

news

The campus club report

Ranger Club

by Lori Beals
Collegian Staff Writer

On Nov. 3, the Ranger Club meeting started with an inspection of the uniform and equipment of each member. Then, the Rangers moved into the Behrend building and were instructed on how to read a map and understand the 5 basic terrain features: hilltop, valley, saddle, ridge, and depression. They were also instructed on measuring road distances, and on locating the grid coordinates of points on a military map, then measuring the distance between them. The meeting was concluded by having the Rangers run the fitness trail for the purpose of learning how to navigate the woods in the dark, and to increase physical stamina.

On Nov. 10, the Ranger meeting again started with an inspection, then the Ranger Challenge Team demonstrated how to build and cross a one rope bridge. After this, the rest of the Rangers got hands-on experience building a one rope bridge, and they were shown how to cross the rope using an inverted hang, and also the Commando crawl, in which they cross while on top of the rope. Then the Rangers moved to the Behrend building and were given a class on orienting a map by either using a compass or using terrain association. They were taught how to find azimuths, which are directions on the compass measured in degrees, using the lensatic compass. The meeting was concluded by a motivational sprint and push-ups.

Alpha Phi Omega

by Jim Thomas

Last weekend, November 7, 8 and 9, two brothers and a pledge went to Indiana University of Pennsylvania for the 1986 Fall Sectional Conference. Time was spent partying and playing Euchre, in addition to going to seminars. It was great fun! Our chapter received an engraved gavel from the WVU chapter as a gift for being inducted into Alpha Phi Omega.

Several planned events here at Behrend are as follows: another plant sale, Sectional Sledding, Teasley memorial ski trail, and

Teasley 10k Ski Marithon.

Ed Bailey will be our chapter's only delegate to the National Convention in Houston, Texas.

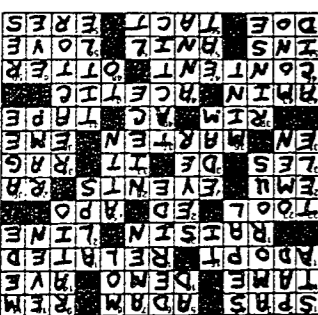
Anyone who may be interested in joining Alpha Phi Omega is welcome to attend our meetings which are held every Tuesday night at 5:15pm in either the Conference Room or the Reed Lecture Hall. We will be having a Formal Rush in the Spring of 1987.

Scuba Club

Susanna Jalosky
Collegian Staff Writer

On Nov. 25, the Scuba Club will be selling handy 14 oz. mugs at the mens' basketball game against Bethany. The mugs will be filled with your favorite soft drink for two dollars. The mugs can be refilled at the games for the rest of the season for the low price of only fifty cents.

At the Daemon game on Feb. 2, there will be free refills to promote the sale of the mugs.



Don't look now...
puzzle page 4

Astronomer holds two-day seminar

by Lori Beals
Collegian Staff Writer

There was a good turnout at Behrend on Nov. 10 and 11 for the presentations of Astronomer Dr. Heinrich Eichhorn. The first night he spoke about the sun and its atomic energy, experiments on Mars which turned up no life, why none of the other planets in our solar system could support life, and radio signals transmitted by pulsars, which were first thought to be signals from other intelligent life outside of the solar system.

The next night, his topic was the search for extra-solar planets around stars like our sun which would be able to support life. His view on the subject of other intelligent life in other solar systems was that "we will have to wait to

find out if we are alone." Dr. Eichhorn attended Vienna University in Austria from 1945-49, where he received degrees in Astronomy and Math. Later he moved to the U.S. and was an assistant professor of Astronomy at Georgetown University.

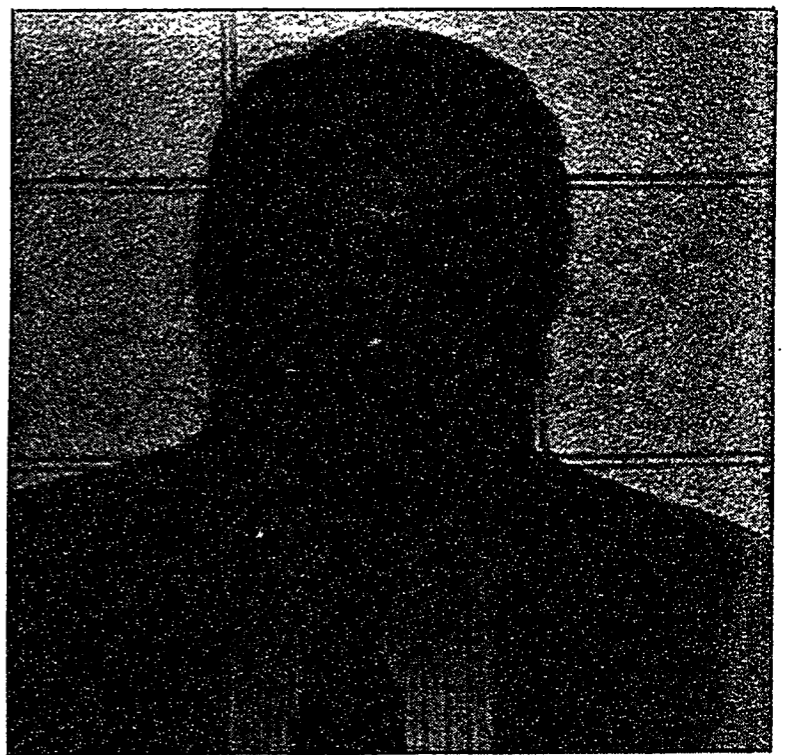
From 1964-79, he was a professor of Astronomy at the University of Florida at Tampa, and from 1979-present he has been a professor of Astronomy at the University of Florida at Gainesville. He also served there as the Chairman of the Astronomy Department from 1979-85.

Well known for his research in the field of star positions and data reduction, Dr. Eichhorn has been a visiting professor of Astronomy in Brazil and France and has lectured all over Europe. In the future, he

plans to teach astronomy in Austria and China, and continue his research.

His view on Astronomy as a

whole was that "without healthy astronomy, society as we know it would go down the drain."



Dr. Heinrich Eichhorn, astronomer.

Photo by Rob Eggleston

Studded tires legal in PA

House of Representatives-Rep. Harry E. Bowser today reminded Pennsylvania motorists that it's now legal to use studded snow tires.

The Erie County legislator noted that the studded tires are illegal in the Commonwealth between April 15 and Oct. 31. Bowser added that approved snow tires (not necessarily studded) or chains are required on vehicles traveling on declared "snow emergency routes."

Bowser also reminded citizens of special regulations for snowmobiles.

Individuals who operate snowmobiles on state-owned land or designated local roadways must

register their vehicles with the State Dept. of Environmental Resources. There is a bi-annual fee of \$10.

Bowser noted that most snowmobile dealers and notaries public have the forms needed to register the vehicles.

Instructors learn new methods to teach remedial math

Continuing Education--Local mathematics teachers and administrators will be trained to conduct remedial math programs in their school districts during a two-day seminar sponsored by the Penn State-Behrend Division of Continuing Education.

The seminar, "Training Leaders to Teach Mathematics with Diagnostic and Prescriptive Methods (DPM)," will be held Nov. 21-22 from 9 a.m. until 4:30 p.m. at the Ramada Inn (1-90/Rt. 8).

Based on a fourstep instructional process, the seminar will provide: general information about the DPM approach; an explanation of and practice with DPM instruments (including base-ten blocks, counting chips, loop abacus, and fraction bars); instruction in developing strategies and lesson prescription; and practice in making assignments and evaluating students.

The DPM program was developed, fieldtested and

revised during a period of several years by the University of Maryland Arithmetic Center, the Tuscarora Intermediate Unit 11, several local school districts, the Penn State University system, and the Pennsylvania Department of Education.

More than 2000 teachers and administrators from 100 school districts have been trained in the DPM program, which was developed to help local leaders mold a DPM program to meet the needs of their districts' students, teachers and administrators.

After attending the workshop, the participants will be qualified to train their local faculty in DPM skills. The cost for installing a DPM program is reasonable and well within the budgets of all districts.

For more information or to register for the DPM seminar, call the Penn State-Behrend Division of Continuing Education at 898-6103.

"Sunday with the Times" December 7 at 10:00 a.m. Reed TV Lounge

opinion

Exams test teaching ability

by Jake Guinta
Collegian Staff Writer

Most everyone who reads this newspaper has been in this situation before: it's a test day. A student stares with empty eyes at the center of a vast, blank piece of paper. His vision is blurred, and he dreads what the next question may bring.

Of course, there is also the teacher, standing at the head of the class with a self-righteous look as if to say, "You should know this--most of it anyway."

That's how they remain for an hour, and with each passing minute, the student's hate for the teacher swells. At the same time, the teacher becomes more defensive, knowing that the test is perfectly fair or very close. These attitudes, which are very common and accurate, display a blatant breakdown in the system--testing in particular.

Webster writes that a test is "an event, etc., that tries one's qualities." Obviously, all tests try the student's ability to learn, but in as much as a test tries the student; it is also a test of the professor's ability to teach.

Some teachers today do not feel this way, rather that a test is a one-on-one matter, students vs. material. This is how they design their tests, considering them a good challenge for the students and attaching a bell curve at a later date. This is one teacher's typical attitude toward testing:

Many analogies can be drawn from the attitudes of the professors. The most common is the teacher who trains the student as a coach would train his team, but then leaving the students to face their opponent alone. There is always the professor who distributes the material as a sadist would show his victim the torturous implements he is about to use.

Teachers like this enjoy playing a game of King of the Hill and as students near the top, the professor wields his exams as a deadly weapon, striking down every student in the class. They leave only those few with IQ's over twelve million or anyone managing to get the answers to the test beforehand.

Then there are the professors with split personalities. They're so kind and caring while they teach, but on days of testing as they hand out the exams, the professor transforms into a menacing cyclop with a hideous grin. He passes out the exams as if they were cyanide capsules.

A personal favorite is the professor who tells the class that they aren't doing enough work, and then, when the exam comes, throw as many curve balls as possible to prove his or her point.

One final example of misteaching and mistesting is the professor who teaches class as if he's talking to his younger brother or sister. This teacher uses the exam as a justification to vigorously beat upon them.

What every method of teaching and testing boils down to is the ability of the teacher to communicate to the student--not just in notes and lecture but also in testing.

Too often exam questions don't resemble problems that the student has encountered before; then it is no longer a question of solving the problem in the manner it was taught. The challenge lies in finding the problem at all.

These may seem fair enough to the teacher, who has worked these problems for years, but to the student who has just grown familiar to the concept or equation, it is impossible.

Problems such as these are most likely a shortfall of the professor, an inability to communicate what he wants done on a particular problem. The ideal is a test that would test what was taught, what was communicated from professor to student if only the basic concept was taught, then only the basic concept should be tested. If more involved problem-solving is taught, then that is exactly what should be tested.

Exams become contests of intellect between the professor and the student. It seems as if both parties enter the classroom with the predetermined idea that each side will get in its best shots before the test is over, when, actually, an exam should be a test of the combined effort of student and teacher.

Build a better RAT trap

I have often heard less than favorable comments about the people who make themselves at home in the lobby outside of the Wintergreen Cafe. I've tried to be nonjudgmental for a while; the benefit of the doubt was given to the group of people that call themselves "RUB Rats". Even though not all of the inhabitants of the lobby are members of the pack, they all commit similar offenses. After many observations, my opinion is no longer that of an objective onlooker.

I was walking by the Wintergreen Cafe lobby recently when I heard what could possibly be the foulest phrase ever uttered. Much to my chagrin, I was being accompanied by a female member of the Student Affairs staff who also heard the profanity. I didn't know who to be embarrassed for first: the staff member, myself or the individual with the adolescent vocabulary. After apologizing to the staff member on behalf of all the relatively articulate students at Behrend, I turned to see from whose mouth spewed the filth that

had made my cheeks flush.

There, in all their glory, sat the RUB Rats. The scene was as it usually is in the lobby: five people had pulled some chairs and couches around a coffee table and were playing cards and smoking; two of the five were sitting on the backs of the chairs with their shoes on the cushion. On a couch off in the distance lay a commuter with the music from WBCR rocking her to sleep. There were a few people sitting on the floor talking and a few studying in chairs off to the right. Another person was sleeping under his coat in the center of the lobby. A student lay shirtless on the carpet while a girl with a pony tail gave him a back rub.

The floor was cluttered with overturned styrofoam cups, cafeteria trays piled high with empty plates and used, crumpled napkins. Ashtrays, upset by the careless, lay in piles of grey dust and bent cigarette butts. Books, coats and discarded Collegians (Lord knows why) were among the rubbish that adorned the carpet. It was early in the evening and the debris from the day's activities lay scattered throughout the area... the way it is every night when the RUB rats leave.

Yes, contrary to popular belief, the RUB Rats do leave; they do have beds and most of them even have rooms or apartments on campus. Who knew? Like many passersby, I had just assumed that the RUB Rats lived in the lobby. Regardless of the time of day or night, they always seem to be there, the same faces, the same places. And some of the things these faces do and say in that lobby are offensive to the members of the college community in which the RUB rats are supposedly active members.

As I walk by the lobby everyday it becomes more and more apparent that the people there do not want to be a part of anything other than that lobby. I am well aware that many RUB Rats are members of various clubs and organizations. In fact, I know some of the RUB Rats personally and, individually, they're not that much different than any other college student. But, when they're all together (and they always seem to be), they become a part of a world that they

have created especially for themselves and only other RUB Rats are welcome to tread on that magic carpet outside the Cafe.

The lobby outside the Wintergreen Cafe is there for the use and recreation of all students--not just the select few that have made it theirs. I have heard the RUB Rats say that others are welcome to join their little group, yet why do they move the furniture into little circles every day if not to shield themselves from the people that constantly walk by? I don't know about you, but I don't usually feel comfortable relaxing on a piece of furniture that I have to climb over the back of to sit on.

And, while I realize that there are certain four letter words in my

in the lobby when the cafeteria is directly behind them. There are ample chairs and tables available in the Cafe. If the students in the lobby must eat there, the least they could do is throw their garbage away. Please, people, have a little respect for others who would like to utilize the lounge area. A student wishing to sit down in the lobby would have to hurdle a few piles of trash just to get to one of the couches. It takes two legs and little effort to walk your dirty tray over to the trash can--make the journey. The custodians have enough to do without having to clean up after a bunch of people who don't care enough about their environment to clean up after themselves.

Think of the impression visiting parents, performers and university officials must receive when they gaze upon the activities of the Cafe lobby. What would you think if you saw a group of people hanging all over each other, sleeping on the floor surrounded by piles of garbage? I would think I had stumbled into an alley behind some lower-class establishment. And I would not want to stay there very long.

Unfortunately, the Reed Building only has three lobbies and this lessens the opportunities for commuters and residence hall students to meet and socialize in the Student Union. But more lounges are being designed in the new master plan for Behrend--so lobbies are on the way! Until then, we have to work with what we have. If a small group of students take over one of the three lobbies, that leaves only two areas for the 2,400 students to relax between classes. It's going to be a tight fit, don't you think?

The lobby outside the Wintergreen Cafe was not designed for a select group of students to congregate and dominate. It is a meeting place where everyone should feel welcome to come, listen to the music of WBCR and relieve a little of the tension brought on by classes, activities and other pressures, but the current inhabitants of the lobby do not make allowances for other people. They have simply turned the lobby into their own little Rats' nest.

Jack Homer
Collegian Editor



Editorial Policy

The Behrend Collegian's editorial opinion is determined by the Editor, with the Editor holding final responsibility. Opinions expressed on the editorial pages are not necessarily those of The Behrend Collegian, The Pennsylvania State University, or The Pennsylvania State University. Brown-Thompson Newspapers, the publishers of The Behrend Collegian, is a separate corporate institution from Penn State.

Letters Policy: The Behrend Collegian encourages comments on news coverage, editorial policy and University affairs. Letters should be typewritten, double-spaced, signed by no more than two people, and not longer than 400 words. Students' letters should include the semester and major of the writer. Letters from alumni should include the major and year of graduation of the writer. All writers should provide their address and phone number for verification of the letter. The Collegian reserves the right to edit letters for length, and to reject letters if they are libelous or do not conform to standards of good taste.

Postal Information: The Behrend Collegian (898-6221) is published fourteen times annually (seven times during each academic semester at The Behrend College) by the students of The Behrend College; The Reed Union Building, Station Road, Erie, PA 16563.