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The Blue BANNER

"Hell, I never vote for anybody, I always vote against." -- W. C. Fields

WEATHER: Cool fall-like weather will continue this week. Highs in the 70s.

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STUDENT GOVERNMENT ELECTIONS DRAW LOW VOTER TURNOUT

Janice Sitton
Staff Writer

Student Government Association (SGA) freshman elections were held on campus last Thursday and Friday to fill the three open freshman senate positions. Seventy-eight freshman ballots were submitted from approximately 390 freshman students.

"I wish more freshmen would have voted," said Jason Ledford, one of the new freshman senators. "The turnout was pretty low. They [the freshmen] really didn't know a lot about the election, and I guess that was the candidates fault for not explaining that the elections were coming up."

Conrad Shirk, a sophomore Senator for SGA, manned the polls in Karpen Hall on Friday morning.

"I've been here since nine o'clock, and I've taken one vote," said Shirk around noon on Friday.

"I walked by a table, and I saw the computer set up for SGA elections," said freshman Jennifer

Peterson. "I really don't know much about it [SGA]. I've just heard various things. A friend is active in the SGA, and she was telling me to get involved because it makes a lot of difference on campus."

"I remember hearing something about it [the election] at orientation, and one of my friends is running. He reminded me about it," said Sherri Greene, freshman. Also, Antwane came up and talked to us one day at lunch."

"I barely know anything about them," said Julie Barrett, freshman. "All I know is that they meet sometimes, that's it."

The new freshmen senators are Ledford, with 29 votes; Antwane Turner, with 55 votes; and Jennifer Weatherman, with 30 votes. Kenneth Corn, also a candidate, received 21 votes, and five other votes were received for write-in candidates.

Both Ledford and Weatherman were involved with SGA at their high schools before coming to UNCA.



Students manning the polls last week for the freshman SGA elections found themselves with little to do because only about 20 percent of the freshman class voted.

Photo by Randy Marrs

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Professor Shares Experience in South Africa

Dan Clifton
Staff Writer

University of North Carolina at Asheville professor Kofi Apraku represented the United Nations (U.N.) last December to help ensure fair and peaceful elections in South Africa. On September 20 in the Owen Conference Center, Apraku addressed his involvement in South Africa and the events leading up to the process of the democratization of South Africa.

Apraku's initial involvement in African politics occurred in his homeland of Ghana where, in 1991, he was on a sabbatical from UNCA. Upon his return to Ghana, Apraku became involved with the politics of Ghana, and then decided to run for a Parliament position, but chose to take sides against the ruling government.

"At one point, my whole family had guns to their heads. Even my, at the time, six year old daughter," said Apraku. "And for what, because we spoke out against the government." After Apraku lost in the election, he then returned to teach here at UNCA.

The word apartheid has labeled South Africa for many years. It has meant horrible living conditions and extreme poverty for most black South Africans, according to Apraku. Since 1948, when the National Party won the elections,



Kofi Apraku

Photo by Randy Marrs

apartheid became a national policy, and legislative laws were put into affect to ensure the separate development of the races.

Apraku also said that black South Africans were seen as too inferior to live in the same areas as the white people, so the government allotted them their own land.

"Whites make up 14 percent of the population in South Africa and occupy 87 percent of the total land area," said Apraku. "While blacks make up 74 percent of South Africa and occupy 13 percent of the total area." According to Apraku, the segregation in South Africa

was such that the closer you are to the white color, the better off you are.

So, to enforce and institutionalize the ideas of apartheid, several acts were implemented by the South African government, according to Apraku. One such act was the Prohibition of Mixed Marriages Act in 1949. As the act says, people were prohibited from marrying outside of their race.

There was also the Population Registration Act, which was designed to register people of different races so that the individual races could be isolated. Also, the Group Areas Act, which said that people of certain races could only live in their designated areas, and they could not move around freely unless they were issued a pass.

According to Apraku, the implementation of apartheid in South Africa was classified by many world communities as a crime against humanity, and a threat to peace in South Africa. The U.N. and many countries, including the United States, brought sanctions against South Africa. The U.S. imposed economic sanctions against South Africa in 1985, and Apraku believes that this was one of the events that started the process of democratizing South Africa. Apraku points to the worker strikes, boycotts, and the arms race that took place during that same year as other contributing factors.

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UNCA Gets High Ranking

Kemberly V. Graham
Staff Writer

Over 48,000 students across the country ranked colleges and universities for the 1995 edition of *The Princeton Review*. This review ranked UNCA as being one of the best schools in the nation because of its strong teaching, accessibility of professors, small classes and an atmosphere where students call the faculty and staff by their first name.

UNCA received high scores in several areas. On a scale based from 0 - 100, UNCA scored an 87 on the quality of life, an 87 on academics, an 88 on professor accessibility, an 88 on professors being interesting, an 80 on competitiveness, and an 86 on financial aid.

The Princeton Review, a college guide based on student comments and surveys, says that UNCA students speak highly of the university's orientation program, the literature department, and its environmental studies and creative writing programs.

"My orientation leader helped me to plan out my schedule and pick the classes I needed for my major and to fulfill my general requirements," said Shelly Stone, a freshman.

"I thought it was kind of boring, and I felt that half of it was unnecessary," said freshman Teshania Wiley. "I think they had too many small group meetings."

Gerard Moses, a senior and an orien-

tation leader, said that the orientation program focuses on familiarizing new students with the services and organizations on campus.

"My orientation leader had a big affect on me," said Moses. "She pushed getting involved with campus activities."

"I think the orientation program is helpful," said sophomore Niles Jefferson. "It familiarizes people with the campus."

Moses agreed that strengths of UNCA include the personal interaction with professors in the classroom, a small class size, and the accessibility of professors.

Stone said the strengths of UNCA include the small student population and the small number of students in the classroom.

Although many students agreed that UNCA has an excellent academic program, some said that the institution needs to work on the social and cultural atmosphere.

"UNCA is a good school as far as academics, but not as far as student life is concerned," said sophomore Imari Adams.

"Campus life here, socially, is a big part of how, academically, you're going to perform," said Adams.

According to Adams, worrying about parking tickets, receiving a good meal in the cafeteria, dealing with racism, and dealing with professional and social ineptitude has a direct affect on a student's academic performance.

UNIVERSITY RECOGNIZED FOR ITS FOCUS ON UNDERGRADUATE EDUCATION

Greg Deal
Staff Writer

UNCA has recently been reclassified by the Carnegie Foundation for the Advancement of Teaching from a Comprehensive II university to a Baccalaureate (Liberal Arts) I college.

"That puts us with the so-called national liberal arts colleges now," said Larry Wilson, UNCA vice chancellor for academic affairs. "UNCA has been a liberal arts college for a long time. We're finally getting the recognition for what we are doing here."

Carnegie's system sets the national standard for classification of higher education institutions. It is also the basis for national ranking studies, such as *U.S. News & World Report's* annual "best colleges" rankings.

"I think the most positive aspect [of the reclassification] is that we are now included in a group of the very best, most widely recognized colleges," said Wilson.

The main difference between Comprehensive II and Baccalaureate I colleges is the commitment they have to undergraduate education, according to Wilson. He said that some Comprehensive II institutions do not have as broad of a range of

"Foundations are more inclined to give their monies to those institutions that are best known for undergraduate education." -- Larry Wilson, vice chancellor for academic affairs.

studies as Baccalaureate I institutions.

"It's symbolic that we're an institution that cares about our undergraduate students first and foremost," said Wilson. "We assume that every graduate of UNCA has a strong background in humanities, arts, sciences, and the social sciences."

Wilson said that there are two criteria for being classified as a Baccalaureate I university. "First, at least half of the graduates have to have majors in liberal arts. We are at about 60 percent," said Wilson. "Second, is that it be a selective college."

Wilson said that UNCA was analyzed under those criteria, and judged to be an institution which is strongly committed to liberal, high-quality education.

"Since its inception, UNCA has dedicated itself to the liberal arts, with the overriding goal of

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