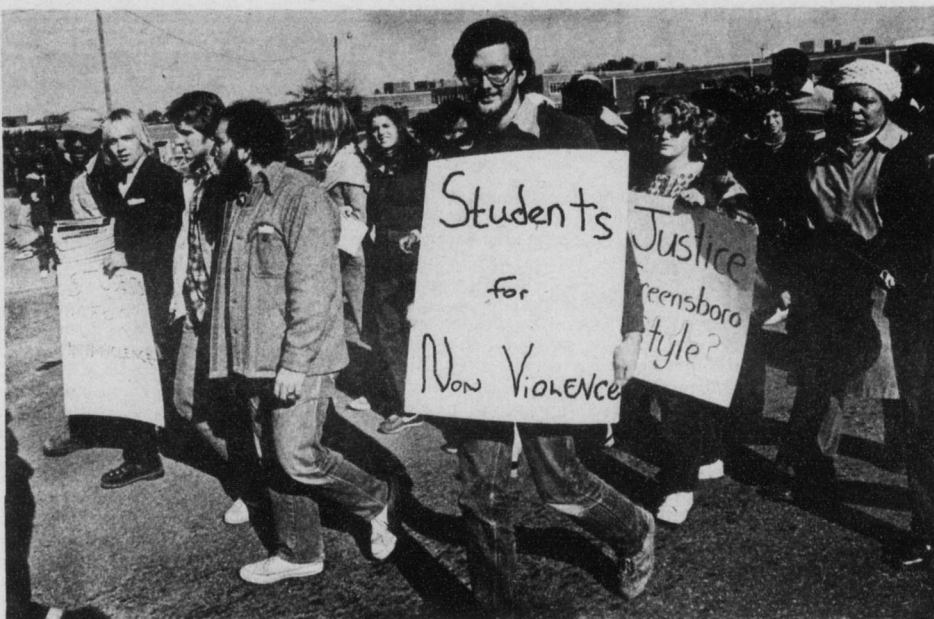




Photos by Jack Mohr



see center spread for campus reactions.

Guilford College students were surprised by the Klan-Nazi trial outcome. Students and faculty reacted by joining demonstrations in front of the courthouse and by participating in vigils and meetings last week.

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IDS 401

## Capstone lacks commitment

By Barbara Phillips

The IDS 401 program is suffering from staffing problems, energy problems, time problems, and attitudinal problems.

Jim McNab, chairman of the IDS 401 committee, says that the program has run out of steam. It was created with a flourish, and with good rationale to support it, but it is now at the point that it needs a strong recommitment, or it should be scrapped altogether.

McNab fully supports the rationale for the program. He sees it as a reaffirmation for the students that Guilford is a liberal arts college, reminding them that there are other disciplines than their own, and giving them a chance to work in depth outside their own major.

According to McNab, IDS courses are unique in that they are interdisciplinary, they are designed to encourage active interaction among students, and they provide a variety not found in ordinary courses. They are team taught, or draw on guest lecturers and diverse media.

His criticisms of the program as it now exists are two-fold. First of all, IDS 401 seems to relate in no clear way to IDS 101, except in name. While he doesn't want to force the program into a strait-jacket, he would like to see a greater

coherence between the offerings, maybe even centering them on a common theme.

Secondly, there is no rational staffing plan. Courses are solicited from faculty members,

faculty members who have good ideas, they rarely come to fruition in actual 401 courses. "IDS courses have a lower priority. Departmental courses come ahead of them, and then

**"The IDS 401 program ... needs a strong recommitment, or it should be scrapped altogether."**

**-- Jim McNab**

leaving strictly to chance who will respond, or even whether enough faculty will respond. In addition, many faculty members who would like to teach an IDS course are already committed to a teaching load within their own departments and don't have the time or energy to teach an additional course.

Elwood Parker was chairman of the committee that set up the 401 program in 1975-76. It was seen as a "capstone" experience, and the requirement took the place of what used to be the culminating experience, a two semester philosophy course.

Parker also sees a number of problems with the program as it exists. "I have a feeling that a large number of students see it as just another hurdle," he says, pointing out that a class is not likely to go well under those circumstances.

Parker's biggest frustration is that while he sees tremendous imagination on the part of

there are research projects and committee responsibilities. Even with a good idea it's hard to find the time."

One great missed opportunity, as Parker sees it, is the failure of more faculty members to team-teach courses, for their own sakes, as well as for the sake of a better course. Two perspectives make for a more exciting course. The teachers learn new material and teaching techniques, and they also get a critique of their own teaching style. In addition, working with another person can inspire a faculty member to find the time and to do a good job with the course.

One of Parker's as yet unrealized dreams is to set up a year-long honor section IDS course at the senior level. He would like to get a dozen interested students and three faculty members from various disciplines to select a problem that can be approached from

different disciplines, and set out to write a book. "This kind of close work with students can be the most rewarding experience a teacher has," says Parker. He already has two or three possible topics to pursue.

Jackie Ludel, who was chairman of the committee for several years before McNab, cites the same staffing problems, scheduling binds, and lack of time to devote to IDS courses.

Ludel also put out a general call to faculty for ideas for IDS courses last year, and every proposal submitted was used. There are seven being currently taught. "The ideal situation would be to be swamped with proposals so we could choose," says Ludel. As the situation now stands, it is not necessary to look for particular criteria in the proposed courses, as all proposed courses are needed.

### \$10,000 missing: lost... or?

\$10,000 is missing from the Community Senate's Student Activities Fee account. The \$10,000 has been committed to WQFS to help finance their upcoming increase in power from 10 to 1919 watts. According to Jan Earl, Senate president, the fact that the funds are missing "will have absolutely no effect on WQFS". She stresses that the Senate will stand by its commitment, drawing on other accounts if necessary.

It appears that the \$10,000 has either been lost in the books, or possible never existed. The confusion stems from the transition the Business Office is undergoing from a manual to a computerized system of accounting. Due to this complication, there was no accurate way of determining exactly how much money had been left in the SAF account from the previous year.

It was estimated at that time that there was a large reserve of \$16,000, out of which \$10,000 was set aside. This year, however, the Business Office records show a much smaller reserve. Presently, all Senate records are being checked for any possible errors, but to date, none has been found.