,000 more than the total for last year's telethon drive, according to Joseph M. Bryan, Jr., president of the Guilford College Alumni Association. The total amount raised last year was \$15,517.

There was also a jump of over 300 in the number of persons pledging this year over last year, Bryan said, indicating that 1005 people said they would send a donation.

The money will be matched dollar for dollar up to \$15,000 by the Bryan Family Foundation of Greensboro, making for a total of \$40,206 for the Loyalty Fund program.

Under the direction of Karen Rheeling, assistant director of alumni affairs, the telethon was held each evening for six nights at the North Carolina Bank Americard Center on North Eugene Street. Ninety-five members of the college "family" — students, alumni, trustees, faculty — participated by placing 3,595 phone calls to Guilford alumni living all over the continental United States. "It made for a real community spirit," said Ms. Rheeling. "Volunteers from every conceivable part of the college community donated their services."

The "community spirit" was also shared with alumni at the other end of the line. Ms. Rheeling said, adding that the telethon also allows alumni the chance to catch up with what's happening at Guilford.

"People always have messages they want conveyed to favorite professors and friends, or news they would like to catch up on," she said. "A lot of alumni, who live a distance away, hadn't heard about the basketball team (winning the NAIA championship)."

Tom Cheek, a member of the Alumni Board of Directors, raised the single highest total of \$1,480. President Grimsley Hobbs followed with \$1,140, while English Professor Mildred Marlette ran a close third with \$1,035. The average donation was \$25.00.

The usual number of amusing stories cropped up, like the tale about one student who had the misfortune of calling three recently deceased persons, one recently divorced woman, and the father of a girl who had been rejected by Guilford.

On a happier note, Miss Marlette contacted one alumnus who had never before given and said he still did not care to contribute. She chatted with him, reminded him of the times she had chased him out of the girls dorm, when he was a student and she the dean of women. He relented and pledged \$250.

"During the telethon a rapport was built, some kind of chemistry took place," said Ms. Rheeling. "I was excited by the effort I saw and the

enthusiasm of all the people participating, both the callers and donors. It makes for a significant contribution, not only to the fund but to Guilford College."



Photo by: Fenske

Bike Repair Alex and Doug
Wednesday mornings 8 AM to Noon
Front Porch of Mary Hobbs Dorm

Grading Evaluation

Ann Arbor, Mich. — (I.P.) Pass-fail grading does not appear to be this decade's cure-all for the problems of higher education. University of Michigan psychologist Frank M. Koen conducted a broad study comparing the effects of pass-fail and traditional grading on 950 undergraduates. It produced, Prof. Koen reported, "little conclusive evidence that either system is intrinsically superior in all respects."

It may profit the student in some ways: toward a greater sense of autonomy, self-motivated learning, or a more collegial relationship with his professor. On the other hand, if the student's pass-fail transcript does not come from an academically prestigious institution and he lacks other credentials, he may reduce his chances of being accepted by a graduate school.

"The choice of grading system is a far more complex matter than supporters of either approach have perceived," he concluded. "An individual institution or department must decide which goals are most important for the students and choose the grading policy that is more likely to bring them about."

Every college student has experienced panic before an examination or stage fright before an important social event. That panic often affects the individual's ability to do his best, and then

grades and self-esteem may suffer.

Through new counseling methods, students today can overcome much of the anxiety that often accompanies the academic life. One of those innovations, Behavior Therapy, is being used by the Counseling-Psychological Services Center at the University of Texas.

The facility was established in the fall of 1971. It is staffed by doctoral-level senior staff members, a paraprofessional trained in the use of behavior therapy techniques, and a ten-member task force of other Counseling-Psychological Services Center Staff, including doctoral interns who are developing expertise in the area of behavioral therapy.

Behavior therapy helps individuals gain some control over their actions or reactions so they may deal more effectively with everyday life, explained Dr. Roger Hall, facility coordinator.

The counseling facility offers treatment for a variety of problems that interfere with a person's ability to deal with situations met throughout life. On a general level, this treatment can be divided into two classifications, Dr. Hall said.

The first category includes treatment programs aimed at removing emotional blocks that affect an individual's ability to function in treated in this category are: social anxiety, fear, some types of sexual dysfunction, and anxiety that interferes

with learning or performing in the academic environment.

One of the treatment programs currently in operation deals with removing the intense anxiety, or stage fright, some students feel during exams.

The second category includes treatment programs aimed at changing existing ineffective behavior patterns or at establishing behavioral patterns that may improve social interaction.

Problems treated in this category include: feelings of inadequacy in heterosexual relationships, the inability to respond to situations in accordance to one's age, and the lack of assertiveness in interaction with the external environment.

To deal with those problems, the Behavioral Therapy Facility is now conducting Self-Assertion Skills Labs. The labs help people learn or re-learn to be more effective in making demands and setting limits on themselves and others.

In addition, there are programs that deal with behavioral problems common to a university community. Video-tape feedback techniques are being used by both counselors and students to learn more effective behavior patterns.

Television counseling allows the individual to see his own behavior from a unique perspective. This personal feedback is very helpful to both the individual and to the counselor.

their estimated retention of subject matter was no greater," Prof. Koen reported.

"The P-F students tended to place somewhat more value on 'internal' rewards for learning, such as an increased sense of personal competence, as opposed to the 'external' rewards of grades and competition with their classmates. They also tended to profess a greater sense of autonomy and personal responsibility for success in the course, although these effects did not reach a statistically significant level."

In terms of personal growth (such as increased self-acceptance or social responsibility), development of intellectual skills (such as ability to interpret data and analyze relations), content acquisition and student-estimated learning and reten-

tion, Prof. Koen found no clear difference between the two grading systems.

The pass-fail option can be viewed somewhat as an "unfamiliar intellectual territory" for the student to explore, Koen noted. Although there have been assertions that those with higher grade point averages would prefer traditional grading, he said, their past academic records proved to be of no relevance. Nor was grading policy found to influence a student's choice of major.

Students under the traditional system were more likely to regard their teachers as organizers, task setters and content experts, while P-F students tended to see teachers as helpers and colleagues. These differences, however, were not striking, Koen reported.

"Righteous" (Quoth Ian Booth)

by ben shelton

In accordance with the other sundry activities taking place this weekend at Guilford, we have succeeded in pulling together an outdoor concert to take place Saturday, April 14th; it's pretty much the same kind of deal that took place in front of Cox a year ago during the first Serendipity Weekend. We're going to set up in front of Cox again this Saturday and get off the ground at about 12:00 noon. The six hour period

from noon until 6:00 p.m. has been divided into eight sets of forty-five minutes each, and should come together in somewhat the following manner:

12:00	Richard Broadbent
12:45	Bill Shiers, Rick Noonan, Tony Clarke
1:30	Ron Gitter
2:15	Billy Hobbs
3:00	Tom Kenyon
3:45	Bruce Piephoff, Scott Manning
4:30	Sam Dorsey

5:15 Joe Cummings

These are just the people I know pretty much for sure are showing up. Others, among them Woody Cole and God knows who else are liable to come around. The proceedings will cease at around 6:00 p.m. unless all the people out there feel like keeping it up. These folks have some of the best music around and we're all looking for a really fine time. The sound of course will be as free as the air.