

Honors students deserve extra perks

Go ahead and hate me — I'm a freshman honors student. I think it's horrible that we're taking away apartments from older students, but I must defend myself and my peers.

First, the argument that honors students shouldn't be given preferential treatment is bull. Honors students have had privileges for years. They get early registration, smaller classes and, believe it or not, special honors housing. And nobody has cared about those special preferences before.

The issue is that one of these honors perks is going to be the Horseshoe apartments. How would opponents of honors Horseshoe housing feel if football players were granted apartment-style housing their sophomore years? Or better yet, their freshman years? Coaches "pull strings" all the time to get their star athletes into the Quads. If you want to argue the granting of apartment-style housing to us, argue about the granting of apartments to athletes. If you want to argue over the benefits of being in the Honors College, argue over all the benefits — pre-registration, class size, etc.

The letters published in The Gamecock against honors housing were ridiculous. Quite frankly, I'm disappointed in everyone involved in the issue. I'm disappointed by Honors College Dean Peter Sederbe's "playing" of

everyone to get what he wants. I'm also disappointed by upperclassmen misdirecting hostilities at honors freshmen, by The Gamecock's bias, and even by my honors peers' responses to the petition.

Two of my friends have been verbally assaulted by non-honors upperclassmen, and instead of saying, "I'm ashamed to be an honors student," all I have to say is that those of you who have harassed and assaulted freshman should be ashamed of yourselves.

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Professors shouldn't get all of the blame

This letter is in response to Shanna Reed's March 4 column and Michelle Pittman's March 18 response to that column. It's a pity that students tend to blame some professors for boring them by not teaching the way they want to be taught, by giving them too many assignments or by making them repeatedly read the same material.

Reaching out to students has never been an easy task for any instructor. And as Richard P. Feynman said, there isn't an easy solution to this problem — except to realize that the very best teaching can be done only when there is an individual, direct relationship between a student and a good teacher. No matter how much the instructor tries to mak[^] the

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class more interesting or more animated, it's impossible to learn much by simply sitting in a lecture or doing assigned problems.

But considering the high student-teacher ratio at USC, one can always argue how that is practical. The key here is communication between the instructor and the student and among students.

In a class of 10 or fewer students, the instructor can have a one-on-one relationship with each student. For bigger classes, the instructor can encourage discussion among small groups of three or four. This way, students will have opportunities to share what's in their minds and open up a way to rectify their faults. This might lead to a better understanding of the subject and significantly reduce any misunderstandings the students might have.

Again, the aspect of the student's interest toward the subject comes into the picture. But if you don't have a liking for a subject, there's no point in blaming the instructor.

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