

# Behrend Collegian

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## It's Your Shore

by Carrie Caffrey

Even though twenty million pounds of wastes are poured into Lake Erie each day, it is not dead. Technically speaking, a lake is dead when there is a total lack of life. Lake Erie's real problem is that it is too alive because of overnourishment.

How does a lake become overnourished? When large industries pour in excessive wastes, an abundance of nitrates and phosphates overload the lake, causing an explosive plant growth, especially in green algae, making the water look as if it were covered with a scum of pea soup or green paint. Some algae bloom and produce undesirable tastes, odors, and toxic chemicals that can cause major fish kills.

In the next few years, thirty states and four territories will make decisions that will affect the massive industries that operate near our lake and coast areas. These decisions will be made under a federal program established by Congress, in the Coastal Zone Management Act of 1972 (CZMA). The Act provides participating states with funds to develop comprehensive programs to protect and manage their coastal areas.

Congress acted because unplanned and uncontrolled developments were destroying marine resources, wildlife, nutrients, and increasing the open space for public use.

If the citizens act promptly, we may be able to choose from deep-draft oil terminals vs conservation of shore areas for recreation and protection of living Marine resources; condominium development within sound of the breakers vs. preservation of the dunes for their inherent physical and aesthetic values; marinas, housing developments, and industrial sites vs productive wetlands; and roads vs hiking trails.

Recreation is the most direct use that most of us make of the coastalzone, but the alarming

fact that the demand for public recreation has been increasing, has caused the opportunities to decline. Only two per cent of the coastline is now available for public use. If the citizens that live near Lake Erie or other coastlines would react to this industrialized injustice, the congressmen will be forced to listen and hopefully react to our requests.

Not only are coasts important recreational areas, they are also the most vital and productive areas of the earth. They can produce four times as much plant growth in a year as the most intensively fertilized corn field. Yet almost seventy-five per cent of the nation's estuaries (shorelines) have already been damaged by pollution.

Coastal waters also serve as spawning and nursery areas from a tremendous variety of marine life. Roughly ninety commercial species of fish, including seven of the most valuable, depend on coastal waters. But, pollution alone killed over fifty-six million estuarine fish in 1971, and millions of acres of shellfish-producing waters bordering the U.S. are unusable because of pollution. In addition, sixty per cent of America's endangered species of wildlife live in the coastal zone.

The Coastal Zone Management Act is a response for these problems. It is designed to help the people of the coastal states prepare management programs to preserve and control use of their coastal land and water resources.

The Act also recognizes the importance of drawing concerned citizens into the process of developing a Coastal management program. We are directly affected every time a new industry is built, each time pollution is poured into our oceans and lakes, and each time urbanization near the shores increases. If we want to enjoy the relaxing beaches along the lakes and shores, we must create a commotion—we must be noticed, we must be heard!

## Final Grade Complaints?

by Sue Wortman  
Collegian Staff Writer

The Committee on Undergraduate Studies has submitted to the Faculty Council a plan for the organization of a Final Grade Mediation Panel. The purpose of the Panel is to arbitrate student-faculty disputes concerning a student's final grade. The Panel's proposal states that the Panel should be composed of two faculty members along with two alternate faculty members selected from and by the Committee on Undergraduate Studies. In addition, the Committee on Undergraduate Studies, in cooperation with the Student Government Association, will select two students and two alternate students.

A student having a complaint concerning his final grade should first try to resolve the problem by seeing the instructor. If this procedure does not work, the student should then take his complaint to the Division Head. If the student is still not satisfied that his case has been properly heard, he can then present it to the Final Grade Mediation Panel. The proper procedure is as follows: The student should present the Chairman of the Committee on Undergraduate Studies with the proper student complaint form accompanied by a written statement of his or her dissatisfaction. The written statement and any other pertinent material (exams, syllabus) should be presented in a sealed envelope. The Chairman of the Committee on Undergraduate Studies, along with the Panel, will then decide if the complaint is within its jurisdiction. Strict confidentiality will be maintained. If the complaint is within the Panel's jurisdiction, a paraphrased copy of the student's statement shall be sent to the instructor involved. The instructor will reply to the Panel, and a meeting will be held for the instructor, student, and Panel. Only these people shall be present at the meeting; however, in certain cases, other people

may also be permitted to be present. If the student is still not convinced that his case has been justifiably heard, his final step is to take it to the Dean of Faculty.

Although Senate Rule 47-20 states that grades shall be assigned to students solely on the basis of the instructor's judgment as to a student's scholastic attainment, a student should not

feel that it is futile for he or she to attempt to dispute an instructor's final grade decision. If the Panel supports the student's case, the instructor might be persuaded to change the grade.

Information as to whether or not the Faculty Council approved the Organization of the Final Grade Mediation Panel was not available at press time.

## Studying Tips

by Robin Baulding  
President  
Lambda Sigma Society

As final examinations creep upon us, we face the problem of distributing time in such a way that studying does not become a hectic, fatiguing rush to deal with a vast amount of material at the last minute. The sophomores, juniors and seniors are probably, by now, used to studying for a comprehensive final examination. However, we, Lambda Sigma members, think it may be helpful to pass on a few hints to the freshmen.

I know that each student has his-her own particular style, but here are some generally helpful suggestions.

**Reviewing for the Exam**

Four to six hours, spaced according to your schedule, should be sufficient time to review for a final exam. It is very helpful to review the notes you have taken in class and from your textbook.

Review the main ideas, important details, and the list of technical words you have acquired or underlined. Recitation is very important. Passive reading will get you nowhere. You should actively recite the information out loud, even if only to yourself. There is no substitute for oral recitation. After you have gone through your material ask yourself what kinds of questions may be asked on the exam. Try to answer them. Actively play around with this information. It helps you to remember better. Then, get out your past examinations and work out the problems and answers to questions. They tend to show you what you do and don't know. Practice writing the answers out.

After all this, you'll probably dream about it in your sleep that night!

**Before the Final Exam**

I'm sure many of us have had to pull an "all nighter" to cram for an exam, and we quickly learned that there's no substitute for daily preparations and adequate sleep. Well, that's the key: get enough sleep prior to the

exam. Take along a watch, eraser, and pencils to the exam room, and get there early.

Make sure you survey the exam first. Check for the types of questions, unreadable questions and missing pages. Budget your time, follow directions, and always proofread your answers. You would be surprised at how many points you could save yourself by proofreading.

**Taking the Essay Exam**

Many courses (psychology, history, political science, and economics, to name a few), require essay type answers. If you are taking an essay exam, first read all questions before answering any one questions. Read the question accurately and watch for specific words such as explain, define, clarify, give an account of, illustrate, and describe. Prior to the exam, refer to the Behrend College Style Manual; it would be well worth your time to look through it. Let the dictionary be your bible and the Behrend manual your guide book.

Budget your time and make a brief outline before writing: introduction, main points, and summary. Pay special attention to your topic sentence and proofread for grammatical errors. Avoid using "etc." Many professors may think you're bluffing.

**Taking the Objective Exam**

When taking an objective exam, make sure you read the directions carefully and survey the entire exam. Many times, later questions help you to recall answers to early questions first. Then try for the tougher ones. Check for limiting words such as only, many, few, if. As for the scoring rules, guess only if there is no extra penalty for wrong answers. Remember, your first answer was probably the correct one. Check your answers against the question numbers.

Lambda Sigma wishes you good luck with your finals, and we will be delivering your finals' carepackages on Sunday, Nov. 13.

## Concerned About Population?

by Mike Litoski

College students are becoming increasingly more aware of the fact that the world population situation has the potential to evolve into one of mankind's most serious problems if it is not resolved in the very near future. This is just one of many conclusions which has been arrived at as a result of a survey conducted for Dr. Edwin Masteller's Biological Science class.

The survey, which sampled the opinions of 200 Behrend College students, was primarily aimed at determining how concerned and how well informed students are with respect to the world population situation. The results of this were then compared with results of a similar survey taken in 1976 in order to determine whether the general attitudes of students have changed with respect to this issue.

The questions that were asked and the percentage of yes and no responses are as follows:

1. Do you consider the world population situation to be a serious problem? YES, 75%; NO, 25%.

2. Has ZPG (Zero Population

Growth) been attained in the United States? YES, 29%; NO, 71%.

3. Do you feel the marriage has any affect on population growth? YES, 70%; NO, 30%.

4. Would you limit your family to one or two children if you were planning to raise a family? YES, 65%; NO, 35%.

5. If means for birth control were provided on college campuses and made easily accessible, do you think they would be used? YES, 91%; NO, 9%. Would you use them if the need arose? YES, 78%; NO, 22%.

Question number one was asked in the 1976 survey and was answered yes by 60% of those interviewed as opposed to this year's 75%. Similarly, question 4 was also asked and showed yes responses in 1976 of 58% compared to this year's 65%. These results indicate that not only are students becoming increasingly concerned, but that they are willing to do their part to improve the situation. Questions 2 and 3 indicate that 70% of the students interviewed are able to recognize variables which affect population growth.

The responses to question 5 may very well have been the most significant data obtained from the survey. Yes responses to this question appeared on 182 of the 200 surveys. It seems amazing that no service of this sort exists, despite the overwhelming student desire for such a service. Perhaps if the proper administration personnel were informed of student support for this type of facility, steps would be taken toward rectifying the situation. Granted, the number of accidental pregnancies here at Behrend may be slight, but if a facility of this nature was established at colleges and universities throughout the country, the reduction in number of unplanned pregnancies could be a significant factor in reducing population growth.

It is hoped that this article will reach a few previously uninformed people and help them to realize the importance of the population issue. It is not enough to have only 75% of the people aware of the situation; we must strive for 100%. Hopefully, with an increasing awareness and appropriate action, the problem will be resolved before it is too late!

## Library Extends Hours

The library is going to have extended hours during finals week. The schedule is below.

Thurs., Nov. 10	8 a.m. - 12 a.m.
Fri., Nov. 11	8 a.m. - 5 p.m.
Sat., Nov. 12	9 a.m. - 5 p.m.
Sun., Nov. 13	2 p.m. - 12 a.m.
Mon., Nov. 14	8 a.m. - 12 a.m.
Tues., Nov. 15	8 a.m. - 12 a.m.
Wed., Nov. 15	8 a.m. - 12 a.m.
Thurs., Nov. 17	8 a.m. - 12 a.m.

No Library Services  
During Extended Hours