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Catalog goes "technicolor"

By Sara Johnson
STAFF WRITER

Guilford is in the middle of a confusing transition. Altered curriculums, new technology, and changeover of staff members makes it hard to keep up with how exactly our school functions.

Traditionally the catalog that can answer virtually any question about Guilford comes out every two years. Elizabeth Corle in the Office of Institutional Advancement stated that a new, one-year catalog will be available this week.

The catalog is a very important document for current students as well as prospectives. It is the best official source for information about classes, majors, graduation requirements, and more. Jeff Jeske, Curriculum Committee head, who also revamped the catalog from its last version, referred to the book as "The Scripture According to Guilford."

The world beyond Guilford is in transition as well. To keep up with the changing world's demand for fast information, the catalog is available on the Web for the first time. Rob Whitnell installed the document on-line.

Now students and prospectives can quickly access the specific information they need on-line. The web site is done in a simple format with the each section listed as a link. By simply clicking on a section, browsers can look at study abroad, majors, departments, etc., and the information they need is before them in seconds.

A useful catalog section is entitled "A Tale of Two Curricula," which explains how the old curriculum and the new curriculum relate and provides a template which bridges the two sets of requirements.

The past couple of years have shown that Guilford has a lot of unresolved issues.

There is a controversial, yet honest piece in the catalog that admits that Guilford does not always live up to the ideal com-

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Student demand leads to new Multicultural Resource Center

By Leanna Born
STAFF WRITER

The power of just a few people with a goal and determination has been demonstrated with the opening of the new Multicultural Resource Center.

Located in room 203-A of Founders hall, the center will benefit every member of the Guilford community. According to the center's statement of purpose, "the primary mission of the Center is to preserve and promote the ethnic cultures of all Guilford students, faculty and staff and the greater community."

One student who helped make this idea a reality is sophomore Eowyn Evans. Evans is the president of the Native American Club and noted that while talk of forming such a program began two years ago, the catalyst that set this plan in motion was the cultural tension and tumultuous debate of the past year. Evans stressed the importance of underrepresented groups coming together and believes that the Multicultural Resource Center "provides the physical space for that to happen."

Daphne Locklear Strickland

will serve as the center's first coordinator. Currently enrolled as a CCE student, Strickland is finish-

ing her degree in women's studies and a concentration in African American studies. As a Native American, she has firsthand knowledge of the struggles minorities face in all aspects of life. According to Strickland, the center

hopes to help provide "inclusion, visibility, and empowerment" for "African Americans, Asian/Pacific Islanders, disabled peoples, Hispanics, Native Americans, sexual

minorities, and women," as well as the community as a whole.

Despite a few delays, including

no phone hookup or keys for the doors, the center is progressing relatively quickly considering its conception was only last year. Like any new program, however, the Multicultural Resource Center needs financial support. According to Mona Olds, Dean of Student Life, obtaining the space for the center was

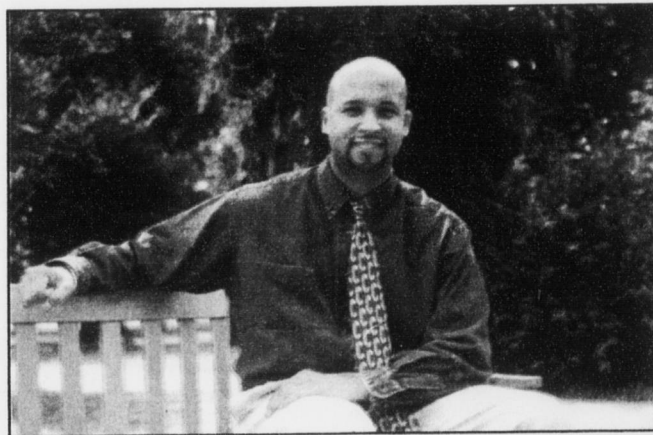


Strickland is the director of the new center.

the first step, but now comes the difficult task of collecting both monetary and material resources. The search now is for culturally diverse

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Peer mentor program expands



J. J. McEachern looks forward to working with mentors.

By Mary Haldeman
STAFF WRITER

For the first time, all new students are participating in a one-credit Learning Strategies class taught by peer mentors. The program aims to help first-year and

transfer students adjust to Guilford College.

J.J. McEachern, First-Year Program and Residential Life Coordinator, is excited about the mentoring program. "I want to give every Guilford student the opportunity to succeed," he said. McEachern's role is to guide mentors and help them solve any problems that they may have.

Mentors meet weekly with small groups of four to six students and discuss topics such as time management, study skills, and different learning styles. Like many mentors,

Daniel Summers wants to share his own experiences to benefit new students. "I want to help them find the system of organization that works best for them," he said, acknowledging that the individual needs of each student vary.

Anne Lundquist, Director of the First-Year Program, began the Learning Strategies class a couple of years ago with first-year students on the football team. Upper-class football players were chosen to be mentors. Because the program was a success, Lundquist decided to include all first-year student athletes the following year. Mentors were chosen from each sport and matched with new athletes. Again, there were positive results. The number of students on academic probation decreased. Students began to utilize valuable campus resources like

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