

The Decree

OFFICIAL STUDENT NEWSPAPER OF NORTH CAROLINA WESLEYAN COLLEGE

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Student athletes unfairly criticized

Student athletes may be the most criticized students on college campuses today. Staff and faculty generalize when they talk about stupid "jocks" and their lack of interest in their academic endeavors. The student athletes are not getting the credit that these men and women deserve for the hard work that they do.

While there are some students on college campuses that only go to class, eat three meals a day, and spend the remainder of their time in the library studying, there are other students that go to class, eat, study, and also practice their respective sport from 2-3 hours per day. Yes, it is by choice that they choose to participate in athletics, but at the same time they are representing their school in inter-collegiate activities.

These students often spend additional time traveling to and from other schools to participate in athletics. This takes

away time for studying also. There are athletes who try to take advantage of this situation by telling the professor "We had an away game," or "I didn't have time to do my homework," but there are also those who still get their work done on time. It may be argued the student athletes who get the work done are in the minority, these are the students that should be given credit for hard work and determination.

One professor at Wesleyan has often been heard saying that he feels there are students at Wesleyan that are also athletes, not the other way around with athletes that act as students. This may not be true of all of the student athletes at Wesleyan, but there are some that deserve a great deal of credit for the time and effort they put into representing the school in their sport and also, and more importantly, for the time they put into being a good student.



Merit pay useful idea

NCAE's position selfish

By DON RHODES

I was flipping through the *News and Observer* the other day, and I read an article that disturbed me. The article stated that the North Carolina Association of Educators had decided to endorse Lt. Governor Jordan for governor next year because of Governor Jim Martin's support of a merit pay system in public education.

Don't get me wrong; the newspaper's coverage of the issue is not what bothers me. Rather, it is the decision of the teacher's association to choose not to endorse the governor because he supports merit pay.

In Europe, the teacher is put on a pedestal. Europeans realize the importance of a quality education, and they are paid accordingly. The teacher's association definitely wants higher wages for teachers, but they want higher wages for *all* teachers, both good and bad.

The teachers seem to be afraid to have themselves judged on their effectiveness and competence. The important thing is the children involved here, not that an incompetent teacher has his or her job spared. A

merit pay scale might even encourage a teacher to go that extra mile. Even if the teacher wasn't working especially hard for the right reason (the children's best interest), the money could encourage him to work harder.

Merit pay also brings in the issue of the quality of people that teaching attracts. It has been shown that the most intelligent people, the people who can make the most money in the business world, are not going into teaching because they will not make good money teaching. If people know that they have the opportunity to advance in status and in salary, then

they will be more likely to consider teaching as a career.

So where are we left? We have a teacher's association that does not care about the children, but instead about themselves. That unfortunately, may be something with which we have to live, but if we do, why not ensure that there are qualified people in our schools?

For this nation to continue to prosper, it is imperative that we do not allow a teacher's association to determine what is best for our children, when all that they are interested in is their job security.

Monthly calendar planned

The Student Activities Committee will be publishing a monthly calendar of all activities on campus. If you have an event you would like to put in the calendar, please leave the information in the Student Life Box at the switchboard, or drop it off in the Student Life Office.

The deadline for entries will be the 15th of each month for the following month. The calendars will be distributed to the faculty, staff, and students the last week of each month. If you have any questions about the calendar, please do not hesitate to give me a call.

Anthony Rice
Director of Student Activities

Comments on 'rock n' roll' spurs debate

It's only rock n' roll, says best-selling author Allan Bloom, and he doesn't like it.

In fact, the University of Chicago professor blames rock — and other forms of popular culture — for closing the American mind.

Other educators, however, say Bloom's argument smacks of elitism, sexism and racism. "His shot at rock n' roll is ludicrous," said University of Oklahoma English professor David Gross. "It's his mind that's closed."

Bloom's "The Closing of the

American Mind," a nationwide bestseller for more than 20 weeks, has sparked considerable debate about the role of higher education in American society. Bloom's book argues that higher education is failing because curricula no longer emphasize classical Western cultural studies.

Popular cultures, Bloom writes, has made Americans intellectually lazy and inept.

Bloom describes a typical rock fan as "a pubescent child whose body throbs with orgasmic rhythms; whose feelings are made articulator in

hymns (about) the joys of organisms or the killing of parents; whose ambition is to win fame and wealth in imitating the drag queen who makes the music."

The sentiment doesn't sit well in some places.

A sign in Bowling Green State University's (Ohio) popular culture department's office predicts "Allan Bloom will burn in hell."

Bloom would have "a small elite group of people define what is of value and ram it down people's throats," said Bowling Green pop

culture professor Jack Nachbar.

Popular culture studies are offered at Bowling Green, said Nachbar, to help students understand their environment better. "We provide a means for students, a way to understand their environment better and to help them think critically," he said.

Bloom also attacks academics for teaching "relativism," examining issues comparatively, without imposing absolute values. Young people view any idea as just as good as any other, Bloom argues. As a society, we should apply and absolute standard to

all ideas, philosophies, and teachings, he says.

"We see it (relativism) as a wonderful development," said Bowling Green's Nachbar. "When you disregard relativism you open yourself up to academic fascism."

"He puts down pluralism so easily," said Gross, who lectures on rock and roll lyrics at Oklahoma. "He talks so easily about *the truth*. But wisdom is not some self-contained platitude from Plato. It's ridiculous to say that

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