

MY VOICE

The warning signs of being a geek

It's no secret among my friends that I'm an avid reader of comic books. They also are well aware that I play video games, my favorite movie is *Equilibrium* and that I love steam punk. All those things help shape who I am and make for great hobbies. However, at what point do we pass from the realm of "occasional hobbyist" into "full-blown geek"?

The metamorphosis may be slow and unnoticeable to the untrained eye, but to a veteran geek, it's as easy as spotting a noob on *Call of Duty 4*. Here are some of the warning signs that may allow non-nerds to tell if their loved ones are infected:

- Planning your routine to accommodate for superpowers: Nothing sucks more than oversleeping a morning class, especially when you live on the fourth floor of Ohio Hall. However, it takes a special kind of person to sprint past a window that's five stories in the air and think, "If I was Spider-man, I could just bail out this window, web-swing through the trees and sprint the last hundred yards to class. I'd be there in like, 30 seconds!"

- Thinking that a nuclear holocaust would be kinda cool: After devoting the last month of

summer to playing *Fallout 3*, I began to think how much better my life would be if the only thing I had to worry about was killing Radroaches and collecting bobblehead dolls. Also, deciding on an answer for multiple-choice questions began to look and sound a lot like "V.A.T.S."

- WWS-MD: What would Spider-Man do? If when caught in a dilemma of morality, your first thought is, "With great power, comes great responsibility," it may be a sign that you need the lay off the comic books a bit.

- Zombie proofing your dorm room: After spending an hour discussing how we could fortify Ohio Hall against a zombie attack, it became abundantly clear that my suitmates and I were in dire need of more feminine contact. Yes, with only one accessible stairwell and locking doors every 10 feet, it makes a perfect base camp. However, what's the point of surviving a zombie apocalypse if no woman will come within

30 feet of your dorm room because they don't understand why you have a three year supply of water and Ramen noodles.

- Losing a friend over a debate on whether or not Sauron was cooler than Voldemort: Who was more badass? It's a question that will be asked by geeks until the sun burns out.

Just don't get to the point where you are ready to shank your ex-bff with a wand you make from an old wooden serving spoon.

- Dreaming in cartoons: Ever watch enough anime or 1990's vintage X-Men cartoons that you dream in a format that involves inking and outlines? No? Good, then you're not a raging geek. The best dream I ever had involved me being recruited into the X-Men and fighting my high school biology teacher as he destroyed New York City with his Stromboli monster. Insanity aside, being in the X-men was pretty cool, even if it never really happened.

- Knowing "Star Wars" his-



NEIL JAMES
opinion editor

MY VOICE

Foreign language

AARÓN MORELLI
staff writer

As an International Business major, I chose to come to Penn State Behrend because this is one of the only campuses that offer it as a major.

Soon after my arrival, I discovered that the Foreign Language Department was seriously lacking. With my ultimate career goal of becoming an interpreter/translator, I was seriously upset. Penn State Behrend only offers Spanish, French, and German language courses ranging from 001-003. Since only introductory courses are offered in these languages, Penn State Behrend students are limited on the foreign language courses they are able to take.

If a student took four years of a high school foreign language course they have the choice to be placed in the highest level of that foreign language taught here at Behrend. If Penn State Behrend were to offer other common foreign language courses, such as Chinese, Arabic, Italian, or Latin, they would not only give their students a broader range of classes, they would also allow students to leave Penn State more prepared for their intended field of study.

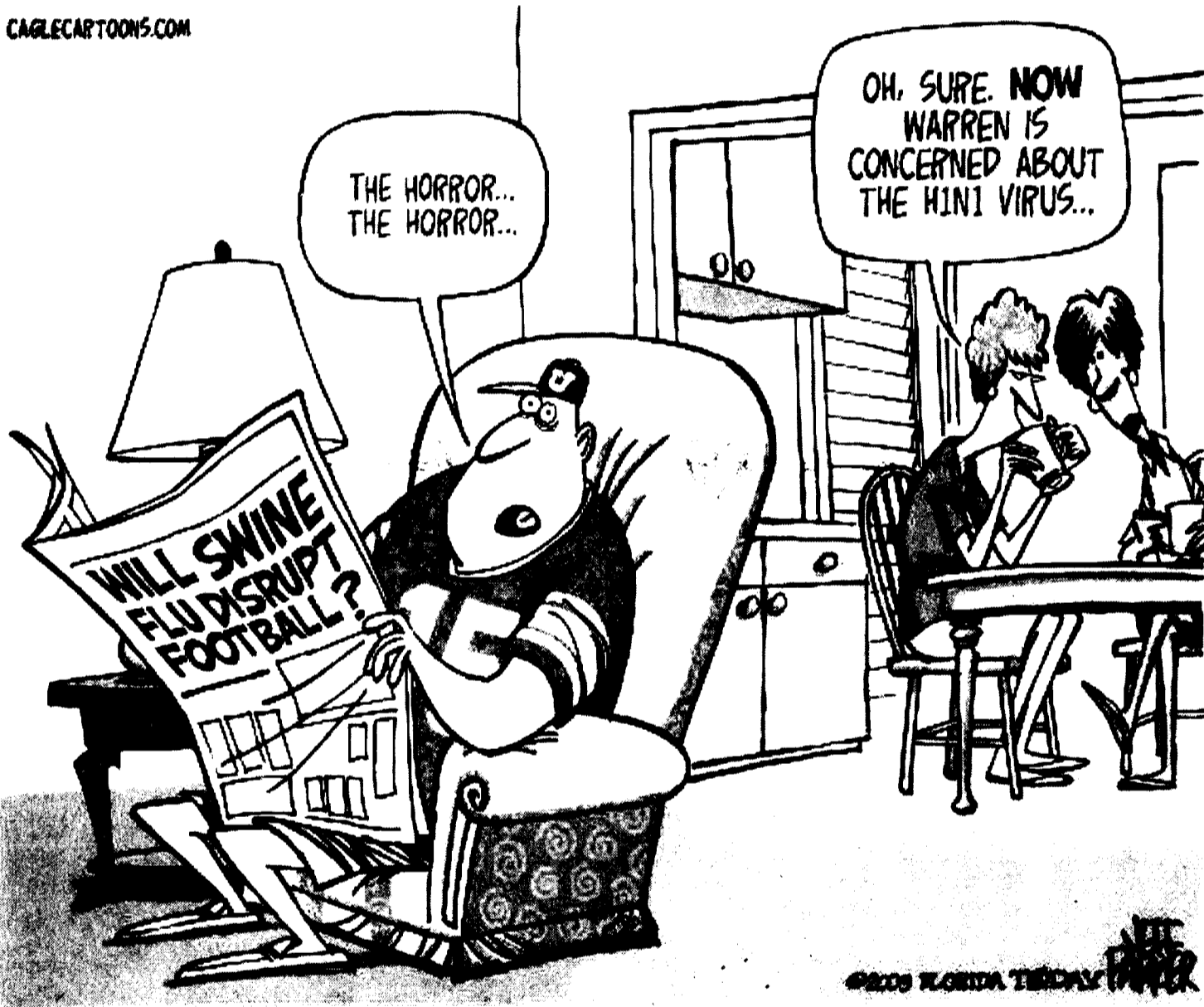
Although the French class that I am currently in is diffi-

cult, it is only harder because of the usual high school to college transition of difficulty.

Along with the seemingly excessive workload, the tests and exams are much harder than that of a high school french class. Along with the lower level of French being taught, the general classroom understanding of French is almost the same as my high school class, if not lower. It seems as if Penn State Behrend barely puts any focus on its Foreign Language Department. With the limited class selection, smaller staff, and almost non-existent study abroad programs, Behrend's Foreign Language Department itself is virtually non-existent.

Penn State University Park offers courses in Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, Slavic, Spanish, Swahili, and Ukrainian. Thirteen more classes are offered at UP then compared to Behrend. For being the only campus that offers the International Business Major, you would think that more foreign language courses would be offered. Ultimately, I hope by my junior year here at Behrend, or another college, foreign language courses are at least offered in Chinese, Arabic, Russian, Latin, Italian, and many others.

CAGLECARTOONS.COM



MY VOICE

More rowdiness in the classroom

CARA DALLENBACH
staff writer

We all have those fond memories of our long lost teachers from early grade school who taught us our ABCs and gently nurtured our growing minds. Ah yes, how we loved the soft smell of fresh juice boxes in the morning, combined with the illuminating sight of Mrs. Peabody's apple-printed sweater, as it's apple-shaped buttons glimmered in the morning sun.

What was it about her? Why did she seem so awesome all the time? Was it the buttons?

Maybe. Or could it have been because she genuinely cared for our tiny well-beings and was so comforting and perky that our child-like instincts caused us to raise our hands and mistakenly call her Mom on occasions. (Guilty!) With all jokes aside, Mrs. Peabody may have something going here - Teachers should have an inter-

active relationship with the students that shows they care, no matter what level of schooling.

I have had my fair share of wonderful, average, and not-so-grand teachers. In particular, high school was a time in which I developed the ability to differentiate between a teacher who was actually there to share and interact with me, as opposed to one who was just going through the motions. Back then, if students had a disliking for a teacher, they were able to act out their frustrations by the cliché, yet satisfying, playing of pranks and passing of notes.

During lunch, everyone could collectively giggle about their triumphant revenges and skip off to next period with refreshed and satisfied minds. Now, we are mature; this tomfoolery is no longer acceptable. Thus, the problem arises: We are stuck with "that" professor, who monotonizes their way through the day in 50-75 minute intervals.

Now, before any professors go 300 on me and a sky of fiery chalkboard erasers that shadow the sun is launched in my general direction, allow me to further explain my frustrations.

For the classes that require mostly lectures of strictly facts and data, I understand that being monotone is only natural. But can we get a fluctuation of a word now and then, and perhaps after that amazing fluctuation, can we get a smile for a promising finish? How about a wave or even a slight nod at the end of class for some closure? Throw us a bone already! I, for one, need a sign that the ringing in my ears is not the sound of someone flat lining.

I can't speak for everyone else, but when a professor shows true passion for their field, it inspires me to delve into the work. When I notice that a professor is not excited to be there, it dulls down the life of the classroom, thus making the

learning process not as enjoyable. I mean, if all else fails, perhaps try to rap the last half hour of data and give student participation for whoever can free-style the chapter's main points to your student-friendly beat.

I'm just saying, as students, we are constantly urged to think outside the box, while some professors barely step outside of their podium quarters. We are all in this together, but the teacher is in the driver's seat. Don't make me pass out pom-poms at the next faculty meeting! I will do it. And they will be flashy.

So, students, when you come across a professor who is enthused about being in class for their students and it is obvious they are there to inspire you, give them a big round of applause and let out a sigh of relief...Mrs. Peabody is alive and well.

MY VOICE

Expand junker

It is 11:00 o'clock on a Monday morning, and you have been psyching yourself up all summer to deny the freshman fifteen from claiming you as its next victim.

You have a pair of new running shoes, your iPod and a Gatorade to motivate you during your workout in the weight room. The pride you take in lacing up those shoes, strapping your iPod to your arm and sipping on that Gatorade is unmatched.

Finally, you arrive at the Junker Center. You are more than ready to get into the weight room, take a well paced run on a treadmill and pump iron until your arms fall off.

Opening the door for the first time and seeing all of the state-of-the-art equipment gives you a rush that your face can't hide, but there is someone sitting at the desk that is going to ask you leave.

What gives? Monday through Friday strength training classes take over the Junker Center's weight room for nearly three hours each day. On Tuesdays and Thursdays it is closed to other students from 9:30 to 12:15, and on Mondays, Wednesdays and Fridays it

closed from 9:15 to 12:05.

I had to learn the hard way last year that I couldn't get into the weight room during the best time of the day to work out.

The second semester I made the logical move and took the weight lifting class and got it to myself along with dozens of other students. While that was good for me, I witnessed other students on a weekly basis being turned away.

The real issue with making the weight room exclusive to only 36 students over a given period of time is that there is only a portion of students who are actually there to better themselves.

A small group of us in that class were there to improve physically and mentally, but the majority of the class half-heartedly drug themselves around as if they were being punished. It's a waste of their time and many more who would just like an honest work out.

It's simply not right to have this class turn away others if it is being taken up by mostly nonchalant individuals who show up for an "A" and miss the purpose of being there altogether.



SHAWN ANNARELLI
sports editor

4701 College Drive, Erie PA 16563
Room 10H

THE BEHREND BEACON

Telephone: (814) 898-6488
Fax: (814) 898-6019

Editorial Policies

Single copies of the Beacon are free and available at newsstands around campus. Additional copies can be purchased with permission of the editor in chief for \$3.50 each. Opinions expressed herein are not necessarily those of the students, faculty or University administration. Opinions expressed in columns, cartoons, and letters are not necessarily those of The Behrend Beacon unless otherwise indicated. Any letters intended for publication must be addressed to the editor, be no more than 350 words, and include the writer's name and phone number. Letters may be edited for content or length at the editor in chief's discretion. The Behrend Beacon does not publish anonymous letters to the editor. If students want their letters to be published, they must include their name. The Behrend Beacon intends for its Opinion page to be a forum for discussion, not a screen to hide behind. Occasionally, The Behrend Beacon may request responses to online queries in which respondents will be identified by their usernames. The Behrend Beacon is editorially independent from the Penn State system. The Behrend Beacon operates partially on Student Activity Fee, and partially on advertising revenue. It is published every Friday during the school year except for before and during scheduled vacations, with exceptions for special issues. The editor-in-chief has the final authority on editorial decisions, including, but not limited to, all columns, editorials, and letters to the editor. Complaints regarding Beacon coverage of school events should be directed to the editor at editor@psu.edu.

Executive Board

Editor-in-Chief:
Connor Sattely
editor@psu.edu
Managing Editor:
Christine Newby
cen5056@psu.edu
Web Editor:
Marcus Yeagley
mry5012@psu.edu

Business Manager:
Bethany Long
bjl5037@psu.edu
Faculty Advisor:
Kim Young
kij10@psu.edu

News Editors:
Mike O. Wehrer
mow5094@psu.edu
Heather McGovern
harm5084@psu.edu
Culture Editor:
Evan Koser
emk5110@psu.edu

Opinion Editor:
Neil James
opinion@psu.edu
Sports Editors:
Nick Blake
npb5041@psu.edu
Shawn Annarelli
sma5189@psu.edu

Editorial Board

Business Editors:
Harmilee Cousin
hxc5020@psu.edu
Garrett Carson
gmc5021@psu.edu
Engineering Editors:
Sid Carson
soc5077@psu.edu

Science Editor:
Brian Carlson
bmc5062@psu.edu
Humanities Editor:
Adam Spinelli
als5589@psu.edu
Photo Editor:
Daniel J. Smith
djs5223@psu.edu

Photographers:
Jon Klein
jek5034@psu.edu
Mike Fultz
mjf5204@psu.edu
Sarah Baker
sjs5273@psu.edu