

Rathskellar coming- with help

Plans to open a student owned and operated Rathskellar at the beginning of the fall semester 1972 are almost complete. There is, however, one problem according to Rathskellar Committee Chairman Charlie Sutton. The Student Legislature has failed to make the necessary financial commitment.

The Student Union Board has committed \$2500 of the estimated \$52,000 needed to convert the basement of the dorm cafeteria into a student lounge. Dean Dennis Rash has pledged another \$5,000 from University Center funds. Sutton hopes to raise an unspecified amount from campus organizations. Should the legislature approve a sizeable appropriation, Dr. Bonnie Cone has given the Rathskellar Committee her personal assurance of support from the administration.

The question of a student "Rathskellar" was first raised by the Cafeteria Committee three years ago. It lay dormant until the Spring of 1971 when it became a campaign issue. This year the Student Union Board and SGA President Stan Patterson jointly set up the Rathskellar committee and asked Charlie Sutton to chair it.

When the question of committing funds came up at the final legislature meeting of the year the motion was tabled. Sutton has asked the legislature to meet again to consider the question. He

estimates that a \$7,000 to \$9,000 appropriation would be necessary to ensure administration support.

The "Rathskellar, which would employ students, would be designed to provide a quiet intimate atmosphere for students as opposed to the cafeteria atmosphere. It would seat from 300-325 persons, have a fireplace and a stage; and also serve sandwiches, pizza, and beverages. According to present plans it would have entertainment,

similar to that in the defunct Green Garter, nightly. The hours would be from late afternoon on weekdays until midnight and afternoon until one in the morning on weekends.

Final planning will not be completed until sometime in July should the legislature act. Students who have suggestions as to name, furnishings or operations are urged to contact Charlie Sutton through the SUB or the Rathskellar Committee.

—by ken dye

Amnesty

The UNCC Library is sponsoring its first amnesty in conjunction with National Library Week. Any books that are overdue, or have been ripped off and any other library material may be returned during this period with no questions asked.

From April 16 to 22, people may bring any books or other materials to the library at UNCC, the library at Central Piedmont or the Charlotte-Mecklenburg Public Library or any branch of First Union National Bank. Books from any of these libraries may be returned to any of these places.

When the materials are returned,

the returnees' record will be cleared up if this is applicable. Books that have not been checked out can also be returned at this time.

This amnesty week is the first for UNCC and the first one since 1958 for the Charlotte-Mecklenburg Library. If you wait for the next one, it may never come, so that week is a good time to clear up your library card.

For those shamefaced few who don't want to be seen returning books for fear the librarian will follow them home, you can drop stuff in the UNCC Library's outside book drop or slip it in the slot in the circulation desk.



Crist on abortion

—by marti mcellelland

"What if Beethoven's mother had had an abortion?" "But then what if Hitler's mother had had an abortion?"

The first question is often asked by opponents of abortion reform. The second is the thought provoking reply of Takey Crist, physician-lecturer from UNC-CH. Speaking at Population Workshop on March 23, Dr. Crist agreed that humanity loses whenever an individual is not born, but he pointed out that most women have many thousands of eggs in their ovaries which are never released or fertilized. Therefore many thousands of potential human beings never have a chance to exist.

Anti-abortionists also ask, "If your mother had had an abortion, where would you be today?" Dr. Crist concedes that the issue of abortion does indeed raise a big philosophical question, but he insists that we don't have time to philosophize when lives are being lost due to septic conditions of nonlegal abortions.

In tracing the history of abortion is the U.S., Dr. Crist explained that before the Civil War there were no laws

against abortion and the procedure was common. The local barber was the abortionist as well as the local surgeon. The red and white barber pole symbolized the blood-stained sheets in these backroom surgeries. The Civil War brought with it the increase in romantic passion usually associated with war times and resulted in an increase in unwanted pregnancies and abortions. As the need for abortions increased, the fairly skillful and clean barber-surgeons were joined by less skillful abortionists. Not surprisingly, the maternal death rate soared, at just the timewhen more people were needed to settle the West.

The legislators were worried, their brood mares were being slaughtered by incompetent abortionists. So the first anti-abortion legislation appeared. According to Dr. Crist, about half the states in the U. S. still have these antebellum laws in effect. North Carolina amended its abortion law in 1967 to make the procedure permissible when a woman's life or health may be endangered, when the pregnancy resulted from rape or incest, or when there exists a risk of fetal deformity. In 1971 an attempt to further amend this law was defeated, due principally to the Supreme Court decision which stated that although no state had the right to enforce residency requirements, every state had the right to defend the fetus.

What are the alternatives to abortion available to an unmarried, pregnant woman? She may put her illegitimate child up for adoption. She may marry the father and risk an early divorce. She may choose to keep her child, disregarding the current social taboos. She may commit suicide.

If an unwanted child is born, its chances of becoming a battered child are greatly increased. Dr. Crist feels that unwanted children are hated children and that hated children make hateful parents. Concerning the whole business of abortion laws, Takey Crist believes that if we let each woman, along with her physician, make the choice, we probably won't have the problems we have now.

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a journal analysis

Student Representation Crisis

—by sharon deck

Students won a small victory in their efforts to gain representation on the faculty of the College of Social and Behavioral Sciences, but the major issues of whether students are competent and how much representation they will be allowed remain unresolved.

The faculty passed a resolution "to establish formal procedures for student representation with voting rights at the department and college levels, but postponed decisions on the more substantive issues.

Four main issues divided the faculty: whether student representatives were really representative, whether they were competent to decide what is best for them, whether voting was basic to meaningful representation, and whether the 50-50 ratio of students to faculty was justifiable.

What all this boils down to is a question of whether college affairs should be conducted democratically or oligarchically, with the faculty playing a paternalistic role in deciding what is in the best interests of the students.

What psychology professor Wade Williams called the "paranoia of students as potential saboteurs of all that is good and holy" was evident throughout the meeting, although they fell back on the "best interests of the students" rationale in supporting their continued dominance.

Dr. Daniel Fleitas, political science professor, distinguished between the equality of interests of faculty and students, and their equality of competence. "I may be willing to grant equality of interests but I am not willing to grant equal competence, especially on committees involving the hiring of new faculty," he said.

This is a valid point, and one that the students present recognized. "We are not asking for equal representation on all committees, only eligibility for all committees," student Dallas Owens said. "We have less at stake than the faculty on some committees, and more on others. We believe that the committees can be arranged appropriately."

Dr. Anthony Maitland, psychology professor, objected to any student representation, opting instead for open faculty meetings at which student opinion could be heard.

Student Krik Ashton pointed out that if this were the case, students would have to convince the faculty of the value of their ideas, while the faculty could make decisions without considering student opinion at all.

Maitland agreed. "The faculty has a greater competence in directing the education of the students than the students do. Don't you trust the faculty to make the right decisions?"

Although Maitland's opinion was widespread, it was not unanimous. Dr. Barbara Goodnight, sociology chairman, said: "It distresses me to talk about the faculty knowing better than the students. Our greater competence lies in helping students to achieve their goals. We shouldn't impose values on them."

All these arguments, including Goodnight's moderate one, smack of the paternalism that whites displayed when they claimed to know what was best for the blacks that they oppressed. It seems incongruous that the same students who can be elected to state or local political offices of great importance are too incompetent to know what kind of education is best for them.

Some professors even felt that students could have meaningful representation without the right to vote, another argument reminiscent of

white paternalism.

"Some people assume that representation must include voting power," political science chairman Schley Lyons said. "Others say that representation is the opportunity to make one's views known."

"Without a vote, our opinions would fall on deaf ears, Ashton said. "If we have a point of view that differs from the faculty point of view, we would be overruled."

According to Maitland, however, "if students cannot convince the faculty of the rightness of a position that the faculty differs with, we would have to decide who is going to run the college." Apparently, he is insisting on complete faculty control of college affairs.

The same type of "logic" prevailed in the discussion on whether students need equal representation.

"If we have any representation at all, we can look forward to student efforts for equal representation," geography professor James Clay said. "It would give the students a point from which to bargain for additional representation."

"It would be a mistake to go from no representation to representation so large that students could control the college," he continued.

Some professors fear students would vote as a block, a move that might stifle decision-making completely.

"We don't want block voting," Owens replied, "but the surest way to cause block voting is to give the students less representation than they think is fair."

Student Priscilla Greer agreed. "If students feel that they have to vote together, then they will," she said. The students feel that equality will free them from the need to vote together, and will lead to more open and fair discussions.

Political science professor Saul Brenner summed up the faculty position by saying, "We can come up with any formula for representation that we damn well please. The 50-50 ratio is as arbitrary as any other, and there is no more rationale for it."

Falling back on their last line of defense, faculty members tried to argue that student representatives were not truly representative, and thus in some unspecified way do not deserve an equal voice.

"Student representatives do not represent students. They represent themselves," Brenner said. "And when this student opinion differs from faculty interest, we will have to decide whether or not we want to cater to the students."

Student Bill Sigmon, currently a representative in the Political Science Department, admitted the problem one student faces in trying to represent a wide spectrum of student opinion. But, as psychology professor Louis Diamant pointed out, a greater number of representatives would increase the "possibility of real representation."

Whether the faculty action will proceed beyond token representation is unknown. The resolution they passed, which does not have the effect of law, forces the college into some students representation, but does not require meaningful representation of any sort. It is unlikely that the issue will be fully resolved this semester, and it may be next December before students have a real voice in the college.