

# SG works on students' behalf

Based on last week's column titled "Earth To Reynolda Hall," Oct. 5 *Old Gold and Black*, we feel compelled to respond because the article grossly misrepresents Student Government. Certainly, the views expressed in the editorial section of the *OG&B* typically do not reflect the views of the majority of students.

**EVAN PEVERLEY AND GRAHAM GOODRICH**  
GUEST COLUMNISTS

through SG Updates, posted around campus and through the new medium of WAKE TV's coverage of legislature meetings.

In addition to the ways in which we seek to reach out to students, there are several ways students can take the initiative to contact us directly. The names of the SG representatives for each residence hall, as well as for off-campus students, are available in the

**We would not spend 30-plus hours a week dealing with the issues concerning the students at this campus, not to mention the past half hour that we wasted responding to this insipid editorial, if our interest in SG were derived from employment concerns.**

However, we appreciate this opportunity not only to address the author but also anyone else who may have similar concerns regarding their Student Government.

First, we would like to clarify SG's role on campus. SG functions as an intermediary between the students and the administration. Students need to recognize that the administration is unable to hear from all 3,700 students on every issue. We, therefore, exist to speak on their behalf.

Each member of the legislature seeks to represent the views of 50 students. Certainly this responsibility rests primarily in the hands of each legislator, but they are unable to fulfill their role without significant input from the students they represent.

The four executive officers are committed to actively pursuing opinions, suggestions and feedback from all students. Often it appears that the editorial section of the *OG&B* believes it serves to represent student opinion. Still, few would contend that the "student newspaper" actually speaks for the majority of students.

We, on the other hand, are continually looking for new and innovative ways in which we can tap the thoughts and feelings of our community. Currently we have scheduled a "Campus Legislator Walk-Around" on October 22-23 to collect student views on any issues of concern, as well as to inform them of what we have accomplished thus far. Other ways students may stay informed are

sit back and complain than it is to actually try to solve the problems that plague students.

Furthermore, if anyone is interested in campus issues and believes that SG does not represent the student voice, we challenge them to constructively pursue their concerns. Let us work together in accomplishing what should be our ultimate goal: improving the quality of life at Wake Forest for all students. For those interested in working toward this goal, we welcome your input.

Another concern raised by Starks was the sincerity of leadership in the SG office. We laugh at the author's assumption that our interest in serving the community via SG stems from our desire for future employment. We would not spend 30-plus hours a week dealing with the issues concerning the students at this campus, not to mention the past half hour that we wasted responding to this insipid editorial, if our interest in SG were derived from employment concerns.

Stark's assumption that "the individuals who serve on SG are oriented toward business leadership" is a stereotypical misconception which breeds ignorance. The reason we participate in SG is because we believe, that as members of SG, we strive to represent the voices of our student body. Regardless, our areas of academic interest in no way detract from our commitment to serving our fellow students.

Lastly, Starks wrote in reference to the student voice that no one will listen to them if they speak up. We challenge that assumption. The SG exists as an organization to ensure that all students have a voice at this university. We encourage you not to make that same assumption until you have at least attempted to be heard.

If you really want to be taken seriously, you might want to submit your concerns outside of the *OG&B* to Benson 304 — the SG Office. *Evan Peverley is the SG President. Graham Goodrich is the SG Treasurer.*

SG office. These people represent you — contact them at any time! We welcome all forms of feedback, whether it be positive, negative or indifferent. Furthermore, we would encourage you to reach us by e-mail at sg@wfu.edu or by telephone at Ext. 5293 regarding any issues or concerns you would like to discuss.

We also would like to address some of the specific remarks made in last week's column. Starks said, "... it's time to stop dreaming that SG represents the students." If the SG does not represent the students, then what does it stand for? It certainly cannot be an elitist clique since this fall only 60 legislators were elected for 74 positions.

The legislators dedicate their time and hard work to uphold student viewpoints with no compensation at all, except for the satisfaction they derive from improving our university community. We are open to any criticism. It is, however, much easier to

Blackings  
by Rickman  
Times Dispatch

## PRESIDENTIAL QUOTES:



# Grades fail to help education

Creating a more intellectual climate on campus seems to be one of the highest priorities among the faculty and administration for this school year. Reports have been issued, measures have been taken and Shorty's is going to be built.

**RACHEL SHEEDY**  
MANAGING EDITOR

But I would like to purport a radical notion that will not only help to create a more intellectual climate but in addition rid our university of that pesky grade inflation problem: let's have a system based on no grades at all.

O.K., now all of you striving for your perfect 4.0 take a deep breath and continue reading once you've regained consciousness. And before you start calling me crazy or worse yet, as someone with a just-barely-there GPA who wants to get off easy, give me a few minutes to explain.

The best way to create a more intellectual climate is to have students who genuinely want to learn — that is learn for the sake of learning — and not students who study intensely for the sake of an A on a test that they've been praying for so that they can maintain their 3.529 GPAs so that they will be able to graduate magna cum laude.

Students are constantly worrying and stressing about how they are going to perform on tests and papers, wondering if 75 hours of constant studying are enough to earn the grade that they want.

With the issue of grade inflation being brought forth by Dean Paul Escott, many students gasped while fearing for their As and Bs and having nightmarish visions of their next grade report being full of Cs and Ds.

Many probably wondered what the point of studying was if they weren't going to get anything for it. I agree, there is no point — if all students want is tangible evidence to prove they are smart. But there is

also hardly any point in cramming for a test to pull off a good grade, only to quickly forget much of the information that got one that grade. The benefit of learning should not be getting an A or a B, it should be gaining the knowledge itself and

**Students are constantly worrying and stressing about how they are going to perform on tests and papers, wondering if 75 hours of constant studying are enough to earn the grade that they want. With the issue of grade inflation being brought forth by Dean Paul Escott, many students gasped while fearing for their As and Bs and having nightmarish visions of their next grade report being full of Cs and Ds.**

broadening one's mind.

So what would be the point of having a gradeless system? No work would be done, some would argue. How would faculty know if students are learning, others would argue. Still others would say, "Why should I bother to study if I'm not going to get anything for it?" And why then would students study for classes they are not particularly interested in but are taking only to get rid of requirements?

In answer, work could still be assigned and turned in. Faculty could easily tell if students are learning by examining the content of the work turned in and by the amount of participation in class. Students would have to change their attitudes and learn to accept intangible gratification for their efforts.

Keep such things as divisional requirements, and though students may not have an initial interest in many of their divisional subjects

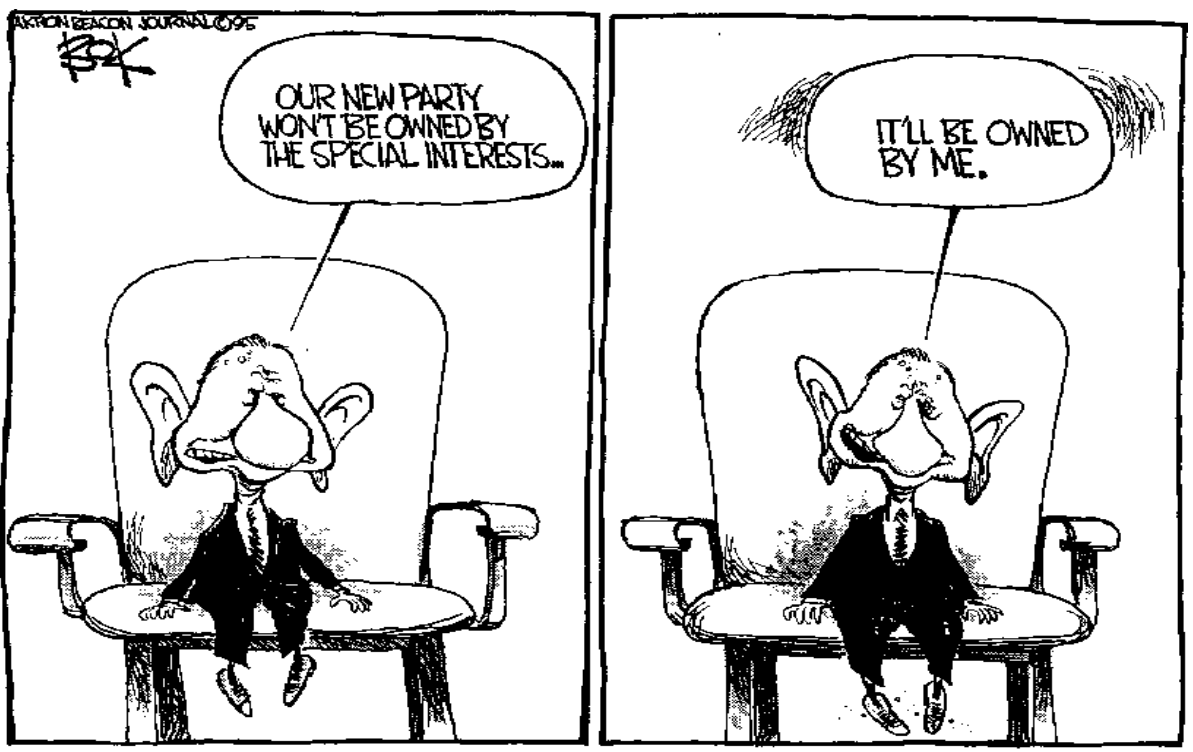
and may not study them further, they will still have those bits of knowledge that they did not have before. Faculty can also get students interested in their subjects by fostering discussion, by showing students why those subjects are important and how they fit in with other academic areas and life in general.

Granted the hardest part may be shifting students' attitudes. Students grew up in an educational system based on the carrot-and-stick model, but students who truly care about their education should have little problem making such an adjustment.

I know a gradeless system could work because a few other higher places of learning already have such systems in place. Even experienced such an atmosphere studying at the Worrell House last semester. Grade competition and stress were low. Even though I did not have that overwhelming stress to perform that is so prevalent on the Reynolda campus and I was studying some subjects which I had previously had little interest in studying, I learned more in that semester than I probably have in any other semester.

To create an intellectual climate, keep admitting students who are the best and the brightest in their classes but then allow them the chance to learn and to gain knowledge in an atmosphere that is conducive to such growth. Stress and anxiety — which will only get worse if measures to reduce the university's (non-existent) grade inflation are taken — are not conducive to learning.

Take that stress and anxiety away by removing grades, and therefore competition, and by introducing discussion, participation and journal-writing. I challenge the administration, the faculty and, more importantly, students to foster the novel idea of learning for the sake of learning — not learning just to get an A.



# Griping fixes problems only if the right people hear it

The beginning of fall has always stirred up memories of the past for me. The crisp autumn air and the sounds of football on Sunday afternoon create a sense of nostalgia for the days of yesteryear.

Days in which laundry was free — when a person did not have to smell a shirt to decide if it was clean or not, when a person could wear an outfit for five minutes and throw it into the hamper

It makes me think of times when a person could call his friends and not worry about how long he was on the phone, or hear a call-waiting beep and not wonder how to pick up that call. Times when a person could hear the messages on his answering machine with just the touch of a button.

Remember the good old days when a person could just pick up the phone and dial just seven digits and the call would go through? We didn't have to worry about balances and voice mail and all that stuff. Well, we're at college now, and I guess that college students must have a phone system that challenges their intellect.

I no longer have a regular phone; instead, I have a "dataphone!", which basically means that it has a red light and a few more buttons that I still haven't figured out how to use.

There is this one red button that is particularly irksome because I have absolutely no idea what it does. Maybe it's just for decoration. (If anyone figures out what it is for, please don't keep it a secret. Let the rest of the free world in on it too). It would have helped if I had received an instruction booklet with my dataphone!, but that would have been too easy.

Another thing that I hate is checking my long-distance balance. I called the 800 number last week to see how much I had spent. Since my friends usually call me, I expected my balance to be fairly normal. Besides, the last time I checked (two days before), my balance was only \$23. So I only expected a minimal increase.

**KYLE HADEN**  
GUEST COLUMNIST

Imagine my shock when the computerized voice informed me that my account stood at \$104.50. My roommate found this hilarious, but I didn't think it was funny.

I was freaking out, doing all sorts of calculations, trying to figure out how I could have spent that much money on the phone. I agonized over this for two or three days, when I finally had the sense to check again.

This time my balance was \$57. My question is how do the accountants at AT&T keep their jobs with adding like that? To be safe, I don't think I will ever call anyone long-distance again.

Since I'm griping anyway, I would like to take this opportunity to once again complain about the laundry service at this university, specifically in Kitchin. When a person has to do his laundry at 2:30 in the morning in order to get a dryer, there is a problem. Of the five dryers in the building, two of them are broken; one has been down since we got here at the end of August. That's six weeks, for those of you keeping score at home.

A laundromat that allowed its dryers to remain broken for that long would be out of business, but because this is just a university, it's okay — right? Wrong!

Here's my solution. After you finish reading this article, go walk around your dorm and check out the situation. If anything is broken, dirty or missing, complain to your RA, your legislator, your cleaning lady or call Residence Life and Housing. In short, talk to someone who can fix the problem.

We can sit around and moan as much as we want to each other, but if we don't do anything about it, then what good are we? Remember, this is your university, and it is truly what you make of it. So return to your childhood by calling someone and complaining today — just make sure it isn't long-distance.

