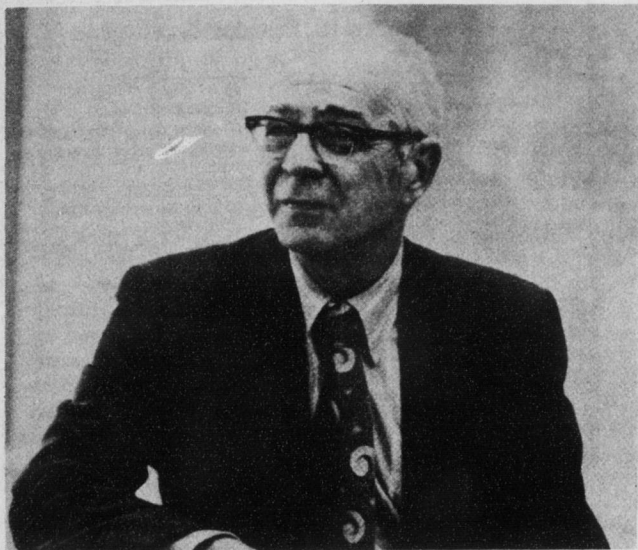


# Guilfordian

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Daryl Kent explains new core requirement.

## Quakers Open Doors to Adults

Did you know that there are a few hundred people going to Guilford (taking tests, having to preregister and even eating Nabs,) that you probably don't know? They have great lighting, yellow paint and a colored television in their lounge, much of which was partially funded by their student government. I am speaking of the Urban Center and its students.

But who are these people, really? Although they are adult students many of whom wish to move up in their present firms rather than switch jobs, 70.4% of the enrollment are taking over twelve hours of credit. The majority of Urban Center students are

majoring in Administration of Justice, Accounting, and Management. Several are coming back for their second degrees while others audit classes "just for the fun of it." The present enrollment is 552 and 30% of these are women.

There is no difference between degrees attained through the Urban Center and those earned in the regular Guilford program as all students come in different entrances and leave through the same exit. Therefore there must be similar credentials for all applicants. If an individual's SAT's are more than five years old he/she must take SCATS (School and College level

Ability Tests). In addition there are College Level Examination Tests in which older student can gain credit for "knowledge gained outside of a classroom."

There must be some evidence that a "special student" (or one who has been out of school for several years does not have recent tests) can perform academically, before the Admissions Sub-committee will approve them for Guilford courses. The Urban Center follows closely the work of all of its students and in particular, offers tutorial services, which is provided by Dana scholars. The Urban Center Student Government aided in funding a tutorial center in the basement of the library.

One of the most popular ways to finance an Urban Center education is through Tuition Remission. In this program certain major corporations reimburse their employees for full tuition.

The most significant difference between the main campus and urban center is that the Urban Center is specially prepared for adult counseling. There are many job and family conflicts as these students generally are late registering and 11 people withdrew or cancelled this past semester, after registration.

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## New Humanities Requirement Despite Objections

BY JOAN CURCIO

Despite objection by a majority of students, the faculty voted last Wednesday to add another humanities requirement to the core curriculum, bringing the number of required courses to fourteen and reinstating a former requirement.

For students now attending Guilford, the humanities requirement consists of two courses, one from history, classics, or a foreign language, and one from philosophy or religion. But the humanities requirement for future Guilford students will be comprised of three courses: one required history and two courses combining the three disciplines of philosophy, religion and literature.

The Faculty also approved another change in the core curriculum which will make mandatory the fulfillment of the core curriculum requirements in the division in which the student's major lies. Previous to this change, a student was exempt from the core curriculum requirements in his area.

From the point of view of Daryl Kent, Assistant Academic Dean, the new policy is "a very minor revision." The change does not add to the total number of courses needed to graduate, but decreases the number of free

electives from eleven to ten for most majors. Kent feels that "too many students are pursuing a relatively narrow range of interests and missing out on the great wealth which is traditionally part of a liberal arts education."

The majority of students already fulfill the core curriculum requirements in their division, according to Kent. Also, he estimates that 85% of the student body currently elects to take a history, so the required history course will affect relatively few students. He approves of the requirement because "it seems, somehow, that we are short-changing students if we don't expose them to the historical process, whether it be American History, European History, or African History."

Despite the small number of students who will be affected by the change, students in general are opposed to the revision, according to Amie Fort, President of the Community Senate. Before Thanksgiving, the Senate handed out notices to the students that a proposal to change the core curriculum would go before the faculty. In response, many students handed in written objections to the change; some senators collected signatures on petitions from the dorms they

represent and submitted them to the Clerk's Committee of the faculty. According to Kent, "nothing was said in the faculty meeting about the student petitions."

Bruce Stewart, Academic Dean, explained that there are more important issues involved in his curriculum change than simply the addition of a required history course. "The core curriculum is used to keep the institution in balance," he stated.

"There are three dimensions to the curriculum which must be considered in changing the core curriculum. First of all, there is the pedagogical aspect - what is educationally sound."

The second dimension of the core curriculum is "what is politically possible." Bruce Stewart realizes that the faculty "have an expertise in their fields which is critical and needs to be respected." He added, "These are questions where good men can disagree."

"The last dimension of the curriculum which must be taken into consideration is what is economically possible. One responsibility of the administration is to maintain a stable and balanced faculty."

Stewart explained that student interests change frequently, but the school

"can not hire and fire faculty every two or three years to meet these interests. The core curriculum is used to keep adjusting the way in which the ship is listing."

By channeling students into areas where there is decreasing student interest, the core curriculum can "keep changes in the faculty to a minimum."

Stewart added, "we never promised anybody about getting a job. The first purpose of a liberal arts education is to set people free."

## Selection Committee Selected

The Dean's Search Committee was recently established and its members selected. Grimsley Hobbs, President of the College, met with the Clerk's Committee telling them of his intention to set up such a committee and asking for suggestions as to its composition.

The Clerk's Committee made some tentative proposals and, at a joint meeting of that committee with the Faculty Affairs Committee on November 9, the President proposed a committee structure which after slight modification was accepted.

The Search Committee consists of John Stoneburner

(Chairman); Daryl Kent (Administrative representative); Paul Reynolds (trustee liaison); Jerry Godard, Beth Keiser and Paul Zopf (appointed by the Faculty Affairs Committee); and Ted Benfey (ex-officio).

The appointment of the Academic Dean is critical; selection should not be hurried, but should advance with deliberate speed. The committee's first duty is to settle the matter of procedure, after which all members of the Guilford community will be asked to submit nominations.

In the interviewing of candidates, faculty and students will be involved.