

EDITORIAL

Apathy On Campus

Once again, apathy has prevailed in the true Capitol Campus tradition. Recent SGA elections showed a graduate student voting contingency of exactly 7 graduate students. Not a very favorable showing from a group which last year exerted enough influence and effort to have an amendment passed to the SGA constitution allowing graduate students to vote in SGA elections.

The question is: after all the work involved in such a cause and in an election which showed the best voter turnout in years, where were the graduate students who so badly wanted the vote?

Were these students aware that they had the right to vote? Or as graduate students, did they feel they were not affected enough by the activities of the SGA to take part in the selection of next year's government?

If lack of knowledge is the reason for the small percentage of graduate votes, perhaps the blame lies in the system of communications here at Capitol.

There is no central general information point for students. Information for each program is posted on several and various bulliten boards throughout the Main Building. There is no way of relaying information to the whole student body except through the student newspaper, and due to this year's physical and financial limitations, it's not feasible to publish the Reader more than twice a month.

There must be some way to pool the resources of the school to find an effective system of communication. Until we do, apathy will continue to be the only activity on this campus that all students are willing to get involved in.

Letters To The Editor

Poor Attendance At BCAF Is Criticized

My wife and I drove in from Philadelphia to witness Capitol's Black Cultural Arts Festival (April 4-10). Arriving late and upon hearing this strong electrifying voice singing "Deep River", which is a very old Black spiritual, I could not get up the steps to the auditorium fast enough. Being an ardent follower of gospel music and the performing arts, I gloried in what I was experiencing for free.

I don't know what I expected in the way of response to the concert or the festival, but as we entered the auditorium my wife asked: "Where are all the people, the faculty, the students?" I could only reply, "I don't know." I do know this, it is sad when you

have entertainers or performers of the caliber I witnessed on Sunday, and they get the mediocre response those young people received.

I began to wonder, "Where are the school administrators, counselors, students, and instructors?" I fail to see how an event of this magnitude could take place without at least the support of the enlightened faculty, the guidance of the counselors and the leadership of the administrators of the university. Where were the sponsors of the seminars or group encounters dealing specifically with prejudice and racism, that were held on Thursday and Friday? I might add, attendance at these too, were sparse, and

What Value Has A College Degree?

Until recent years, the rewards of a college education were clearly evident: "better" jobs at higher pay and greater social prestige. However, the failure to achieve expected rewards has caused many people to question the worth of a college education and to ask what college is for.

Since 1969, the advantage in starting salary a college graduate could expect over other members of the labor force has fallen from 24 per cent to approximately six per cent.

In 1969, the lifetime income advantage a recent graduate could expect was about 11 per cent. By 1974, it had fallen to seven per cent.

A recent "Newsweek" article entitled "Who needs College?" estimated that 27 per cent of the nation's work force is made up of people who are "overeducated" for jobs they hold.

They cited as examples a Phi Beta Kappa University of Colorado graduate with degrees in both sociology and psychology who is working as a restaurant manager and a Ph.D. in English who is now a welder in Kansas City, Kansas.

The tremendous increase in the enrollments of career or practically-oriented majors--accounting, engineering, journalism--leaves little doubt that most student see their degree as a license to practice in a particular field.

This career-orientation has been reflected in a narrowing of interests on the part of students who don't want any part of anything that is not directly related to their major.

We can see this business We can see this in business students who don't want course work outside of business areas or engineers who would like to devote four years of work solely to engineering.

Such an orientation goes against the traditional idea that college is supposed to be a broadening experience which provides the tools to handle a wide diversity of life's problems.

It used to be that if you hired a college graduate, you could expect to get someone who was literate, mathematically qualified and had a basic intelligence about what society was all about. This is no longer necessarily true.

Today's graduates tend to be highly competent and

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informed in their specialized area but lack insight into any other field. There are many college students who do not have an eighth-grade competence level in such basic skills as reading, writing and arithmetic.

The single-minded pursuit of what is practical or career oriented results in speciality idiots, competent only in their narrow area of expertise.

This may be good for finding jobs initially, but it is not conducive to promotability or the handling of the wide range of problems that are certain to occur.

Despite the current employment problems of liberal arts graduates, many educators insist that such students are, on the average, much better prepared to survive and grow with the seven job changes and three career changes that the average American goes through in a lifetime.

Colleges and universities face the dilemma of how to avoid the Scylla of being too narrowly oriented without being drawn into the Charybdis of being too broad.

While a narrow competence limits your future chances for promotion, such chances are not too bright if



Lola Dudley

you can't get a job now because your orientation is too broad.

The solution to this dilemma rests ultimately with the student since it is he or she who stands to gain or lose the most. Of necessity, this dictates a great deal of effort on the part of students, faculty and administration to determine the needs of the student and how best to meet them.

The first question that must be answered in determining student needs is: Does he/she really want to go to college, now or ever?

With 47 per cent of 18 and 19-year-olds in college, one can not help but conclude that some of them really don't belong in college at all or that they might benefit by a "cooling off period."

The "Wall Street Journal" quotes a 17-year-old planning to major in elementary education as saying, "I decided not to take a year off and try to work because I was afraid my interest in college might slacken."

If one's interest in college "slackens," is that bad?

A university has a certain responsibility to provide relevant information to students so that they may make informed decisions. But, in the final analysis, the selection of major and work emphasis is the student's.

If one chooses to major in Renaissance poetry with full knowledge of job opportunities, or lack of same, in that area, failure to find employment in that field upon graduation should not elicit statements as to the "lousy school" or the "wasted effort."

Likewise, if one wishes to "do my own thing" while in school by taking very narrowly oriented courses such as "The Machivellian Implications of the Star Trek Phenomenon," he/she has no cause for complaint if no one will hire him/her.

We are, after all, talking about adults, making adult decisions. Such decisions don't always have the desired outcome, but they have to be lived with nevertheless.

The primary function of a university should be to

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judging from Sunday, unproductive.

This lack of support of the festival's opening concert serves to reinforce my feelings that the seminars accomplished nothing and represent the token concern for racial harmony and understanding that can only be accomplished by people interaction by the university.

Here was an opportunity to gain some insight into the Black experience and what we are about, to share in a cultural experience that would have had Frank Rizzo and George Wallace patting their feet and clapping their hands just celebrating the joy of life and witnessing a most enriching and fulfilling experience.

Those of you hold your precious degrees of learning so sacred don't forget, that to be human is to be forever learning. In any teaching or instructional process, examples must be made and set.

Capitol Campus, you set a fine example of hospitality and appreciation to those graduates and students of this campus who participated in Sunday's concert and the young people in the groups who danced and sang their hearts out for those of us in the audience.

One of the groups led by a graduate of this campus sang a very moving rendition of "I Believe." As I reflect on the poor support shown in the opening of the Black Cultural Arts Festival, I find myself thinking of a line in that song that says, "I believe, I know why I believe."

Dave Williams
Humanities, 9th term