

"If I could change anything at Guilford College, it would be for more people to speak more directly about their feelings," says junior



Kelly Davis. "I think too often we skirt issues and speak nicely to

one another in the name of being Quakerly."

"I'm glad to be back here after being at UNCG," says

Rebecca

Potter, a senior. She likes Guilford's small size the most. She makes the point that when you know the other students, their comments mean more because you know where they are coming from. She doesn't like all the forms, red tape and the off-campus policy.



Rebecca Potter

Dick Dyer, associ-

ate dean of advising, wants to spend more time and energy this semester "getting back to those students who have made significant and positive changes," as well as "spending more time affirming, thanking, encouraging those students who are each contributing in some fashion, i.e. if I write a kid who has two D's, I ought to write him if he has two B's." As a school, he says, "We need—faculty, staff, students, and administration—to be more consciously and overtly thankful, supportive and affirming to ensure that people enjoy working and living here."

Jason Katz, a sophomore, also likes the smallness of the classes and the fact that there is not much lecturing. He is glad the teachers seem to



really care about progress. "I've been thinking about this a lot," he says, smiling. He wishes there was more intercollegiate activity. Bringing up the fact that there are five or six colleges in the area, he says, "Not once have I been to UNCG." He suggests there be more intramurals with other schools and general transportation such as busing between the schools.

Jose Roberto, a junior, came to Guilford from

Central America because he wanted a small school initially in order to adjust to the U.S. before moving on to a larger graduate school. He hopes to graduate in business or economics and to help enlighten the Guilford community on the real issues in Central America, not the stilted, left-sided ones portrayed in the media.



Asako Morikawa

A s a k o

Morikawa, a sophomore, likes Guilford's small size and small classes. She likes the closeness possible with professors. As a theater major, she is disappointed in the quality of the theater department. She also feels the library is too small. More cultural exchange and a closer relationship between Guilford and Interlink would make her happy.

"It's really cliquey right now," says **Bill Blevins,**

a first-year student. "I'd like to see t h a t change. I want



pretty straight forward academics, and not many people seem to want that right now. There's a real mix in my classes of people who give a shit and people who don't."

"My goal is to follow through on my responsibilities at Guilford before May 4 [graduation]," says

Terrence

Laster, a senior. "I just want to spend as much time as I can with people I care about in the community—this is very important to me." Referring to his job as yearbook co-editor, he continues, "I wish to produce a quality publication the campus can be proud of, and to foster enough enthusiasm so that next year's yearbook will have better luck." As a school, he says we need to

In the name of

Wake up, Guilford. Listen to the v

Encourage them. RESPOND. We are p

wholly uncompre people on camp of course, is that you.

Do not misconst sonal grievances recognize it as th logue this newsp ating.

Read on. Writ

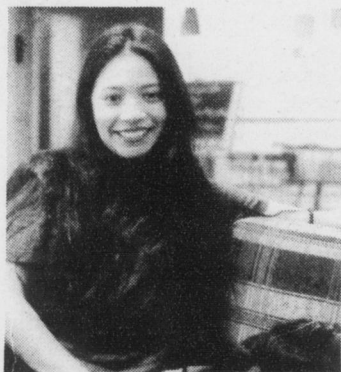
continue our effort to support members of our community and to address conflict.

It's the very friendly, tolerant environment that **Tiffany Lindsey,** a

sophomore, likes about Guilford. She thinks



people are fairly accepting of differences. She does complain that Guilford has not achieved a real community, that many people are not as involved as they could be. She also says she's disappointed with the quality of the newspaper. As a photographer she is especially displeased with the photography.



Patricia Herrera

Patricia Herrera, a first-year student, is im-

pressed and happy to see so many active and vocal women in positions of student leadership. She would like to see more teachers of different ethnicities, and thus encourages certain departments to make a stronger effort to recruit teachers of color. As well, she'd like to see more of a sincere effort to bring more students with socio-economic and racial diversity. "Let's see real diversity," she says.

Photos by Sara Johnson and Mariah Sawyer