

# Admission standards need upgrading

By PATRICK BRANNAN

Recently I've been thinking about student involvement on campus. I am sure that most of you are tired about hearing this topic over and over again. But I've been wondering, is it the type of students that come to Wesleyan or is it the size of our school that adds to the problem of student involvement and the lack thereof?

If you look at the campus and the student organizations, the same people are in the leadership positions of most organizations. Just look at those that are on GSA senate and they usually are involved in some other organization and some leadership position. A small percentage of the students are those that hold leadership positions. Why?

One would first wonder about

## Full self-knowledge key to completion

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then facing the country. "I'm very sorry, sir, but I am unable to be of service on this matter," Stevens replied. The man callously used this ignorance as proof that England shouldn't be a democracy. The aristocrats should make all decisions.

Stevens sees the absurdity of a butler being expected to know the answer to those particular questions, but he thinks that the idea that one's "dignity" is conditional on being able to do so is nonsense. "Let us establish this quite clearly: a butler's duty is to provide good service. It is not to meddle in the great affairs of the nation." Dignity, he concludes, is not taking off one's clothes in public. And so he ignored Lord Darlington's misguided fraternizing with the Nazis; he served silently.

Nevertheless, as Stevens nears Miss Kenton we begin to wonder whether he is going because he loves her. She had once put flowers in his room, they had drunk nightly chocolates together, they had run Darlington Hall as a team. Will he take her away from her abusive husband? Will he claim his right to take off his clothes in private at least?

No. Stevens conducts his tea-time interview with Miss Kenton at the same sonorous speed, and he begins his return journey wondering only how he can adapt his services to his American master, how he may better serve. Stevens is an honorable person and a good butler, but he lives within rigid boundaries that have become his only means of identification.

This book is more likely to appeal to those who like an *aria cantabile* than those who like loud

guitar riffs; the narrative unfolds slowly and smoothly into a tragedy rather like Arthur Miller's *Death of a Salesman*. Attention must be paid to Stevens because he mistakenly thinks that the motions of living are enough. But at least Miller's Willy Loman had his own past; Stevens is heart-breakingly empty.

It is one of those mysteries of art that Ishiguro can draw us near this husk of a man, make us both pity him and empathize with him, and show us that if we want to be complete we must know ourselves and love others. In the quietly ignorant and unobtrusive Stevens, Ishiguro creates a tragic figure, not a pathetic one; and he enlightens rather than depresses us.

## Rollins' tripped up by tremendous ego

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splash in the press. The night before going to work for Perot, he was on CNN's "Crossfire" saying that he had not even considered going to work for the Bush Or Perot campaigns, but he had a full list of ideas that both should be doing.

The man has an ego. He has discovered press and likes it. This time, though, it got out of hand. He got caught in one of his lies and is going to have to pay the price. trying to make the news by crippling the Republican Party of New Jersey, he ended up getting himself named in a slander suit by the churches he accused of having so little principle.

It is difficult to fault anyone in

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the size. I think that it is one of the greatest advantages to Wesleyan. The fact that it is a small school gives everyone an opportunity to become involved and hold a leadership position. The size affords the opportunity for more people to become leaders.

The type of students that Wesleyan attracts could be the problem. The fact that it does not take a high SAT score and high school GPA to get in means we are not a competitive school for admissions. This means that a different group of students comes to Wesleyan.

I get the sense that the majority of students really do not care. It seems many students are interested in doing the bare minimum to get by and then have the rest of the time to party. There is a general lack of interest and school

spirit at Wesleyan.

We've all heard the comments about Wesleyan. Some students say that if you have the money you can get into Wesleyan. A group, and maybe a large group, of students come to Wesleyan planning to stay a year to two and then transfer to some other school. People seem not to care.

I think the type of students who come to Wesleyan are the major problem with the lack of student involvement. There are just not enough of those students who really care about getting involved and working in the leadership positions of organizations. If the school was larger there could be more of the students that showed high school involvement, scored well on the SAT and had high GPAs in high school.

I do not know if there is any relation to the type of student and the tendency for involvement. Do those with better grades and higher SATs tend to get involved? Do those with low grades and

SATs not get involved? I do not know. It would be interesting to find out. Maybe the whole problem is just an example of our society today. Who knows?

I know that being in a leadership position, as I am, it becomes frustrating when you seem to call out to the students yet there is no reply. It really seems there is a basic lack of interest and an "I don't care" attitude. I'm sure that I'm not alone. I'm sure that leaders of other organizations feel the same way. I know many of my friends, when I asked them if it was the size or the type of students that Wesleyan attracts that effects the lack of student involvement, said, "the type of students."

Maybe it's time that Wesleyan looks at this a little closer. If we are going to admit there is a problem with student involvement, interest, or school spirit, we must also look at ways to fight it. Looking at the size to the type of student that Wesleyan attracts may be a start.

## 'Fantasticks' lived up to name in Wesleyan's fine performance

By ROBIN LANGSTON

Do you remember what it was like to be 16 years old and full of wonder about the world? When you get out of college will you be

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sensible and get a job, or will you go out and explore the world on your own? If you explore, will the world be what you expected it to be?

I had the opportunity to explore my own feelings on these questions when I attended N.C. Wesleyan's performance of *The Fantasticks* on Nov. 3.

This was my first experience in the Coltrane Theatre, and I was excited as the audience began to file into the theatre. The audience quickly became quiet as Clay Jackson, the narrator and El Gallo, began to sing "Try to Remember." This opening song transformed the audience and set the mood, especially as he handed a

live rose to an audience member.

The story moves along quickly as a boy and girl fall in love and then become disenchanted with that love and decide to explore greener pastures. Are they pleased with what they find on their explorations? I will not answer this for you.

Do not be fooled by all the talk of love. There are lots of slapstick comedy in the play also. Christopher Alexander did an excellent job of playing the Indian with a British accent. You may even see your own mother in the part of Bell, played beautifully by Charlotte Pettitt.

The part I enjoyed most was that of sweet but naughty Luisa, played by Melinda Harden. Harden should be commended for her wonderful singing and acting performance.

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