

# The Daily Tar Heel

95th year of editorial freedom

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## Don't waive rights goodbye

Few of the people at the David Bowie or Pink Floyd concerts this semester probably realized that by entering the Smith Center, they had given officials permission to search them.

On the back of their tickets in tiny, crowded type reads: "You are admitted on the condition and by your use of this ticket, you consent to a reasonable search for alcohol, drugs or weapons"

Ticketron, the national company that sells tickets for Smith Center concerts, says the disclaimer came about in response to their clients' concerns. Steve Camp, director of the center, has said the disclaimer was needed to protect concertgoers from flying bottles or bullets.

Few would dispute that his concern is legitimate. But the disclaimer could violate the Fourth Amendment protection against unreasonable search and seizure.

In response, Camp has amended the disclaimer and given it to Ticketron lawyers. He wants it to read "a reasonable, legal search" instead of "a reasonable search."

For a search to be legal, a person must consent to be searched, police must have a search warrant or officers must have seen a person holding an illegal substance in plain view.

### board opinion

Rather than clarify the Fourth Amendment concern, the addition of "legal" only raises more questions. Under the original disclaimer, a concertgoer consents to a search by walking into the Smith Center with ticket in hand. The addition of the word "legal," then, seems superfluous.

If the word is not superfluous, it must mean that the ticketholder consents to be searched only if, upon being asked, he consents to be searched. If he refuses, the search would be illegal, provided no search warrant or probable cause was present.

Under this interpretation, then, adding the word "legal" to the clause renders it meaningless. Ticketholders would retain their Fourth Amendment rights even after entering the building.

If Camp has elected to protect concertgoers from an unreasonable search, then he should be praised for his civil-mindedness. If not, he still deserves credit for acting so quickly on the situation.

Concertgoers, however, deserve an explicit statement of the rights they retain or lose upon entering the Smith Center. If they are clearly aware of the building's policy, they can decide whether attending a concert is worth the risk. Couching the status of an individual's constitutional rights in an ambiguous, barely legible disclaimer on the back of a ticket is not enough.

## Senator No ignores education

Senator No is at it again. While the Senate overwhelmingly approved programs for elementary and secondary education on Tuesday, Jesse Helms formed a minority of one and opposed the bill.

Despite support for the bill from fellow ultraconservatives, such as Secretary of Education William Bennett, Helms saw it as yet more interference with state and local government.

During the debate Helms even blamed federal government involvement for the problems of education. While problems certainly exist in education, it is ignorant to consider them the product of federal intervention.

Without federal intervention and leadership, the states never would have adhered to the U.S. Supreme Court's Brown vs. Board of Education decision declaring "separate, but equal" schools unconstitutional. Without federal initiative and funding the Headstart pre-school program never would have been created. Without federal action and assistance Pell Grants would not exist.

In each of these examples the government acted with great foresight and skill to solve ethical and educational problems — yet these are areas

in which Helms wishes the federal government was never involved. He believes only states and local school systems can solve problems, but he does not see that school systems are failing because they lack sufficient funds — money the federal government can provide.

The bill for which Senator No so bravely cast the lone dissenting vote targets money to improve educational programs for disadvantaged children, especially those living in impoverished areas. This is precisely the strategy the federal government should take to ensure that all Americans have access to a decent education.

Before he opposes federal assistance Helms should think of poor children whose parents are often illiterate and need special assistance to overcome the illiteracy cycle. As the senior senator from North Carolina, Helms should take the lead in sponsoring, not opposing, federal assistance for education.

No child should be punished by virtue of living in an impoverished school district. If Helms is truly the guardian of Jeffersonian ideals that he envisions himself to be, he must remember that an ignorant, illiterate society cannot sustain a democracy.  
 — Eric Fullagar

## Readers' Forum

### Black Cultural Center is a handout

Sophia Gatewood  
 Guest Writer

Since blacks began attending the University of North Carolina at Chapel Hill, our cultural and social rights have not only been thwarted, but also manipulated and ignored. Almost every aspect of social and cultural expression at UNC caters to students other than those of the black persuasion. Practically all campus activities and programs have little or no appeal and offer little support for the black student. As a member of the Black Student Movement and a former minority recruiter, I have been fortunate enough to witness, firsthand, the University's hypocrisy, inconsistency and political manipulation of black students.

A prime example of the farce of equality deals with the installment of the Black Cultural Center. For the past three years, students concerned about the survival of black culture and support for minority students have argued, debated and pleaded with campus officials for the center. The proposal was based on the immense need for the unification of black students and the desire to instill a sense of belonging in them.

The cultural center, which was intended to be used for everything from appearances of inspirational speakers and organizational meetings to concerts and displays, had been on the agenda of University officials since 1984. Finally, last month, the students christened the small room in the Carolina Union as the Black Cultural Center. Ironically, the acceptance of the proposal proved that black students' needs are not taken seriously at UNC. It took

almost four years for the proposal to be accepted and for the center to become a reality. However, there is one major problem — the center can seat no more than 80 people. UNC has 1,700 black students. How can this room fulfill the purpose of unifying the black students if only 80 people can gather at one time?

Black students must realize that this center was not given to us out of concern for our well-being. It was presented as an attempt to cool our anger over the delay in accepting the proposal. The installment of the center was put off as long as the University could avoid the issue of black students' rights. Thinking on a political and financial level, UNC decided to give us just enough room to call it the Black Cultural Center, and just enough of a center to say, "They have their center, let's move on to something else."

These officials also realized that with the ever-growing need for minority recruitment and enrollment, there had to be a compromise. There had to be something to put on the list of pros to impress the recruits with the so-called many outlets and support systems for minority students. The center would appeal to the recruits enough to make them enroll, helping UNC reach its minority enrollment goals in order to receive government funds. So, thanks to

political necessity, blacks got their center.

The first program held there was "A Salute to Black Leadership." The furniture consisted of about 80 chairs and two tables; there was no wallpaper and the floor was bare. If not for the sign outside the door, one would have thought it was merely an abandoned Union room. By the time the program started, students of all races were crowded into the room and outside the door. A cruel, degrading injustice had been done to the black students. It is disturbing that we are expected to accept this poor excuse for a cultural center. Obviously black students are not taken seriously at UNC. We are expected to settle for any handout given to us.

University officials want government money to put into the UNC system. Black enrollment is the way to get it. It is all too clear that once the minority students are enrolled, UNC stops painting the beautiful pictures of minority support and equality.

This is not an institution of equal rights. UNC is a political and financial institution, insensitive to the rights of minority students. We must fight this injustice by protesting our plight, and our label as second-class citizens. We must protest being treated as unimportant and trivial when our financial and cultural contributions are essential to the continued growth and status of UNC.

Sophia Gatewood is a junior English major from Wadesboro.

### Christmas cheer goes overseas

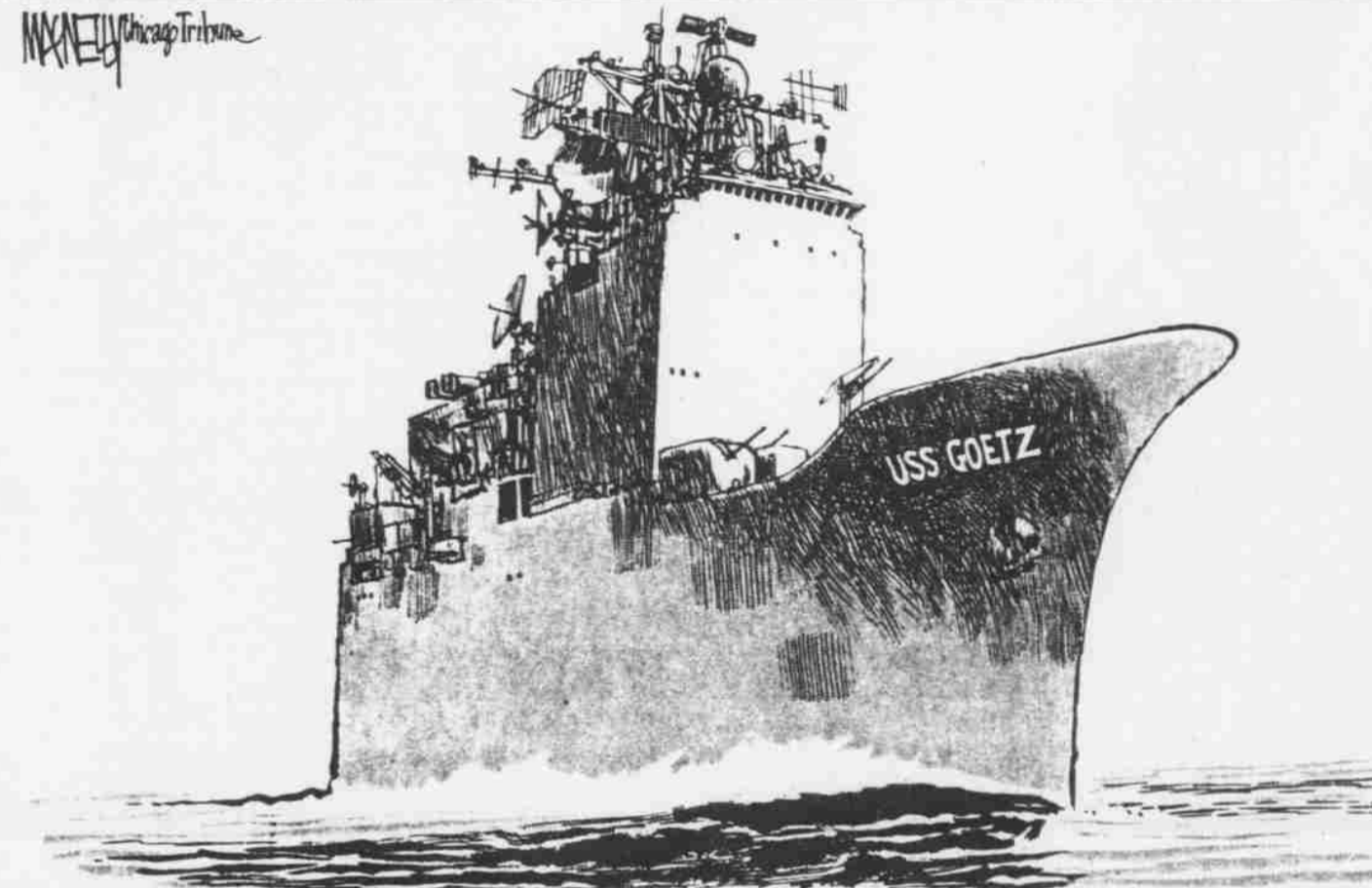
To the editor:

The Christmas Season is upon us! The decorations around Chapel Hill remind us of the coming holidays and fill us with a sense of happiness and joy. We college students are lucky — we are here with our friends to enjoy the holiday season. We anxiously anticipate going home for Christmas to be with family and loved ones. In this respect, college students are a very lucky group of people.

However, some Americans are not so lucky. Some of our most dedicated citizens will not be able to be with their families this Christmas. These are the servicemen stationed overseas in the Persian Gulf. It doesn't seem quite fair for the people who guard our nation's interests and work for world peace to be separated from their loved ones at such a special time of the year. This Christmas there will be no bowl games on television for them. They won't help pick the family Christmas tree or decorate it. They won't see their children's faces light up with excitement when they see the gifts Santa Claus has left. Whether or not you think the United States should be involved in overseas activities, you certainly have to agree that the holidays will be very empty indeed for those stationed in the Persian Gulf.

There is a way we can make the holidays less painful for

ALICIA WORRELL  
 Junior  
 Math



COMING SOON TO THE PERSIAN GULF

these people. The Pentagon has established a mail route for the public to send holiday cards or letters to Americans stationed in the Persian Gulf. The department said it could not handle packages. I think this is a very nice way to show our servicemen that someone is thinking about them over the holidays. The address is as follows: ASU Bahrain, FPO New York 09542. Any holiday greetings would be appreciated, I'm sure. Please add an American serviceman to your list when you send out your Christmas cards this season.

ALICIA WORRELL  
 Junior  
 Math

### Thanks for your support

To the editor:

On behalf of the UNC field hockey team, I would like to thank the fans and the band members for their deafening involvement in the Nov. 21 championship game against Maryland. In our years at Carolina, the five seniors have participated in the growth of coach Karen Shelton's program from top-10 contender to national dominance. We have also seen fan support and knowledge of the game grow from a few handfuls of confused stragglers to the vocal mass of blue frenzy that sur-

rounded the field on Sunday. We trust that neither the team nor the interest has peaked.

We came up short of some expectations (including our own), but we did not come up empty. UNC showed hospitality and pride in hosting the Final Four. With only one week to prepare, the athletic department ran the tournament flawlessly. Students and other supporters showed their class, creating a championship environment under the Carolina blue sky. The team came in second, but thanks to all of you we seniors can go out winners.

KATHY MULVEY  
 Senior  
 English/French

## Foreign language classes impractical

Two weeks ago, as I left Dey Hall, I was confronted with a most disturbing piece of graffiti scribbled on the door. It simply said, "Why French?" This question has disturbed my sleep patterns and made me irritable on the eve of my impending cumulative Spanish final. I find myself unable to satisfactorily answer the question "why?" when I sit down to study hundreds of Spanish vocabulary words. I am not a xenophobe and I do enjoy my course. But, I do not understand why those who do not wish to take a foreign language are forced to do so for three semesters to meet their General College requirements.

One of the arguments for this requirement is its value in the cultural education of the scholar. Through a study of a society's language, one will learn about its culture. If cultural knowledge, however, is the object of the foreign language requirement, I cannot think of a more circuitous or inefficient manner of teaching it. A foreign culture class could provide students with much more cultural data in a much smaller time frame. Instead of learning a little bit of French culture in one semester of French language, a concentrated culture course could teach the student more than a little about French culture, with time to include the same amount of information about German or Russian speaking people as well.

Other proponents of mandatory foreign language schooling attempt to justify their position by suggesting that the goal of such a requirement is more subtle. They propose that by requiring a student to speak a foreign tongue, he will learn to think in a way new to him, thus making him more open-minded. If this ability is the actual goal, then perhaps the University should require a foreign philosophies class as well, so that students are exposed to foreign

Blan Holman  
 Guest Writer

modes of thought.

Though I would like to believe that cultural fluency and open-mindedness are the goals of the language perspective, I am told that more pragmatic aims exist. There is the perception of a growing need for American businessmen to be equipped to communicate and subsequently excel in an increasingly competitive business world. If competitiveness is the target of language instruction, we must consider who actually uses, or will use, their linguistic prowess in the business world — those who deal with businessmen from other countries.

The businessman who lives in Utah all his life does not need to know a foreign language to increase his effectiveness as a worker. This person would be better served, if he were employed in high technology business or production, by taking technology-intensive courses of obvious and direct use to his line of work. Those who need to take a foreign language to improve their performance should take more than three semesters so that it will be a properly developed skill; those for whom three semesters of a foreign language would be useless should take courses which would instead improve the quality of their work.

However, no one knows what field they are going into when they choose these courses, so choosing the most useful course is impossible. This is exactly why, from a socio-economic standpoint, mandatory foreign language courses are wrong. First, it should be clear that there are many more jobs which do not require polyglots than jobs that do, and therefore requiring courses which provide useful skills for a

greater number of people, such as in the area of computers, would be more profitable.

Secondly, the inability of freshmen and sophomores to choose courses which would benefit their professional performance shows the need to make career-oriented courses required only of students who are further along in their studies. My point is simply that if a foreign language course is career-oriented, it should be treated as the others are, and required only of those who are pursuing such a career.

Some people suggest that those who are pursuing specialized fields of study need to be able to read monumental works in their field in the work's original language. The number of people involved with such translations is too small to outweigh the disadvantages of forcing all students to take a foreign language. It is dubious that three semesters of a language would enable any student to translate with greater accuracy than scholars whose job it is to translate. Also, the ability to translate would certainly fall under the category of professionally valuable skills which should be taught to those in that field of study, as mentioned above.

With this look at both the pragmatic and philosophical sides of possible justifications for requiring three semesters of a foreign language, it appears that such a system is groundless. I believe that the answer to the original question "why?" is for pleasure or more practical reasons. I do not believe in American isolationism, economically or culturally. I do, however, believe that the way in which we become a more open and competitive society is to follow the most efficient means.

Blan Holman is a freshman, major undecided, from Columbia, South Carolina.

### non sequitur

#### Listening to a rhythm often unheard

She was a Beatles fan who, when the time came, didn't know who the oldest Beatle was. That's not really important, but it's what I remember. She had a friend who knew all there was to know about buildings, and another friend who just knew all there was to know, and who once traveled over a hundred miles to see foliage. She was great to talk to because she was happy, and because she wanted to share her happiness. There were times when she was like a John Coltrane song, exuberant and ecstatic, and yet somehow elegantly spiritual.

She had a best friend, who loved Hemingway and ate at the Waffle Shop, and owned many of her books. He liked to play basketball and, if I got him in the right mood, I could talk to him for hours. He had a sort of hesitant laugh that was good to hear. He was content, and after a while he made it easy to see my own contentment. There were silences when I talked to him, but they became silences of comfort, moments when it was enough to eat my steak sandwich.

He was a writer. She should have been. But she didn't write. She celebrated through her living instead of through her prose or her verse. But she was such a good writer, and I wanted to hear her voice. I wanted

to read what she had to write. I told her that, and she laughed quietly.

But she had to find again a room of her own. It had to become a question not of cleansing, but just of telling. She could tell others about why college is good, tell others about watching kids learn and about being in love in the rain at Cambridge.

And so one day she did, like we always knew she would. And her stories sang with joy and with sadness, and when you read them you knew, like you did when you were with her, why it mattered to be alive. Her best friend became a writer, too, and explained why it was different when Hemingway wrote about religion, and had brilliant essays in *The Atlantic*.

But that they were great, or that they were famous, wasn't really what mattered. What mattered was that they were honest, and that they were willing to be happy. And when they were together and I talked with them, it was like we were sitting in the bleachers on a warm Iowa night, drinking Cokes and eating hot dogs, and we were watching the game and we were smiling.

I've never been to that Iowa ballpark, but I know what it's like. I understand that kind of joy and I understand magic. Because, after all, they are my friends.