

Those expensive books

Complaints about book prices echo across the campus every fall and spring. Those figures they quote in the catalog somehow never seem to cover the cost when the cashier rings up the total at the bookstore.

Students who want to cut their book costs should consider majoring in nursing, geography or religion. For electives, physical education or speech and theater will put the smallest dents in thin student wallets.

A recent survey of the bookstore book lists shows that courses in these departments require the least average expenditure on books.

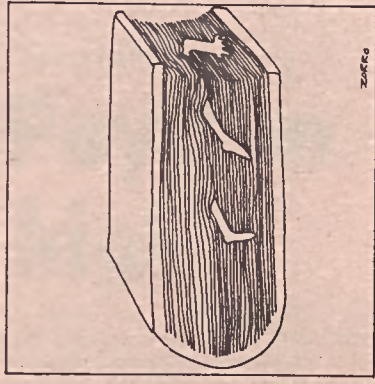
The figures: health-PE, \$2.86; speech and theater, \$6.47; nursing, \$7.70; geography, \$8.36; and religion, \$8.40.

Because some book prices are not on the list, these averages are not completely accurate. Actual book costs will be slightly higher. Also, these figures do not include things like art supplies, nurses' uniforms, and other incidentals that professors are apt to spring on unsuspecting students.

Thrifty students should think twice about courses in these departments: management, where the average book cost is \$19.89; chemistry, \$15.35; business administration, \$14.18; political science, \$14.17; and history, \$11.86.

The average course costs \$11.05. The average student taking 15 hours of average courses can thus expect to spend about \$56 each semester. But it is conceivable that a student could spend more than \$100 each semester. And almost everyone will hit one of the expensive courses sooner or later.

- The ten most expensive courses at UNCC:
1. Sociology 413—Work, Occupations, and Professions, taught by L.P. Donovan, \$27.60.
 2. Management 622—Information Systems II, \$26.95.
 3. Chemistry 232—Organic Chemistry, \$26.20.
 4. Accounting 479—Advanced Accounting Programs, Thomas C. Turner, \$25.00.
 5. Art 310—Topics in Art History, Martha S. Hybel, \$12.85.
 6. Management 652—Corporate Financial Management, Edward L. Walls, \$24.45.
 7. Sociology 557—Social Structure, Barbara Goodnight, \$23.90.
 8. Chemistry 411—Instrumental Analysis, Robert H. Gibson, \$22.45.
 9. Political Science 334—Totalitarian Political Movements, Zelime Amen, \$22.30.
 10. History 478—America in the Cold War, Harold Josephson, \$22.10.



a journal survey

Bookstore markup: 20%

In the past, the bookstore has bought used books from used book companies. But often the quality of the books is poor and the prices are high.

Mrs. Lyerly would like to see a used book exchange for area colleges or the Consolidated University, but the present staff is too small to handle the extra work the exchange would involve.

When the volume of student trade picks up, Mrs. Lyerly hopes to be able to lower the prices of toiletries, drugs, and novelty items. But the bookstore does not sell enough of these items to give discount prices at present.

More and different items will be sold next fall. Mrs. Lyerly wants to increase the selection of greeting cards, one of the biggest items the bookstore carries.

Discussion is going on about putting a soda fountain in the bookstore, but no decisions have been made yet.

Although the new bookstore has the same number of items as the old bookstore did, Mrs. Lyerly anticipates that it, too, will become crowded as the number of students increases.

Used books could be the salvation of impoverished students, but the system of buying and selling used books is not working as well as it could.

Many students do not realize that the bookstore will buy back some used books, according to Mrs. Lyerly. The bookstore will purchase any books—both hardback and paperback—if they will be used in classes the following semester.

"It would be better for the bookstore and for the students if professors would keep the same books for two or three years," Mrs. Lyerly commented. Changing the required texts makes it harder for the student to sell his used books, and makes it harder for the bookstore to keep enough books in stock.

Mrs. Lyerly supports the co-operative student bookstore run by the student government. "Students should have a choice about where to sell and buy their books," she said.

by Sharon Deck
If anyone is getting rich by selling textbooks, it is not the UNCC Bookstore.

Even with a 20% markup in textbooks, the bookstore had a \$1,300 deficit last year. And despite a slight increase in volume this year, the bookstore will probably barely break even.

Twenty percent may seem like a large markup, but at other colleges the markups are as high as 26%. Mrs. Ruth Lyerly, Bookstore Manager, says that she follows the publisher's suggested price in pricing books.

What little profit the bookstore does make must go toward paying expenses and salaries. According to University regulations, they must also set aside funds for new equipment and expansion. If any money is left over after that, it goes into the scholarship fund.

Very little money will get to the scholarship fund in the next few years. The bookstore must save the money it makes to pay for a new building, which will be necessary when the library expands back into its former home.

opinion

'elect your own bureaucracy'

by ed wayson
sga vice-president

I am writing this article as a reaction to the defeated Constitution amendment on additional representation to the University Senate. Let me first point out the purpose of the amendment, since only 15% of the students and approximately 45% of the faculty voted for or against the Constitutional revision. It would have mainly done two things; first, it would have increased student representation from 10 senators to 19 senators and secondly, it would have given two senatorial seats to non-academic employees (who are considered citizens of the University but without any voting representation).

The additional nine student seats would have been elected by their colleges. When Humphrey Cummings and I proposed the idea, it was with the conviction that since the University was growing so rapidly there was a definite need for the development of a stronger community on the College level, because the University bureaucracy had grown to such an immense size that no individual in his right mind could cope with it.

This was our basic outlook on the University and our solution developed into what was known as the "Constitutional Amendment On Additional Representation."

The second half of the amendment dealt with giving representation to a group of citizens who were labeled non-academic employees and who had had only token representation previously. When I say token representation, I mean that the administrative professionals that were appointed by the Chancellor to represent them on committees and in the Senate were in reality their supervisors.

We immediately ran into problems from the very beginning. This concept was proposed by Humphrey Cummings and I nearly three years ago to the writers of the Constitution. Of course, it was in vain. The writers of the Constitution felt that in order to get the whole concept of centralized University government and that at the same time let the faculty feel they had some type of control over it, was to give the faculty the majority of the seats. Well, the faculty approved the University government concept, with 10 seats allotted to students, 19 seats allotted to the faculty, and 7 seats appointed by the Chancellor.

You can quickly realize that the whole concept was not based on any democratic or representative philosophy. The reasoning for this three-way unequal division of representation was, as Dr. Barnette said, "only an experiment." In other words, if it tried to change policies or procedures which were not supposed to be changed, it could easily be ignored. Secondly, the Chancellor had the right to appoint seven people to the Senate. The Administration reasoning behind this was, if a segment of the University was not represented on the Senate the Chancellor could insure they would have representation by appointing a person to represent that fraction.

But, I feel there was another reason: that the Chancellor wanted to insure that his voice would be heard at the same time. However, it is evident that with the appointments he made, he realized that not all of them would agree with him on most issues. When it did come down to the nitty-gritty though, he had support of the majority of the membership which insured support of present Administrative policies (known as the official party position). He gained the support of most of the faculty members, basically because most of them knew who had final approval on renewing their contracts. With a doubt people like Dr. Bigelow, Dr. Starner, Dr. Jordan, and others did not know who renewed what; or did they?



Well, with the University Constitution finally approved and ready, the next step was to elect senators. The Student Legislature didn't quite go along with regimented procedures. The Legislature demanded some type of conviction on the part of the faculty and the Chancellor that additional representation for the students would be the first priority of the Senate. We finally got a hollow statement from the Executive Committee of the Faculty and agreement from the Chancellor that it would be the first order of business. But, in reality, the statement gave very little support. So as Humphrey Cummings commented: "We are damned if we don't and we are damned if we do!" In other words, we should go on with the elections and take a chance since we had nothing to lose.

At about the same time, Alan Hickok (then-President of the SGA) proposed a new Constitution which set up legislative representation on the basis of how many were in each college. This is sometimes known as district representation. With Student Representatives being elected from each college to the Legislature and faculty representation in part coming from each college to the Senate, the next step was to have on student representative coming from each college to the Senate.

The Senate met for the first time during the first week of May 1971. We started with the usual formal bullshit (official party dogma). About half-way through the meeting, we decided to propose our amendment; well, it couldn't even make it on the floor since it wasn't on the agenda. We were reminded that we first must set up committees, elect chairmen, and then deal with issues.

A week later, there was another meeting. At this meeting we did pass a few pressing resolutions and voted to have a meeting during July. When July rolled around—no meeting. The reason was that no one would come except students and you can't have a meeting with just students, now can you?

When we came back in the fall, we spent the next couple of months forming committees. Finally, in October, we could start bringing up issues. We, the student senators, decided to propose our Constitutional amendment. We met off-and-on for a week to decide how we would propose the amendment.

When we started the meeting, we proposed our amendment and realized there would only be token opposition. It was passed by a vote of 24-to-6.

We were overwhelmed. But, we soon realized that the main reason it passed on the floor was that we were on a one-to-one basis and our fellow senators realized they couldn't find any real arguments against the amendment so they had to vote the way they felt and not how the Administration felt about the issue.

I want to point out that some of the faculty members, such as Dr. Robbins and Bertha Maxwell voted for the amendment because they truly supported it, and had supported it since the very beginning.

The next step was to hold the referendum. Within a week, I was advised that it wouldn't pass because it just wasn't written in the "spirit of the Constitution." Also, many faculty members were never informed of the amendment. We soon realized that the amendment would supposedly be defeated because of two things: first, it was badly-written and, secondly, no one had heard of it prior to voting on it.

What the Administration (party machinery) had effectively done was to dilute the issue.

I pointed out that the original draft was written nearly a year before; that it was coherent and written in the spirit of the original Constitution. Secondly, the proposal had been talked about for three years and the arguments had appeared in the Journal for the amendment on-and-off for the past year. It was the fault of the faculty for not bringing it up at faculty meetings not ours.

As you know, it did fail and this I think is why. First, the Senate has become a bureaucracy, hung up in procedures. Second, instead of it being a channel through which needs can be met, it is being used as a researcher and not a facilitator. Third, the Senate will destroy any hope of semi-autonomy of the colleges, because nothing can be done without the Senate's approval.

These are the three main reasons why I see no future in participating in the functions of the Senate. I realize my awareness is a little late, but hopefully other citizens of this University will realize that the Senate is only a trap and that the best way you can effectively work with people on this campus is through your own community (college) and not by becoming a part of a mindless bureaucracy which has an unsure beginning but which never ends!

The only new concept which has come from the Senate is that you can now elect your own bureaucracy....