

RESPONSE

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we have made from rah-rah high school days to the present is that most of us have recognized what goals we wish to attain; and this realization gives us the incentive needed to sit through the hour-long lectures, to write paper after paper, to trip up Agony Hill on rainy Monday mornings, to do anything within reason which will help us reach this goal. Otherwise, we haven't changed that drastically. I once heard a professor remark, "I thought that I had students in my class, not pupils." If this professor would think back to his earlier days of psychology class when he learned about conditioned response, he might understand that after twelve years of conditioning, it takes more than a term or two of college like to reverse the learned response.

Once again, I quote your article as saying: "You are not questioning, not exploring, not challenging. You are passive learners." Might I bring to your attention a modern technological convenience called the television course? Three times a week, we who are so fortunate to be taking a course such as Art History sit slumped in out C-1 chairs, getting our daily injections of culture from one of the several television sets suspended from the ceiling. As the black-and-white vision of Professor Carl F. Barnes lectures to us about the difference between the Parthenon and Falling Water, we, his faithful viewers, take notes, listen, of whatever (usually more whatever than listening or taking notes). Yes, in this instance we are not questioning, exploring, or challenging, because to try any form of communication with a TV set would prove futile.

However, I do realize that you were probably referring to a normal classroom situation, where it is possible to converse with someone who is more than an image on a video tape. But even in this instance, interaction between student and professor

is somewhat stifled by a traditional college learning technique--the lecture. A lecture usually runs for 90% of the class period, with 10% of the time set aside for questions. Because of this minimal time allotment, it is almost impossible to get a good discussion started and resolved within the same class period. The idea of communication is once again defeated.

Moving right along now with another memorable quote: "Of the college educated youth of this society are not going to bother looking for new answers to our problems, who is?" This seems to be one of the most popular misconceptions is existence--that college students are going to save the world. A person needn't be enrolled in a college before he can understand and possibly resolve some of the nation's problems. Contrary to popular belief, knowledge is free. It was not placed on the reserve shelf for college students only.

Lastly, Dr. Frankel, I would like to discuss your statement that we are not concerned with learning, we are merely collecting credits. This is true. we are collecting credits. But why do you place the blame for this on the student? Certain requirements must be met during our wait at Highacres, and if those essential credits aren't attained, how will we ever make it to the big U-Park in the sky?

In closing, Dr. Frankel, I'd like to refresh your memory once again with this quote: "Get excited! Get mad! Get going!" Well, Dr. Frankel, I followed those words of wisdom of yours; in fact, that's what made this letter possible. (No hard feelings?)

Joyce Barton

OTIS Formed

The Organization of Town Independent Students (OTIS) is an organization at University Park that gives aid and counsel to students in housing,

legal, consumer, and social areas.

If you are trying to find an apartment, want to know your rights as a tenant, having trouble with an item you purchased recently, or want to rent casino equipment for your party, OTIS is the place to go for help.

They also distribute off-campus housing lists, bus schedules, scholarship guides, maps of State College and the campus, bike insurance information, fire hazard fact sheets, and consumer protection bureau complaint forms.

The Student Government Association at the Hazleton Campus is in the process of establishing a branch of OTIS at Highacres. For a start, an off-campus housing list for Hazleton should be made available by them sometime in Spring Term. So if you need help, try OTIS.

Art Exhibit in Library

The Library has displayed another beautiful art exhibit--this one is by Margarett Z. Kemler, a member of the Burlington County Art Guild. Although formerly from Nuremberg, she now resides in Moorestown, New Jersey.

Margarett Kemler has painted a variety of oils including portraits, scenery, still life, and novelties of various sizes. Many of the paintings depict scenes from The American Revolution, the South (1827) and present scenes of the Anthracite Coal Industry (Jeddo and Eckley, for example). Most of the paintings are for sale and anyone who is interested can inquire about them.

A reception for her will be given during March for her exhibit, which is on the Ground Floor of the Library.