

Editor Finds No Answers

Discussion Of The Eternal Question: "Where Have We All Been?"

By Claire DeSantis

For all of you who just might look to this column for "what's new on campus," you won't find it this time. Instead, you'll find what I feel is "what's old on campus." The topic for this week is attendance - not class attendance but attendance at the various functions the campus offers. (Didn't I do this last year?)

I attended the Dotson Rader lecture on runaway children. I found it to be very interesting and informative. But then the thirty or so attendants at that lecture were predominantly those that were invited to the small dinner prior to the talk. Why is it that more students and faculty couldn't have attended?

David Voigt, who wrote a book on the history of baseball, was on campus last week. The attendance was an embarrassing ten or so. That's strange, since the lecture coincided with the playoff games that week. As a matter of fact, the time of the lecture that night ended up falling right down the middle of the games. The lecture was at eight o'clock, while the first game ended around seven o'clock and the second game began at nine o'clock. It seems as if that would have been the perfect compliment to the games-although I may be mistaken.

What is our problem? Is everyone - and I address students and faculty - that disinterested? Or are we all bogged down with work? There are viable reasons for the lack of attendance at the functions, but maybe the lesson to be learned is that we need to "stop and smell the roses" more often. These functions are both informative and relaxing and maybe that is what we all need every now and then.

Not long ago, a musician named Buzzy Linhart was at Behrend to perform. A SUB spokesman told me that they lost nearly \$1000 on that performance alone - and it was a very good one. The Student Union Board sponsored that event and they only made - and I'm not joking - \$4.50 on it. That's crazy and we couldn't blame SUB if they chose not to sponsor these performances anymore. This is not to mention the whopping total of thirty that attended Barbara Bailey Hutchison's performance. I would venture to bet that SUB lost a pretty good dollar on that one, also.

While I can't beg people to attend, (Because I am as guilty as the next Editor) I can call the situation to your attention. These events are worthy of our attention and practically painless at that. We might even find an evening of music enjoyable.

I don't mean to be so sarcastic, since, as I said, I am also at fault, but the whole situation is so ironic that I hardly feel I have a choice, especially when considering all of the students and faculty that are on campus in the evenings. Once again, I can't make people attend, but I can bet you that if you would, you would not regret it. It would be both entertaining for us and beneficial to the programs here at Behrend. Anyone up for the Avante Theatre Company's presentation of "Home?"

And so it goes ... until next week.*

* The Avante Theatre Company will present the play "Home" on Wednesday, October 19, at 8 p.m. in the Reed Lecture Hall.

Behrend Collegian

Editor: Claire DeSantis

Assistant Editor: Risa Glick

Business Manager: Rod Luery

Sports Editor: Joel Campbell

Staff

Elizabeth Gillian
Donald Gwizdz
Dave Harrington
Mary Hickin
Michael Kitchen
Edward J. McCloskey
Thomas Miller
Justin Panson

Lisa Pavadore
Cynthia Stipancic
Sarah Tamilin
Margaret Tomczak
Ann Weunski
William Whitney

Mailing Address-Behrend College, Station Road, Erie, Pa. 16510
Office-Student Offices, Reed Building
Office Phone: 898-1511 Ext. 221

Opinions expressed by the Editors and staff of the Behrend Collegian are not necessarily those of the University Administration, faculty, or the student body.

"For Those Of You Who Pahk Your Cahs . . ."

by Lisa Pavadore

In coming to Behrend College this September, I had to cope with the fact that once again I was a freshman. I was confronted by the many questions that rolled around in freshmen minds: Will I make many friends? Will I get along with my roommate? and the ultimate - Will I fit in?

Soon after the semester started, I was all settled in and had made a number of friends. Classes were fine, and my health was good, despite Dobbins' offerings. Un-

fortunately, being from Boston, I had yet to conquer my greatest obstacle: my speech.

When my roommate first asked me to hand her the "pop," I took a full look around the room to find something worthy of the title. I thought everyone called it "tonic." I still can't get through a conversation with a group of people. Soon after a few words, I'd notice the smiles, giggles, and people elbowing each other. Many have told me to "Say that again." Once in a while it could be ir-

ritating, but I have come to see an advantage. While I thought that my difference in dialect would make me seem strange, it draws people to talk to me. My so-called "accent" has not isolated me, but has turned out to be my best social contact.

So for those of you whom I have met, you can continue to joke - or should I say "jag" about my dialect, because I'm still going to "pahhk my cah in my gahrahe."

Dean Lane Discusses Behrend's Evolution

by Mary Hickin

While Behrend is celebrating its 35th anniversary, Dean of Admissions Benjamin Lane is also celebrating an anniversary. Dean Lane is beginning his 31st year at Behrend College of Penn State. Lane began his career at Behrend as a member of the English teaching staff. Through the years he has seen the college go from Behrend Center to Behrend Campus to Behrend College, as well as many other changes, both tangible and intangible.

Dean Lane chose Behrend after a year at a private school and remained because he saw the growth potential and was "very much entranced by the campus" and its beauty. While the beauty remains, the campus itself has changed dramatically.

When Dean Lane first came here, the faculty as well as the students lived on campus. Lane's first child was born while he resided here. The only buildings were the Behrend building, Erie Hall and the Administration building which housed the women. Turnbull was the cafeteria and Lane's

office in Turnbull was once the electric lab. Since then he has seen the college grow and over a dozen more buildings erected, including three dorms and the library.

Along with the growth of the campus, the faculty and students have increased greatly. The student body has grown from 260 to over 2000 full-time students. The changes in the students are few he said. Attitudes haven't changed. Dress codes have. Back when he started, the men wore coats and ties to dinner, women wore skirts and heels.

But the students themselves, he says, haven't changed much. He concedes they are more "worldly" than those of 30 years ago. He attributes this to the emergence of television as a common household item and to the computer. These two inventions alone have changed the American student considerably.

Dean Lane also feels that the students are more competitive. The entrance procedures were much simpler 30 years ago. SAT scores (a common requirement for

most colleges now) were non-existent. Entrance requirements have grown more competitive and more difficult.

The one change Lane feels may not be for the better is the attitude toward education. More students and faculty regard "a college education as a means to a better job." The emphasis is no longer on educating a student, but training him instead. He feels there isn't "the delight in learning for learning's sake" and that the "intellectual delight, the fun of the whole area of study ... is lost." This is not the fault of the student but of our culture he said.

The strong point of the college is one he thinks has been a strong point through the years. That is the advantage of a small college with a strong faculty. The student-faculty interaction is good for both parties. The formula for education is still the teacher and the student. And with as small a college as this, the faculty can get to know the student personally which can make for a better learning experience.

Editorial Comment

Cheating . . . A Contagious Disease

By Risa Glick

Cheating is a disease that is currently spreading throughout the schools of our country. There are three degrees of this disease: minor, serious and critical.

Cheating is highly contagious to those people who are not strong enough to battle it. Once this disease is caught, it runs rampant through the body of the infected person, making it difficult to cure. Some cheaters have been cured during the early cheating phase, but once the total cheating process has been reached, chances of being cured are quite slim. Continual use of cheating will result in an addiction to cheat.

Many of the symptoms of this disease are visible. The first stage of cheating is the failure of a student to study for a simple quiz. Instead of honestly sacrificing a few points, the student resorts to "borrowing" the answers of a fellow classmate. This small symptom leads to cheating on a much grander scale, including major tests and final examinations. During the early stages of the disease, the symptoms are very minute. They consist of roaming eyes, whispering during the exam, the exact same wording of

answers by two different people, or two students with the same problem incorrect, made by the same mistake.

As a result, it must be mentioned that these symptoms consistently worsen. Methods of cheating are as numerous as the symptoms, if not more so. Most of these methods are mischievous; all are dishonest.

Along with symptoms, are simple methods of cheating, including cheat sheets with either notes on them or answers to the test. Notes written on the desk is an easy but risky method of cheating. Writing answers or notes on one's hand is always a popular style. These are a few of the common methods of cheating. There are more imaginative techniques such as writing notes on a rubberband and then stretching it across the desk. The notes become blobs of ink when the rubberband is removed. Writing notes on a calculator or a shoe is quite common, as is a graffiti stricken pencil.

Sometimes there can be found a student who takes cheating to its fullest extent. He sits down to take the test, and after taking a good look at it, he feigns a

headache. He then asks the teacher if he can go to the nurse and he schedules to take the test at a later date. In the meantime, he works out all of the problems on the test and subsequently, obtains a higher score. Thus, he is an example of the compulsive cheater.

As a result of cheating, there are a variety of different punishments that can be administered to the victim. They range anywhere from receiving a failing grade on the test, to failing the course. Some schools take cheating seriously enough as to expel the cheater from school.

Overall, the compulsive cheater does not realize that by cheating, he obtains a good grade dishonestly and that this affects the grading scale for the students who do not do as well by being honest. He also doesn't want to believe that cheating will catch up to him sooner or later, and he will be punished. The compulsive cheater does not stop and think that his actions are disturbing and disheartening to the honest student. The honest student can only sit and hope that someday a cure will be found for this disease known as cheating.