

Guest Editorial

by Tom Deason, Dean of Students

"I Believe in Student Government"

Personally I believe that students should have rights in the academic area, in student affairs, and in the formulation of university policies. I feel that with these rights there go certain student responsibilities. At this time I am going only to discuss some of these rights in student affairs.

First, I would like to mention that academic and disciplinary records should be kept separate. Access to these records should be set forth in an explicit policy statement.

In the area of student affairs there are many rights that students should have. One of these rights being the right to freedom of association. Students should be free to join any organization of their choice. I don't think any student should be banned from a particular organization because of race, creed, or religion.

I also think that a student should have freedom of inquiry and expression. Students should always be free to support causes by orderly means which do not disrupt the regular and essential processes of the institution. Students should be able to invite and to hear speakers of their choice.

Freedom of the press in another right. Student publications should be treated as all other publications are treated. Student publications are a valuable asset to the campus. They bring student concerns to the focus and attention of the faculty and institutional authorities. In many ways they help to formulate student opinions and to inform students of what's happening in the academic and campus community.

I think another right in student affairs is the right of student participation and student government.

The Student Government Association should be a strong body under strong leadership. The Student Government Association should govern the students in a strong

and fair manner and to see that the needs of the students are met in all areas. The SGA should be concerned with the students social and informational needs as well as the needs of student government.

A strong student government is more than a body that helps the students but also helps faculty and administrators. It can also help bridge the gap between students and faculty and between students and administration.

I think here at UNC-A we have a strong student government association this year.

The SGA has established the information center for the students benefit this year. They have helped the administration in setting up and operating the student orientation program for incoming freshmen.

They have loaned their time and ears to students with problems. They have taken stands on certain issues and have gone before the administration with their views. In almost all cases they have used good judgement, were responsible, and their ideas had merit.

The SGA has worked very closely with the student personal officers. I could not ask for a better job than they have done.

Students should have rights in setting up their disciplinary procedures in their own judiciary system. I think a judicial system which is set up by students themselves is better than one set up by the administration. I think the student judicial system should handle cases of petty offenses all the way up to cases involving possible expulsion from school.

I have found in the past two years that students do judge their peers in a fair and just manner. I am a believer in the judicial system and in student government.

In conclusion, I believe that students can and will govern themselves in a proper manner when given the opportunity.

Student Governance Small

(CPS) — A recent survey shows that only 7 percent of the more than 2500 institutions of higher education in America have governing boards with students in voting capacities.

The American Council on Education sur-

veyed over 450 schools in its study on student participation in academic governance.

Only 11 to 17 percent of all colleges have students sitting on governing boards in any capacity, voting or non-voting, the study concluded.

Alumni Discuss Liberal Arts

Past graduates have mixed emotions about liberal arts and the educational training they received at UNC-A.

Mrs. Helen Gryder, a 1966 chemistry-biology major describes her education as "quite adequate." Mrs. Gryder is presently employed by the American Enka Company as a research chemist.

"I think I have as good a background as any of my contemporaries," she said. "Although I do think the general requirements were too broad when I was an undergraduate."

"The liberal arts program is fabulous, but the curriculum needs to be broadened," states Terry Beck, a 1970 economics graduate employed by Wachovia Bank.

"UNC-A must change with the times to meet the needs of the students or it will lose them. I'm in favor of keeping the

liberal arts program the way it is and for keeping the quality of education high, but UNC-A does need to add more degrees to better serve the students and community," Beck concluded.

"UNC-A doesn't have much to offer unless you are going to graduate school," Jan Green, a 1972 mathematics major said. Miss. Green is presently a member of the faculty at T.C. Roberson High School in Buncombe County.

"The program doesn't offer anything but liberal arts and should be expanded to include other fields. "It's difficult to find employment after graduation if you haven't planned on attending graduate school," Green said.

Green goes on to express the desire for UNC-A to start a graduate program in the future.



Student Opinion UNC-A

QUESTION: How do you feel about the liberal arts program at UNC-A?

JIM SHIELDS, sophomore, philosophy major. "UNC-A is a one dimensional school, academics. No cultural or social events. There's nothing to do. Curriculum needs to be broadened."



SAM FERGUSON, junior, political science major. "Liberal arts is associated with conservatism and particularism. I think the Committee on Curriculum Reform should publish what they are doing."



JIM MUNDEN, freshmen, economics major. "Parts of the humanities program are handled poorly. The Greer examinations should be abolished. I would like to see more experimental programs in all departments."



JOHN McKIBBEN, senior, political science major. "The general education program does not expose the student to enough of the majors. Freshmen advisors do not advise, they just sign forms."



RAY GASPERSON, senior, political science major. "Liberal arts makes you a well rounded and more open minded person. You learn things that you wouldn't ordinarily learn in other types of schools."



RENA WYATT, senior, education major. "I like liberal arts because it gives you a general view of all things."



FRANK DOSIER, senior, political science major. "I think students should have the right to help determine academic policies. I am for the no "F" grading system. I don't see UNC-A as the boldly experimental and innovative school that it claims to be. It is designed for students going to graduate school. I would not recommend for anyone to come here unless they planned on going to graduate school."



KENT BELMORE, junior, sociology major. "I think we're too traditional in liberal arts, not enough flexibility. I think the Chancellor's new program will help bring the school up to date."



BETTY ANTONI, freshmen, psychology major. "There seems to be a lack of liberal arts, especially in the art department. Computer students are not well informed. We need better communication."



MARCIA POZNER, junior, psychology major. "I think the liberal arts program is interesting and gives you a good all around education but, when you graduate you are qualified for almost nothing, which is the way it is with most liberal arts colleges. Everyone should realize this unless they are going to graduate school."

