

The Behrend College Beacon

published weekly by the students of Penn State Erie, The Behrend College

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Live from Guyana

AYODELE JONES

America's favorite pastime

I am a huge Yankees fan, okay well maybe a huge Derek Jeter fan, but what do you expect. I am a New Yorker. Since my "infallible" Knicks always fail to get past the Indiana Pacers, The Miami Heat or Da Bulls, I've decided to finally take on a New York team which will presumably not end the season early and will not give me heartaches. This in mind, I followed every Yankees game and was so proud of my home team which was at one point in time almost fifty games ahead of five hundred. This was one of the main focus points on local sports news and ESPN; of course the other one being the home run derby occurring between Sosa, McGwire, and Griffey. The latter eventually eclipsed the incredible feats being accomplished by the Yankees and soon the nation's attention was turned to who would be the first to break Roger Maris' home run record.

Baseball is as American as apple pie and it's America's national pas-

time, but before this season I was not at all intrigued or excited by this sport. In fact it elicited no greater feelings in me than that of attending a Tupperware convention. I didn't possess the same passion for this sport as I did for basketball. I felt for Charles Smith (former forward of the New York Knicks) when he tried and tried and even tried again to make a lay-up under the encompassing presence of Scottie Pippen. I literally cried in agony. Yet my Knicks didn't always solicit feelings of anger and depression. One of my greatest moments as a Knicks fan occurred on Tuesday May 25, 1993, when John Starks dunked on the "great" Michael Jordan.

Nine innings of baseball didn't intrigue me, but rather it was a way to pass a lazy Saturday afternoon if there wasn't a good movie on AMC. After watching one game earlier this year, I decided that I was really missing something, the attractive players

which compose the thirty teams of Major League Baseball. After my astonishing discovery, I was further surprised that as the season progressed I was more interested in who won and their standings in the American and National League rather than who was at bat.

Albeit, I only know the fundamental principles of baseball, I cannot ramble on about players, individual errors or RBI's, but I could tell you won last night, who was on a winning or losing streak and what player, if any, got traded. I may have gotten interested in baseball for the wrong reasons (how good the players looked in uniform), but I can definitely say now that I see baseball as not only a spectator but rather as a fan.

This season has been filled of major accomplishments for Major League Baseball. Just to name a few, Sammy Sosa of the Chicago Cubs and Mark McGwire stirred national interest in their contest to break Roger

Maris' home run record, Cal Ripken Jr. of the Baltimore Orioles ended his streak of consecutive games played, the left handed pitcher of the Yankees, David Wells, pitched a perfect game and last but not least Barry Bonds of the San Francisco Giants went into a league of his own, with four hundred lifetime home runs and four hundred steals. All who had no prior interest in this sport were encouraged by the excessive media coverage following these historic feats.

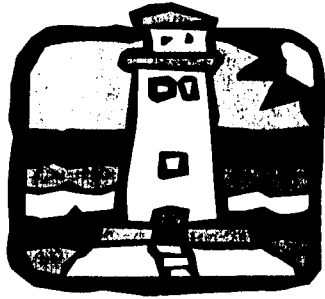
The combination of these memorable and notable moments made this season one to remember. In the end I'll always love my passion filled and adrenaline pumping games of basketball, but I'll gladly put those games on hold to witness a part of history being made on a lazy afternoon with a tied game, bottom of the ninth, bases loaded and a full count. Here comes the pitch, the batter swings... Jones is managing editor of the Beacon. Live from Guyana appears every 3 weeks.

A view from the lighthouse Misconceptions about the morning after pill

The front page article in last week's Beacon about emergency contraception at the Health and Wellness Center sparked a lot of discussion about the technicalities of the morning after pill. Some students, despite what Patty Pasky McMahon stated, still believe that the morning after pill is really an abortion pill. However, the morning after pill is virtually the same as birth control pills, only in a higher dosage. The pill prevents an egg from attaching to the lining of the uterus or prevents the ovary from releasing the egg in the first place.

While a person's first priority should be practicing safe sex, accidents can occur. The morning after pill is back-up in case something should go wrong. The availability of the pill at the Health and Wellness Center is valuable knowledge to many Behrend women.

The Health and Wellness Center also has information about dangers such as the date rape drug and what to do if you are sexually assaulted. If a woman is sexually assaulted, she should know about the morning after pill, and how it is used.



Though some students were angry that the Beacon printed an article about emergency contraception on the front page, the morning after pill has been approved for over the counter sale in certain locations, and will become more prevalent in the United States in the future. Every person at Behrend should be aware of the availability of the morning after pill at the Health and Wellness Center. They should also be aware of the truth about the pill. It is not an abortion pill.

Students should remember that emergency contraception is available on campus. This information could prevent an unwanted pregnancy.

The Ordinary College Student

MARK GREENBANK

Stop whining and do something this weekend

So, it's another weekend here at Behrend and you're looking for something to do. You live on campus, and decided not to go home unlike the other 80% of the student body. The horrendous snowfall hasn't yet begun, contrary to the oh so accurate Erie weathermen, but you don't have a car to go off campus anyway. Your psychotic glue-sniffing roommate thankfully decided to go home, but all your other friends did as well. The big question is what do you do for some fun. Obviously you have plenty of homework to do, but hey, you're in college now and homework is optional. If you get motivated enough you can get off your computer and out of the chat room, or maybe quit playing your Nintendo 64 and leave your room. Many students say that there

is never anything to do on the weekends here. One popular avenue that many students pursue is partying. There is a general feeling on this campus and many others that if students are not going to a party, then there is nothing worth doing. While there is nothing really wrong with going to a Greek party to hang out, or any party for that matter, students need to open their eyes and realize that there are other things to do for weekend entertainment. If students would simply walk around and read the hundreds of signs put up by all the different organizations they would realize that other things do occur here Friday through Sunday. That's why turnout at most on-campus events is so poor. Advertising alternatives have been tried and they still fail. It's not that the organiza-

tions need to be more creative, it is the simple fact that nobody takes the time to stop and read a sign, listen to a voicemail message, or hear about what is taking place.

Bruno's has at least one event taking place every weekend in addition to the movie shown over half the week every week. Okay, so the comedians aren't always the best, and the other acts can be a bit strange, and there are usually projector and sound difficulties with the movie, but it's still something to do. Also, there is the multitude of sports events which take place on weekends, as well as intramurals. The Blue Bus occasionally makes trips for a small price and there are many other day trips that take place. There are BBQ's, speakers, dances, and other interesting programs going on.

In addition, students need to take the initiative and create things to do and not rely on on-campus groups to create weekend activities, especially while the weather is still decent outside. If students don't wish to join one of the 10,000,000 clubs and organizations on this campus then they really have no room to complain.

It's just frustrating to hear students bitch, whine, moan and complain that there is never anything to do. Maybe if these students got out of their mole hole of a room, got involved in something, quit binge drinking every weekend, or participated in some form, then these same students would have something to do, or have a say in what goes on in regards to weekend activities. Greenbank is associate editor of the Beacon. The Ordinary College Student appears every 3 weeks.

Merit and the relevance of race in college admissions

By William G. Bowen and Derek Bok
Special to the Los Angeles Times

In his classic study of Wall Street lawyers in the 1960s, Erwin Smigel reports that "I only heard of three Negroes who had been hired by large law firms. Two of these were women who did not meet the client." Smigel's statement is not surprising. In the 1960s, few leading professional schools or nationally prominent colleges and universities enrolled more than a handful of minority students. In the late 1960s, however, colleges and universities began to change these statistics, not by establishing quotas, but by considering race, along with many other factors, in deciding whom to admit. This policy was adopted because of a widely shared conviction that it was simply wrong for overwhelming numbers of minorities to continue holding routine jobs while almost all influential positions were held by whites.

Educators also considered it vital to create a more diverse learning environment to prepare students of all races to live and work in a multiracial society.

In recent years, race-sensitive admissions policies have been vigorously contested. Surprisingly, however, there has been little hard evidence of how these policies work and what their consequences have been. To remedy this deficiency, we examined the college and later-life experiences of tens of thousands of black and white students who entered 28 selective colleges and universities in the fall of 1976 and the fall of 1989. What did we discover?

Compared with their extremely high-achieving white classmates, blacks in general received somewhat lower college grades and

graduated at moderately lower rates. Still, 75 percent graduated within six years, a figure well above the 40 percent of blacks and 59 percent of whites who graduated from all Division I NCAA schools. More than 90 percent of both blacks and whites in our survey were satisfied or very satisfied with their college experience, and blacks were even more inclined than whites to credit their undergraduate experience with helping them learn crucial skills.

Although more than half the black students attending these schools would have been rejected under a race-neutral admissions regime, they have done exceedingly well after college. A remarkable 40 percent of black graduates who entered these selective colleges in 1976 went on to earn doctorates or professional degrees in the most sought-after fields of law, business and medicine. This figure is slightly higher than that for their white classmates and five times higher than that for all black B.A.s nationwide.

By the time of our survey, black male graduates who had entered these schools in 1976, though typically under age 40, were earning an average of \$85,000, 82 percent more than other black male college graduates nationwide. Their black female classmates earned 73 percent more than all black women B.A.s. But the blacks we studied were not simply "looking out for No. 1."

In virtually every type of civic activity; from social service organizations to parent-teacher associations; black men were more likely than their white male classmates to occupy leadership posi-

tions. (Latinos and other minority groups also appear to have done well, but too few entered in 1976 to permit an equally detailed analysis.)

Were black students demoralized by competing with whites possessing higher high school grades and test scores? Is it true, as conservative scholar and author Dinesh D'Souza asserts, that "American universities are quite willing to sacrifice the future happiness of many young blacks and Hispanics to achieve diversity, proportional representation and what they consider to be multiracial progress"? The facts are very clear on this point. Among blacks with similar test scores, the more selective the college they attend (that is, the higher the test scores of their classmates), the likelier they are to graduate, earn advanced degrees and receive high salaries. Far from being demoralized, blacks from the most selective schools are the most satisfied with their college experience.

How much does diversity add to the learning experience? Have blacks and whites learned to get along better or has diversity resulted in self-segregation and greater tension? Undoubtedly, blacks often spend time together (as do hockey players, campus newspaper editors and other student groups). But much interaction also occurs. Eighty-eight percent of blacks who entered selective colleges in 1989 report having known well two or more white classmates, while 56 percent of their white classmates say that they knew at least two black classmates well. How many older Americans can make that claim?

Looking back, large majorities of blacks, whites and Latinos believe that their college experience contributed much to their ability to live and work with members of other races. Almost 80 percent of the white graduates favor retaining their school's current emphasis on diversity or emphasizing it even more.

Our findings also clarify the much misunderstood concept of "merit" in college admissions. Selective colleges do not automatically offer admission as a reward for past performance. Many students, white and black, are rejected even though they finished in the top 5 percent of their high school class. Admissions officers do not admit simply "by the numbers" because they

know that grades and test scores, though important, do not determine how much applicants contribute to their fellow classmates or how they perform in later life.

Rather, admissions officers select those applicants most likely to help the institution fulfill its educational objectives and its responsibilities to society. For selective institutions, meritorious students are those above a high academic threshold who seem most likely to enhance the education of other students and contribute to their professions and communities. From this perspective, the minority students admitted to the 28 institutions in our study have

been "meritorious" in the best sense of the term.

A mandate to ignore race in choosing applicants would require that more than half the black students attending these selective institutions be rejected.

Would society be better off as a result? Considering the educational benefits of diversity and the need to include more highly qualified minorities in the top ranks of business, government and the professions, our findings convince us that the answer is no.

