

Collegian Surveys Opinions On Bachelor Degree Requirements

Revealed in a random survey, was what PSU's policy of required courses all for Baccalaureate Degree candidates is regarded by some as an unnecessary burden and by others as an important step towards a career goal.

To gauge what the opinions on the subject are, the Behrend Collegian conducted a random survey of students and faculty members. They are asked to answer the following:

"Should students have to take classes that seem to have no direct relation to their majors?"

Dean Thomas Fox: "Every course a student takes as he approaches his career, will be needed and it will be important to his life. After graduation, many students' careers turn out to change from the one they began with. The courses that are important fifteen to twenty years into his career, are the ones that gave him his ability to write, take command of the English language and to approach the humanities, so as not to think of people as machines.

Classes that are not linked specifically to the student at the present may give him the general background for a different world twenty years from now. An example of this would be an engineer who aspires to only mechanical drawing. He has to get away from the drawing table when other things become important. A famous cliché is, 'All my life I wanted to be an engineer, now I am one.'

"There are two major problems that face students. One is related to science and engineering majors. If they have inadequate exposure to the arts and humanities, they would end up narrow minded technicians. A second problem is related to students in non-technical fields. If they are not given adequate exposure to science they may not see for themselves the realistic view of technological achievements."

"Most students in college change their majors at least twice. During the earlier part of their college years, they find that their first major isn't the one they end up electing. The more specific they get early in their majors, the harder it is to get out."

Dean John Harshbarger - Dean of Student Affairs:

"I support the liberal education approach. An important part of a college education versus trade

education is the different exposures to courses. A broader education helps the students learn to think of many different things. It exists so that instead of their being ignorant of various subjects, it is a general way to acquire knowledge."

"The University has what it calls basic degree requirements. The rationale behind this is so that a graduate has had at least some exposure to a wide variety of subjects considered important. It doesn't mean that he'll ever have a lot of interest in the subjects, but in the long run the result will be better knowledge of the world."

"I would like to see more electives added and to have the student choose a wider variety of courses. They should have room in their majors to schedule more classes than before that are not in relation to their majors. There should also be a system to orient the times the student takes his classes. The basic courses could be spread out over the four years instead of being taken only during the first few years."

D. Richard Quarton - Psychology:

"I feel that almost any of the classes are relevant to a psychology major. Even math is important, although I think that the usefulness of geoscience, phys. ed., and the languages can be gotten another way. I believe in the liberal arts. There are technical schools for a person who doesn't want the background of a four year liberal arts college. Many employees prefer to hire four year college graduates over the technical school graduates. This shows that there must be a difference, and that the difference must be what employees want."

D. John McDiarmid - English Dept.:

"The answer depends upon a much larger issue involving the liberal arts. The liberal arts is what Behrend is all about. If the student goes to a vocational school, then he won't have the traditional liberal arts education. The liberal education should generally cultivate one's mind."

Mr. Bake - Physics Dept.:

"Students should not only take courses within their own major, but take courses out of their field. An engineering major should have to take general and specific courses. He should take philosophy or even art history to broaden his mind and he also gets to meet other people. These

courses broaden the horizons of a college degree. The main judgement about courses lies within the school's emphases and the type of school. Having no exposure to fields beyond one's own years, might make one wish he had taken more general courses. If you had never taken any other courses outside of your major, you'd be a dull and narrow minded person. After all, the definition of a university is to broaden a person specifically and generally so he can later fit into several niches."

Melanie Thompson - DUS 3rd term:

"I used to think that students shouldn't have to take the basic requirements, but I've changed my mind. I thought it wasn't fair to make people take a humanities course if their major was biology. If you take only courses that pertain to your major, than that's probably all you'll know in life. If you go to a party, and everyone there is an engineer and you are a business major, what will you talk about. You must know things outside of your major."

Mark Marshall - Political Science 12th term:

"I believe students should be required to take so called 'extra classes'. The reason for going to college is to get an education, not to learn a particular skill. If that is what a student wants, he can go to a trade school."

"There was a time when I resented having to take classes that seemed to have nothing to do with my major. Now that I have been through them I am glad I was forced to expand my horizons. It scares me to think of how shallow my education would have been if I hadn't taken any English, music philosophy, or physical education. You never know what you are going to need in the future. The classes that seem so important to us now may prove to be the insignificant things we studied. Specialization has its advantages, but so does flexibility."

Gary Gasperich Civil Engineer 6th term:

"It is hard to say because you can't tell until you get out into the real world to know what you really need to do your job. The classes give you a general view of many topics, some of which you would never have taken (voluntarily). Many students are not sure of what they want to do with some of these broad ideas; such as philosophy and political science and many finally find

interest or eventually change their major to one of these interests. There is no doubt that many of the courses will never directly be used while on the job."

John Bana Geophysics term 3:

"Mandatory classes are a waste of time and energy. Students would be able to leave college earlier if they didn't have to take the extra classes. This would save time and money. I

think that the selection of classes not related to your major should be left up to the individual to decide. I am paying for the classes, so why shouldn't I take the ones I like?"

Carolyn Marshall Nursing term 7:

No, I don't think that students should have to take as many subjects unrelated to their majors as they do now. More time should be spent in the area of their interest which would motivate more students to learn more about their major. Other subjects can be correlated to the major also, and this would still give the student a "well-rounded education." It would make these other subjects more interesting to the student."

By Sue Bentz

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that there are as many proponents as opponents of it. There are even those who feel that tenured professors should be re-evaluated according to the present standards. Even as a grad student she "knew the competition was fierce" and that it "did take publications to stay in and I would say that most of us had published before we got out of grad school." Most new grads realized that it wasn't a "cakewalk" once they were hired. This has treated an "under the gun" mentality foreign to some professors tenured during the fifties and sixties. "The rules of the game have changed," she said, "and they've changed drastically and I suppose they will change again." She warned that it was "certainly something that one should be very aware of."

Professor John McDiarmid, a recent employee of Behrend was "disappointed" when he was informed of the denial of tenure to Dr. Michel Small and of similar action against Dr. Phil Iobst. "I was surprised that it occurred at this level in the process," he remarked, but that "given the precedent of Phil Iobst, last year, I wasn't altogether surprised."

He did feel, though, that "its a good thing" for a major university like Penn State to have "fairly specific guidelines for tenure," to prevent any inconsistencies capricious or not. He concurred though that any standard should be "applied, flexibly" "A blind following," he went on, "of just reading down categories and checking off boxes ... obviously isn't going to serve the purpose of an educational institution." He sensed that it is preferable if committees of review follow basic guidelines "with some kind of latitude" to fit these

requirements to individual cases. He also felt that the guidelines of PS-23 were written "mainly with University Park in mind" than for a college like Behrend where undergraduates teaching is its "main purpose." "There are some teaching differences between the values of this place," he added, "and the values of University Park, mainly having to do with the increased emphasis on teaching." He also cited that the resources necessary for research weren't "as great" and "the amount of time available is not as great" at Behrend as at University Park.

Chairman of Behrend's Faculty Council, Dr. Bernard Scott strongly urged that Penn State should not offer new teaching faculty members limited - terms rather than tenure-track positions. If the new professor does well in his position he may then be offered a tenure track position, he said. "Now then people would know" that their job wasn't permanent.

"How can you in all consciousness employ a person for twelve years" (referring to Dr. Iobst) "and then say 'Well, I'm sorry, we're terminating you because your standards are not good enough for us? He prefers that the University explain the economic reasons behind the denial of tenure. Otherwise, he claims, "It's nonsense."

Behrend and PSU's reputation he felt, were being affected by some of these recent tenure decisions. "I think that these things do reflect unfavorably upon the institution as a whole." During the course of the interview he dug up two faculty appeals to the University Senate from the DuBois and Beaver campuses. Each dealt with the effect of recent tenure-policy decisions upon the reputation of

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Spring Term 1980 Graduates

SPRING TERM 1980 GRADUATES TWO YEAR GRADUATES

- Maureen P. Alleman 2NURS
- Deborah A. Allison 2NURS
- Jane E. Bartlett 2NURS
- Joni M. Biletnikoff 2NURS
- Roger M. Blair 2LAS
- Barry G. Blystone 2BA
- Suzanne M. Bulman 2NURS
- Roberta Burns-Brown 2NURS
- Eugene W. Dolfi 2EET
- Russell G. Fisher (Jr.) 2MET
- Karen L. Flatley 2NURS
- Kenneth Fleischer 2EET
- Cheryl L. Geist 2NURS
- Jerry R. Gray 2MET
- Grant H. Haller 2NURS
- Wendy S. Heath 2NURS
- Gayle M. Hemenway 2NURS
- Thomas M. Hesch 2BA
- Richard P. Hiegel 2NURS
- Joanne L. Hoover 2NURS
- James R. Houser 2MET
- Daniel L. Johnson 2EET
- Kenneth P. Johnson 2EET
- Gregory M. Kenrich 2NURS
- Valerie J. Kerner 2LAS
- Kimberly M. King 2EET
- Charles E. Kozik 2LAS
- Diane M. Kubasik 2LAS
- Dennie R. Ledden 2MET
- Dale H. Leopold 2MET
- Clint L. Logue 2MET
- Michael J. Maher 2MET
- Anna B. Matson 2NURS

- Alan C. Morean 2MET
- Denise L. Morrison 2BA
- Joanne F. Muccino 2NURS
- Pamela S. Neckel 2NURS
- Julia E. Publicover 2BA
- Daniel E. Reese 2EET
- Gary D. Rexford 2NURS
- Diane M. Rigazzi 2NURS
- Christine M. Ritchie 2NURS
- Mia Sands 2BA
- Daniel J. Schlimm 2NURS
- Nancy J. Seifer 2NURS
- Beverly J. Shaffer 2NURS
- Cheri L. Sherry 2NURS
- Shelly J. Spencer 2NURS
- Susanne Taylor 2NURS
- Raymond R. Zielewski 2EET
- Deborah A. Zill 2BA
- David J. Zondlo 2EET
- Todd A. Smith 2MET

FOUR YEAR GRADUATES

- Robert A. Agosti ACNTG BS
- Jeffrey J. Amann ACNTG BS
- John A. Bauman MA ST BS
- Craig J. Bixby MANGT BS
- Bonita K. Bohman ECNS BS
- Gary J. Bunting BIOS BS
- William A. Burkley ACNTG BS
- Florence C. Busbee POLSC BA
- Haywood J. Clement MANGT BS
- Cindy S. Coleman PSYCH BA
- Sandra J. DeLellis ELISH BA
- Jean M. Dever ACNTG BS
- William G. Dunkle MA ST BS
- Robert J. Eddy (Jr.) PSYCH BA

- Eric M. Ekstrand MANGT BS
- David B. Evans ACNTG BS
- Terrence J. Forish POLSC BA
- Fiona J. Fox ECNS BS
- Carla G. Fryling PSYCH BA
- Mark M. Fuhrman COMMU BA
- Valerie J. Gibbens MANGT BS
- Dulce J. Glaz PSYCH BS
- Michael E. Glover MANGT BS
- Daniel L. Hrechun ACNTG BS
- Timothy M. Jares GAS BA
- David L. Keppler PSYCH BA
- D. Lincoln POLSC BA
- Deborah A. Lojewski PSYCH BA
- Susan J. Lorei APLSC BS
- Mark G. Marshall POLSC BA
- Thomas G. Miller COMMU BA
- Pamela M. Olenski PSYCH BS
- David T. Rodgers PSYCH BA
- Robbin K. Ruhl PSYCH BA
- Marc A. Sargent MANGT BS
- Linda A. Schweinitz PSYCH BA
- Scott N. St. Clair MA ST BS
- Mark S. Silverthorn COMMU BA
- Sue Ann Spanos GAS BA
- Todd V. Stahley ACNTG BS
- Kurt A. Stephenson ACNTG BS
- Bruce D. Thomas ACNTG BS
- John J. Tuzynski ACNTG BS
- Jeffery N. Webster POLSC BA
- Ronald S. Williams PSYCH BA
- James J. Winschel MANGT BS
- Anne E. Wykoff APLSC BS
- Janice M. Stryker BIOS BS
- Bruce A. Gray ACNTG BS
- William Mark Gornall POL. SCI. BA



Behrenders enjoy the newly renovated Commuter Cafeteria.

The Library Free Day

The Behrend College Library is pleased to announce that Monday, May 19, 1980, is the LIBRARY FREE DAY. There is no charge to all overdue books regardless of how many volumes you borrowed, if you return them to the Library on that day. Please take this opportunity to return all your overdue books.

The Library hours for the Final Exam Week will be as follows:

- Sunday, May 18 2:00 p.m. - 12:00 Midnight
- Monday, May 19 8:00 a.m. - 12:00 Midnight
- Tuesday, May 20 8:00 a.m. - 12:00 Midnight
- Wednesday, May 21 8:00 a.m. - 12:00 Midnight
- Thursday, May 22 8:00 a.m. - 5:00 p.m.
- Friday, May 23 8:00 a.m. - 12:00 Noon
- 1:00 p.m. - 5:00 p.m.