

## Viewpoint

### College is for learning, or is it?

The quality of education is declining.

When it comes to learning, students take what they need and leave the rest. By the time students reach their senior year in college, they have had over 15 years of schooling. By this time, they have learned how to manipulate the system.

Getting by, studying only what needs to be known for the test and forgetting the rest, works, but what is one left with?

The grade. Whether average or above, it is accepted, and the student moves on.

Where is the challenge?

Take for instance, a class was taking a quiz. The very first question baffled most of the students because it came from other notes the professor had given, *not* from what the professor had promised would be on the quiz.

The students were angry because their intellect was being tested. They had limited themselves to the amount of information needed for the quiz.

The irony of the situation is that the extra bit of knowledge the professor sought could have easily been retrieved by a brief reading of the notes given from the last lecture.

It is sad to sit in a class and not feel challenged; to know that studying for the test thoroughly is not necessarily needed; to know that other students in the class don't care.

It is discouraging to think that graduation is a mere three months away and to wonder, "Did I really learn anything?"

This isn't to say students aren't learning *anything*, or that Elon isn't *teaching* its students anything; it is to question the to education, both from the students' point of view as well as the professors'.

How can professors successfully teach their students all they know if the students aren't willing to be open to and accept the knowledge handed before them? How can students successfully learn from their professors if the professors don't challenge the students to tap into their best potential?

There is a bumper sticker floating around that says, "They can make me go to college, but they can't make me learn."

Why bother?

### The Pendulum

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Photographers: Scott Lansing, Rob Whiteside, Kati Mafko

Advertising Director: Ken Cooper

Advertising: Kristi Berg, Stuart Sterling

Advisor: Brad Hamm

Office: 102 Williamson Ave., Elon College, N.C., 27244. News: 584-2331. Advertising: 584-2467.

The Pendulum, founded in 1974, is published by Elon College students each Thursday during regular school terms. The Pendulum welcomes your opinions, with letters limited to about 250 words, if possible. Letters must be signed and a phone number given for verification. Deadline for submissions is 5 p.m. Monday.

## Atrocities of war won't get to the heart of the problem in Iraq, U.S.

To the Editor:

While our troops deserve all the concern we at Elon can give them, support for the war sanctions the unwise policies that led to it. We should not endorse delusions about what war can accomplish and the refusal to negotiate or use sanctions.

U.S. involvement was forged by our own lack of an intelligent energy policy. Yet this war can only drain money away that should be available for alternative energy projects.

A wise and consistent foreign policy would have prevented our supporting leaders like Saddam Hussein and Manuel Noriega. Both are men whose wrong actions were known, but who had our support until we declared them demons and ask Americans to risk their lives deposing them. We ought to be looking carefully at all whom we support and questioning the morality of international weapons sales?

By labeling Hussein "Hitler", we could refuse to negotiate or use sanctions. Has the news media focused on the "Hitler" rating of

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our new allies in the Middle East, those heads of government we shore up in Central America of the leader of apartheid South Africa whom we entertained at the White House? We find it possible to negotiate with them and, wrongly, to support them.

Hussein's "Hitler" label has also allowed us to pretend that the whole problem lay in the personality of one man. Anger was directed only at him and the emotions of a fight and of war covered our inconsistent and escalating objectives. We moved from defending Saudi Arabia to getting Iraq out of Kuwait, to eliminating Hussein and the Iraqi military.

Solving problems without war is the New World Order not having the U.S. dominate with its military. But many rejoice in our

military capacity which has come at the cost of \$3 trillion in the last decade leaving America poorer and the American economic empire larger and more burdensome.

Let's remember this same military capacity is not going to give this heavily censored war a great ending. Reports of "smart" bombs, glorifying technology, can only hide for a while the deaths our 2,000-3,200 sorties a day have caused. We do not yet know the suffering of human beings who happened to be living under our pounding bombardment in Kuwait and Iraq. Cameras are forbidden around our own returning coffins at Dover.

The atrocities of this war - American or Iraqi style - may result in the surrender of Saddam Hussein, but will not get us to the heart of the problems in the Middle East or here in America. What will this war be able to do to end poverty, tensions and hatred, militarism, our recession, the homelessness of the Palestinians, sorrow for the war dead? Where will the victory be?

Anne Cassebaum  
English Department

## Students have plans for self improvement, not self destruction

To the Editor:

I am replying to the article printed in last week's Pendulum titled, "African American Elon College headed for self-destruction," written by Dan Ridley and the comment he made stating: "There is a stronger recruitment of the African American Student."

I would like to say that the Admissions Department is putting forth a great effort to recruit top notch students who are able to succeed at a predominately white school and achieve honors, work in leadership capacities, relate well with persons on all levels and from all backgrounds.

In other words, they are high calibre human beings whose color

just happens to be black, and they are taking advantage of the educational opportunities that Elon has to offer.

Black students at Elon College are accepting a challenge and proving that race has nothing to do with one's ability to learn. Hard work, determination, motivation, high self-esteem and a strong desire to succeed is what makes the black student at Elon College so successful.

Many of our black alumni have proven that Elon graduates are successful. To name a few: Donna Oliver, National Teacher of the Year; Captain Berkley Gore, Pilot for the United States Army (he was valedictorian of his flight class and played football at Elon); Sir Walker Mack, who is now a

graduate student in Divinity School at Duke University and doing well; Robert Drakeford, who earned a masters degree from Wake Forest University and is presently enrolled in law school at the University of North Carolina, Chapel Hill; Jason Richmond, who is a supervisor at Burlington Industries; Alicia Gaddy, who is a graduate student at Appalachian State University; and Angela Norris, who is a school teacher. These are just a few.

I would like to say that the students now enrolled at Elon have no plans for self-destruction, but plans for self-improvement. Most of the black students at Elon are excelling. They are on the Dean's List; they have earned Academic

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