



Hazleton animal shelter is a home for many



By Jerry Trently, Jr.

A car's horn blows. Two blasts, just enough to arouse the attention of Jean Demshock as she works at her desk at the Hazleton animal shelter.

Outside, a man paces impatiently near the fence surrounding the shelter. She goes out to meet him and explains the story she has heard many times before. "Gee, I'd like to keep them myself, but ah, I'm at work all day, sometimes until late at night, ya know, and I just couldn't give them a good home." He continues to rattle off his story as Demshock ponders the question of what to do with the stray puppies waiting in the back of the man's car. "I almost ran them over the other night, they were near my house," he pauses a moment, then, almost as if pleading to her, "There were only these two. I tried to find them a good home. I asked the guys at work and all, but nobody wants them. You know how it is."

Jean Demshock knows how it is. She started working at the shelter as a volunteer. Volunteers are an integral part of the Hazleton animal shelter, but good ones are hard to find. As she explains, "Once, about forty kids came in here and said that they would like to help out, and within a couple of weeks, they gradually disappeared. Few of them ever stick it out here."

Margaret Ferrence, a

sophomore at Penn State's Hazleton Campus, is a shelter volunteer. "She is one who has stuck it out here," praises Demshock. "She's very concerned about the animals, and even keeps me informed through animal literature she reads."

The work is messy, and the shelter volunteer does end up being the unsung hero. There are cages to be cleaned, litters to be changed, dogs to be walked, and the list of chores adds up. The glorification comes in the real story, the animals themselves.

At first, a visitor to the shelter is greeted by "Tut," the shelter's mascot. Tut usually barks in anticipation of a visitor, then pours on the smiling and tail-wagging. He is a warm sight, especially with his red railroader's handkerchief on his neck.

"We're selective about who we allow to adopt our animals."

Jean Demshock

Inside the shelter the mood changes, it is a mixed atmosphere. Half of the animals are glad for company, friendly enough to pick up and hold. The other half are contrastingly timid, afraid of invasion, perhaps from being beaten when they were younger. As Demshock explains, "Sometimes they're beaten, or thrown out of cars and it sticks with them."

A walk into the back room and a door operated by a wire

opens. "Jumbles," a one-year-old female dog, runs in. She appears happy, loves the notion of a visitor, yet her chances of finding a home are getting slimmer as she gets older.

The present shelter was built in 1972, and is run on donations. When an animal is adopted, a donation is accepted to help cover the cost of shots and keeping the animal at the shelter. "People just don't realize all it takes," says Demshock. "We have to supply food for our animals, litters for our cats, and none of this is donated or given to us at a discount. We pay the same for our animal supplies as the average pet owner."

"We're also selective about who we allow to adopt our animal." She displays a notebook full of people who are denied an animal adoption because of their previous record with the shelter. "We won't allow someone to adopt an animal when we know he'll be back the next day, or mistreat the animal."

The shelter is located at the intersection of Poplar and Hemlock streets in Hazleton. Adoption hours are on weeknights from 4:30 until about 10:00 or 11:00 or at the preferred hours from 2:00 to 4:00 on Saturday and Sunday afternoons. The shelter can be reached by phone at 454-0640.

Students are welcome to adopt animals, but as Demshock warns, "Students must keep in mind that the animal will probably live long after



their four years in college. Why some cats can live to be 25 years old. This does not mean that they have to plan the next 25 years of their lives around pet adoption, but these kind of things do have to be considered."

As a sidelight, HCV is currently producing the "Pet of the Week" with Carol Clarton. Carol, a sophomore at Penn State, features a different animal each week on this segment, which is part of HCV's News View 13 program.

Math course drops termed "excessive"

By Terry McCarthy

During the first few weeks of the previous term, it appeared that many students in Math 120 were dropping the course as if it were a bad habit. What were the reasons for such an unusual rate of

withdrawals and even failures by the end of the term for a math course that is not as challenging as many math courses offered at Penn State? According to Professor Ernest Hausleer, the reason for the higher rate of withdrawals from the Math 120 program is due to the fact that the university has chang-

ed the degree requirements for business majors. "In the past, it was required that business majors take Math 120 and 121. Starting this year only one math was necessary. It was easier to drop one of the courses (Math 120) now because the student would not fall that far behind in required classes." Professor Hausleer also stated, "In the past we did a little more reviewing. Now with only one math required, certain material had to be omitted."

At the beginning of the second term, there were two sections of Math 120 classes, each with fifty-one students. By the end of the term 24% of the students had dropped the course and 7% of the students failed. It appears that the students who were in section one suffered more than the students in section two. In section one 45% of the students either failed or withdrew while only 18% did not receive credit for Math 120 in section two. Many students were more concerned about the difference in difficulty between the two sections than in the content of the two classes. The response by one freshman seemed to reflect the opinion of many students who were in section one. "I feel the math depart-

ment is very unfair. For one person to go into the final test with a failing grade and get a "C" is not right. It is not fair that one teacher does not want to fail people and the other teacher to fail at least 25 people. If those 25 people had the other teacher, they

In section one, 45% of the students either failed or withdrew while only 18% did not receive credit for Math 120 in section two.

would not have failed. The system (mathematic department) really is unfair." The high rate of student withdrawal affects not only the student but his fellow students who must cope with overcrowded classes next year. Headaches are also being felt by advisors and administration people who must fill out drop forms and deal with notices of failure.

If students feel that a change is needed in the math program, they must join together and let their thoughts be known by both the math department and administration.

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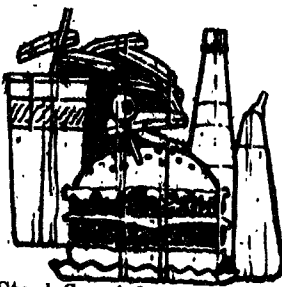
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