

letters to the editor

Confusion regarding D.U.S. cleared

To the Editor and to Ms. Lynn Popovich:
 As Acting Head of the Division of Undergraduate Studies, I was distressed to learn of your confusion (Collegian, Volume xxv, Number 2 pg. 4) regarding the purposes of our office and the services it provides. Moreso, you seem to be confusing D.U.S. with a committee of Penn State. Perhaps I can alleviate this confusion.

For the benefit of full-time students, Behrend is divided into three "academic divisions" and one "school". The "school" is our newly established School of Business, while the Divisions are Science, Engineering, and Technology; Humanities and Social Sciences; and lastly the Division of Undergraduate Studies. Each of these is a distinct academic unit of Behrend. While there may

be days when each division head wishes his unit were only a committee, we are really much more. There is, however, an Undergraduate Studies Committee composed of faculty and student membership. This committee is a branch of Behrend's Faculty Council, charged with recommending policies which relate to all undergraduate instruction at Behrend.

Permit me to end with a few comments about D.U.S. Contrary to your understanding, there is no "major" in D.U.S. A student chooses enrollment in the Division of Undergraduate Studies when the student is uncertain regarding an immediate choice of major. Through close individual counseling, academic advice and career planning, the staff members of D.U.S. assist the student in deter-

mining an appropriate academic major. We are proud to serve more than two hundred bright, articulate, and qualified students enrolled in D.U.S. at Behrend this semester. Coincidentally nearly 40% of these students have found our office in Glennhill and scheduled our services already this semester. I hope this information is useful to you. If, as the editor suggests,

there is a "valid point" in the Collegian article, may I respectfully suggest that the point is, perhaps, to know precisely the area to be investigated.

Yours,
 Michael D. Chiteman

Michael D. Chiteman

Acting Head

Senator's election process considered

Now that the muddled process of running for Senator and the Freshman elections are over, one can objectively speculate as to the way the entire procedure was handled. For those individuals that had not previously been informed of the results, James Hague and Steven McGarvey were elected Freshman Senators on Tuesday, Sept. 16. The other competitors for these two positions were Hillary Kun, Angela Papeleo and William Davis.

Each of these five commuter Freshmen created signs with their own individual slogans and distributed these posters in the most frequented and observable places on campus. However, it cannot be acknowledged that any of the competitors took the pains to make themselves known as they did with the posters. I am sure that each tried to meet people so as to create a higher voting percentage to their advantage, but it was eventually only a feeble attempt since only twenty-three percent of the Freshmen class actually voted.

The election process that was followed this year varied from past elections because of its lack of uniformity and slackness in trying to inform the Freshmen Class as to their possible candidates. There was never a time when the rivals came together to introduce themselves and present their ideas

to the public. There were no debates, rallies or public addresses. For the most part, the only one knew one's options for Senator was through word of mouth through the grapevine, or by the candidate's posters. Seriously think about these forms of informing others on how you stand on certain issues. How reliable is a poster when it comes down to deciding the voice of the Freshman Class for the present year? And personally I would rather hear first hand as to what another "thinks" about the candidates but yet when many placed the check marks next to two of the names on the ballot they referred back to what poster caught their attention most or to what their friends had told them to do. It cannot be ignored that this election was, in part, a popularity contest between rivals. All parties in the election have agreed that being popular was not the main thrust at becoming elected, but it did not hurt to have a few friends' reassuring votes. This is not to say that each candidate did not contain qualities which would have benefited the S.G.A. and the Behrend Campus, however the emphasis was misplaced onto one's artistic talents and popularity rather than one's political competency. The S.G.A. was in charge of appointing a committee which would undertake the responsibility of

organizing and carrying out the successful completion of the election. What happened to this committee? Tim Zbel, who was the head of the supposed Election Committee, claims that the S.G.A. did not give him sufficient time or instructions to accomplish this. My only questions then are why wasn't the council elected sooner and why was Mr. Zbel elected chairman if he had no idea where his responsibilities lie. Tim said, "I know more could have been done, but the two most important factors in bringing the candidate closer to the

Freshmen Class were missing—time and interest. There was little time, but even less interest by the Class involving the elections." The newly elected Senators, James and Steven, have both voiced that one of their priorities was to provide a stronger link between the commuter, the resident student, and the Campus itself. This vital link will become possible only if constructive communication between the students and the elected representatives is reinforced with positive appreciation of all festivities and programs undergone that year. The

Freshmen Behrend Class has supplied the leaders to represent them. Hopefully, through their leadership, knowledge will be supplied to the students in which more student participation will be acquired. However, they could attain the capability to lead us only after we provide them with knowledge on how to serve us. Potential and determination can be recognized in each newly elected Senator. The people's choice has been made and now the Class of 1990 must hope they made the proper one, only time will tell. On Wednesday,

September 17, Steven and James attended their first official S.G.A. meeting. Their attentiveness and responsiveness at this meeting has started them on the right foot in regard to qualification of their seats in the S.G.A. I just hope the two of them live up their posters' reputation.

Sincerely,
 Chris Rapach

Christopher Rapach

S.P.C. Vice-President

Add to present library

My suggestion for the placement of the new library is to add to the present Reed Building by building 5 or 6 floors above the present structure and making the roof an observatory with a view of Lake Erie. At the side of the building, the Jordan Road side, there could be an indoor parking area which would thus provide more of the much needed parking space. The University of Pittsburgh has the Cathedral of Learning and it has become a much visited landmark, so why not put Behrend on the map of places to visit and attend in Erie? The lake and surrounding areas are certainly more scenic than the steel mills of Pittsburgh.

If the builders are worried that the present foundation could not support such a project, it could be achieved by using structural steel stanchions on the outside of the present Reed building and then facing them with brick. That would provide a sturdy and reliable base for many floors and be much cheaper than starting from the ground up. More space could be achieved and the beauty of the present campus would be greatly enhanced.

Kay Tauber,

Kay Tauber

Behrend Operator

S.G.A. President responds to Collegian article

To the Editor and to Ms. Lynn Popovich:

This letter concerns your recent article in the September 25 issue of the Collegian entitled "The Article That Never Was." In this article you told of the frustrations that you encountered when trying to find someone to explain the D.U.S. (Division of Undergraduate Studies) system to you. I was somewhat amazed at how you told of getting no help from anyone, only a run around and a hassle. I also took offense to the following lines that you wrote about SGA. You said, and I'm quoting you, "When I called SGA looking for people to talk to, they told me they didn't have the number I was looking for. They weren't able to find what I needed. I wasn't expecting such a hassle, but I got one."

Well Lynn, I personally talked to you on two separate occasions over the phone. During those conversations I related to you the following information:

Number one, the person that you were asking about is indeed a member of SGA. She is also the student representative on the Committee of Undergraduate Studies which serves the Faculty Council of Behrend College. She was also elected as the student represen-

tative on the University Faculty Senate at University Park, and she serves on their Committee of Undergraduate Studies.

I told you that she doesn't serve office hours in the SGA office, yet you kept calling there looking for her. I told you where you could find her that afternoon, and I also told you which apartment she lives in. I figured that since you both live on campus, you might be able to make the walk up the hill to see her. Granted, I didn't have her phone number to give you, but I did supply you with the number for Housing and Food Services, and they would have supplied it had you called them.

No offense intended, but if you didn't get the information that you wanted after 12 phone calls, perhaps some leg work was in order. I think that the SGA does its best to help the students whenever and wherever possible, and the above quote from you was unnecessary. Perhaps "The Article That Never Was," just never should have been.

Sincerely,
 Doug Gainor

Douglas E. Gainor

Student Government President

Remembering when . . .

by D. Edward Morgan

Five or six years ago one could walk about this campus and savor the environment and setting that surely prompted Ernst Behrend to choose this location as his home. The campus was no longer the rural residence that it was in Behrend's time, but it was still a campus in an idyllic rural setting. (I believe it's both pretentious and affected to call it "Glennhill Farm" having grown up on a farm. One can hardly imagine where one might attempt to grow things on this terrain.)

Having been to my share of campuses both as a visitor and as a student, I can easily say that the atmosphere I have found most conducive to study was that of sylvan retreats where ideas could be considered without competition from the inventions and monuments of enterprise and commerce. Such idylls insulated the members of the college community from the world.

One could roam the campus and sort out thoughts and contemplate and reflect. I have picked wild strawberries on this campus on such walks. I have picked wild raspberries as well. These were but

two of the discoveries I made while trying to fit pieces in various puzzles myself. I am saddened to report that the wild strawberry patch and the wild raspberry patch have both been destroyed to provide for a different environment. They have been replaced by nice, level but decidedly uninteresting grass. There are reasons for the grass I suppose, but homogeneity seldom yields the delightful surprises of the occasional briar patch.

The possibility that these sylvan environments created the "ivory tower" syndrome is undeniable, but they can exist without an accompanying departure from reality. I need only cite Indiana University at Bloomington where I attended graduate school and where the central part of campus is a virgin forest to prove the point. Again, the berries were there.

For the student, the ideal environment should be one that facilitates the process of promoting contemplation. Competing for this time to reflect are many of the more materialistic pursuits necessary to earn the tuition so as to be able to be here to consider these topics. Therefore, making this time of reflection and contemplation as

attractive as possible is the best way to insure that it will take place. And it is as necessary as the part time job or the study date.

When I came to Behrend seven years ago, I was drawn by that same atmosphere. Behrend was a place where one could take the complicated events of the outside world and then brake them down into their constituent parts for consideration and examination. One could then attempt to explain an aspect of the world of business or the law or any subject from its component parts. I believe that this process is a necessary part of the learning process.

This breaking down and putting back together is also a necessary part of teaching in that it is the teacher's responsibility to illustrate not only the parts but also illustrate the process that enables one to discern the parts of the whole. It seems to be best accomplished where one can sort out the part that a trend or idea may have in business and society such as the ramifications and responsibilities of participative management. One can isolate and consider these topics before placing them back into context. So should the student

reassemble and reintegrate for an understanding of the way that business functions. But each disparate aspect of business need be isolated and pondered by itself in a setting devoid of worldly distractions.

The serendipitous rewards found on campus for taking the time to place things in perspective are for the most part private joys. The conviction that the tastes of wild strawberries and raspberries are so sublime as to justify the greatest of effort to locate them is shared by too few.

I have been accompanied on occasion by a fellow berry picker. The number of berries we picked were more than each of us alone could have picked. This summer's ruminations revealed neither berries nor fellow pickers. Perhaps it is that they have to imagine their elation at such a find.

Surely it is part of the farm boy in me but such discoveries were an affirmation that there are rewards for everything. You simply have to recognize the rewards when they are presented. And you can only find rewards where there are rewards to be found.

the Penn State-Behrend Collegian

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Mailing Address - Behrend Collegian, Station Road, Erie, PA 16563
 Office located in Reed Union Building
 Office Hours - 9 a.m. - 5 p.m.; Monday through Friday
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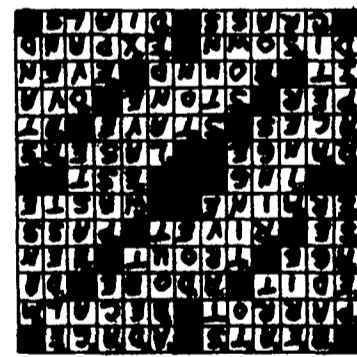
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Editor's note

Mr. Chiteman, Mr. Gainor, my apologies to you both. Your organizations fell prey to "The Article That Never Was". However, the "valid point" that I hoped to make was that red-tape and the run-a-round can be discouraging and sometimes much-needed information isn't easy to find. And, while that is a valid point, it might not have been the case since Lynn was able to reach you both and had a chance to talk with you. She did have access to the information and to the people who could give it to her. I should have clarified her article assignment before she began doing her research—a lesson learned. Mr. Chiteman, your point

about "knowing the area to be investigated" is well taken, I assure you. Thanks for setting the Collegian straight! —Jack Horner



Don't look now. Puzzle page 4.

Editorial Policy

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