Editorial Board

Adam Lucas Laura Parker Marjorie Hall Will Dodson Olivia Riordan

Statement of Purpose

The Forum exists to facilitate dialogue and expression on matters of importance to Guilford College and its mission Toward this end, active community participation in these pages is vital.

Editorial Policy Every effort will be made to print appropriate submissions of editorials, cartoons and letters to the editor. They must be signed, with the phone number of the author or artist included and turned in to the box outside the publications suite by 3:00 or Monday before that Friday's publication date. Editorials must be no longer than 400 words and letters to the editor must be no more than 250 words. The Guilfordian reserves the right to edit submissions for

grammatical correctness and

brevity.

English isn't the only language

STAFF EDITORIAL

The Curriculum Task Force has already released a progress report that outlines some of their recommendations. The Guilfordian would like to respond to some of these proposals.

The Curriculum Task Force is considering eliminating the foreign language requirement. We know this idea will be popular with many Guilford students, but we don't think it is a very good idea.

We believe that part of a well-rounded education is learning another language. Americans are mocked in other parts of the world for many reasons, but one of the major ones is that Americans as a whole are happy to be ignorant of other cultures and languages.

Most people at Guilford are going to leave this country one of these days. Knowing another language is a practical and useful tool.

Even for the few of us who plan to never leave the country,

knowledge of another language can be useful. It has been proven to improve people's proficiency in their native language. Besides that, there are many, many people in America who speak other lan-

We are not the only country in the world, and English isn't the only language. Americans like to believe that we are so dominant in the world that everyone else can learn to speak our language, and see no need to go to the effort to learn theirs. That egocentric attitude could hurt us someday.

As a Quaker school, we think Guilford should encourage its students to broaden their horizons and learn how to speak another language. We don't think someone can truly be an educated person if they have never encountered another language.

The Curriculum Task Force has suggested replacing the language requirement with a "culture course." If designed well, a "culture course" might not be that bad,

but we doubt it will be as beneficial as a real language course.

What's the point of a "culture course?" Yes, it does teach an awareness of other cultures, but it seems much less useful than a language course. Students complain that they will never use the language skills they are forced to acquire

Isn't a "culture course" worse? Awareness of another culture is good, but a language class teaches that awareness in addition to imparting skills that can be extremely useful.

Students do complain about the language requirement. But everything that students complain about does not need to go. Colleges should require languages. If students do not want to be educated, they should not be in college.

Keep the language requirement. And we're not just saying that because we already fulfilled it.

The Guilfordian

"Since 1914, but never quite like this."

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Staff meetings are Mondays at 7:30 pm in the Passion Pit. All are welcome.

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Don't knock it until you have tried it

BY ALAINNA BROOKS Staff Writer

"Get out of that class as soon as you can. She's difficult, no one has ever gotten an 'A' from her."

That was the comment I heard about Sandra Winters, my English 151 professor at Guilford College.

To me the thought of writing papers and essays was scary enough. Then I heard how tough the professor was going to be, and I was ready to transfer.

The first day of class I was intimidated by Winters. She asked us to write about anything for the first thirty minutes of class. The remainder of the class, she critiqued what we had written. Not a good way to start the year.

Unfortunately I could not get out of her class. This became a blessing in disguise

As the semester continued, not only did I receive a pleasing grade, but I enjoyed the class. Most of all I enjoyed the professor.

That first day of class she was

just testing us. She brought us down so she could rebuild us into the writers she wanted.

She fits the description I was given about Guilford professors before I came here. "Guilford professors treat you as an individual, they know you on a first name basis and care about each student."

In the classroom she was critical, but outside she was a friend. She noticed when something was wrong and took time to give ad-

For all of those people who misjudged Sandra Winters and tried to advise me, I now have a bit of my own advice. Thanks for the information, but no thanks. I am glad I had the opportunity to experience what Winters is actually like.

Don't always judge someone by another person's opinion. Risk it. Form your own opinion, be your own person. You just might like what you find. I did.