

THE GUILFORDIAN

Greensboro, NC

Since 1914, but never quite like this

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Science building plans finalized

◆ The new 50,000 square foot science building is being designed "from the inside out."

BY PETER MORSHECK
Staff Writer

For many, the walk from Bauman to the Danas and Fraziers is fraught with ambivalence. The field of green grass where a month ago there was only dirt is heartening, a beautiful harbinger of spring. Heartening, that is, until one spots the sign which states simply, "Science Building: Opening January 2000."

Come May, this beautiful field will become ugly once more, strewn with the implements of man as he scurries to convert green grass into Guilford's newest building, a premiere science facility which will rocket this school into the 21st Century.

The new science facility is currently in the final phase of the pre-design process, which means preliminary specifications have been sent out to the science faculty, administration, architects, and engineers for final approval. Current plans call for a three-story brick Georgian-style building with an 18,000 square foot perimeter, which translates into over 50,000 square feet of usable space.

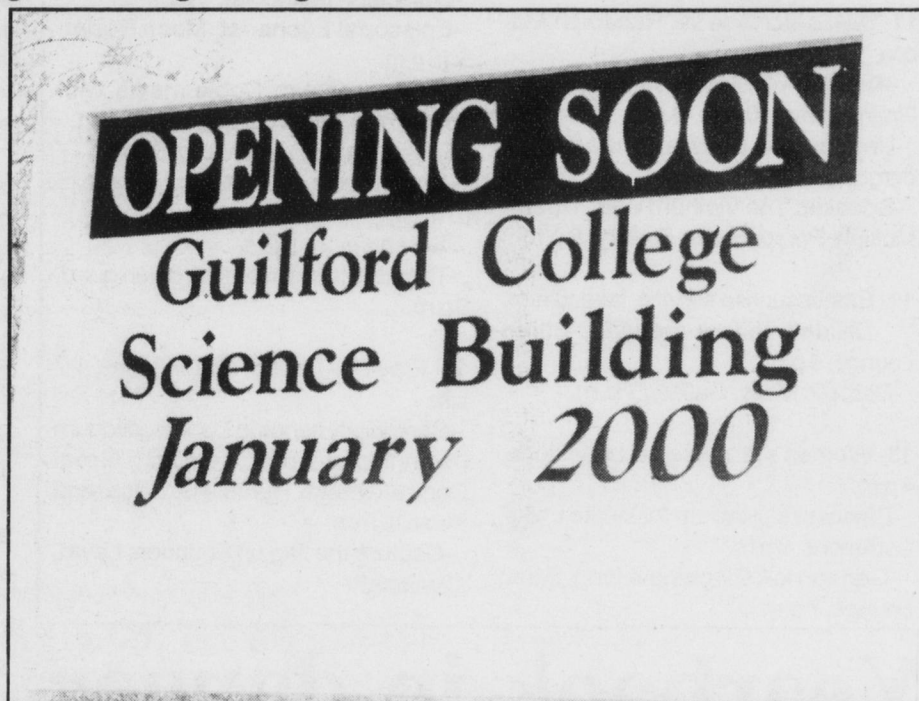
The plans call for approximately nine classrooms (designed for 25 or so), 12 to

14 labs, and several seminar rooms (designed for 12 to 15 students). In addition, there will be an amphitheater which seats 150-180 people (more than twice the size of Guilford's closest equivalent, the Leak room).

The physics department is particularly excited about the donation of a new observatory which will be on the roof. Other planned areas include a shared student lounge as well as a science library/reading room, which may raise awareness of crossover in the sciences and facilitate more dialogue between students of different departments.

One of the facility's many innovations will be in its construction. Rather than constructing an outer shell and then deciding on how best to use the space under its roof, science chairs were asked what kind of facilities they needed. Their individual spaces, or modules, will be put together in the most efficient, cost-effective way possible, as determined by computer. Only after these modules have been fit together will the shape and size of the outer walls and roof be determined.

In other words, the facility is being designed from the inside out. Geology pro-



Construction for the new building, in the empty area by Bauman, will begin in May.

PHOTO BY SARAH GIVENS

fessor Charles Almy was particularly happy, saying, "The lack of a general overall plan is unusual, but by design."

Other perks of the design include flexibility of materials and increased efficiency

of space.

With only \$7.5 million budgeted on the building itself, and another \$1.0 million on new equipment, the college is determined please see **SCIENCE** on pg. 2

Faculty approves new curriculum

BY PHEOBE JEWETT
Staff Writer

On Wednesday, April 1, after two years of planning, revising and debate, the faculty finally approved the new curriculum. Academic dean Martha Cooley sent out a campus-wide voice mail to students announcing the decision and faculty breathed an almost audible sigh of relief.

Whether or not they are delighted with the new format, most people are delighted that the process is over.

For the faculty, the restructured curriculum means evaluating and revising

courses—examining them in light of new requirements, developing new courses and eliminating some of the old.

But what does the new curriculum mean for students?

Although all students entering Guilford for the first time in the fall will utilize the new curriculum, current non-graduating students have the unique opportunity to choose a curriculum with which to finish their studies. The restriction is that they must follow either the new or the old—in other words, no combining the two to form a personal curriculum.

When asked about the new curricu-

lum, most students admitted their ignorance. Below is an outline of the new format, designed to provide students with the general concepts and requirements.

In theory, the new curriculum "draws on Quaker and liberal arts traditions to prepare students for a lifetime of learning, work, and constructive action dedicated to the betterment of the world," by providing "student-centered instruction, a values-rich education, critical and creative thinking, a global perspective, and work and service opportunities."

To achieve these ideals in practice, the curriculum is divided into a five-tiered

system of interrelated elements: foundations, explorations, depth experience, concentrations, and an interdisciplinary capstone.

The first element, foundations, is designed just as it sounds, "to provide a platform for and to serve all of the areas of study."

It consists of four courses, beginning with a semester-long First Year Experience, or FYE, a revised version of the current FYS.

The three remaining courses are: College Reading and Writing: Many Voices; Historical Perspective (paired please see **CURRICULUM** on pg. 2

Yearbook in danger of becoming extinct if more students don't pitch in
News pg. 2

An inside look at Guilford's Community of Writers program
Features pg. 8

Political correctness not always the best way to encourage discussion
Forum pg. 12

Today's lesson: a lacrosse player explains the ins-and-outs of his sport
Sports pg. 16

One fifth of the people are against everything all the time.—Robert Kennedy