

Courses add insight

By MARY ANN MCDONAGH
Collegian Staff Writer

To help students who want to learn about people of other lands by studying their literature, the College of the Liberal Arts has designed its comparative literature program.

In this program students can work all the way up to a doctoral degree or just take a course as an elective. Although there are introductory courses, none of the comparative literature courses have prerequisites.

Robert Lima, associate professor of Spanish and comparative literature and head of the program, said although the direction of a class depends on the individual instructor, all classes use a variety of instructional methods to give the deepest possible insight into the literature.

For example, Comp. Lit. 120, Literature of the Occult, uses not only lectures but also films and slides to clarify and expand on material presented previously. Lima said this course has been one of the program's most popular, attracting about 250 students every fall for the past six years.

Among several new courses to be introduced this fall are Comp. Lit. 100, Introduction to Comparative Literature, and Comp. Lit. 210, Jewish Literature — The Yiddish Root and The American Stem.

The introductory course will survey various aspects of world literature. Lima said he recommends this course for anyone who thinks he might be interested in comparative literature but is not sure what the study involves.

The Jewish literature course will cover Eastern European writers and American writers such as Saul Bellow and Norman Mailer.

According to Lima, one often misunderstood point about this program is that although a course deals with foreign literature, all texts are English translations and a knowledge of a foreign language is not necessary.

Lima said he considers the comparative literature program "very worthwhile," even from an economic standpoint. After a student receives his master's degree, many job opportunities are available on the international level, especially in banking and foreign export.

Many employers, he said, believe a person must have an international interest and often a sound background of several foreign languages to be good job prospects.

But, Lima said, the greatest advantage of a comparative literature degree occurs in the teaching profession. With today's economic pinch in educational systems, he said, someone with a workable knowledge of several languages and their literature is considered a bargain because he will be able to teach several courses.

Although the comparative literature program was one of the first interdisciplinary programs at the University, Lima said, many people are still unaware that it exists. If students took these courses as electives, he said, they would soon discover that "this program has a lot to offer."

Varied advising plans available

By COLLEEN BURRITT
Collegian Staff Writer

For students agonized by the problems arising from traditional faculty adviser systems, several self-advising and student advising programs offer alternatives.

The College of the Liberal Arts offers a self-advising program, originally requested by the College's student council and now in its second year of operation.

When a student in Liberal Arts declares his major, he is given the choice of having a faculty adviser or of acting as his own adviser.

If the student chooses self-advising, he is allowed to sign his own number two cards, preregistration, drop-add and pass-fail forms. The student himself takes the responsibility of fulfilling graduation requirements for the College and his major on his own.

Jim Kelly, head of liberal arts advising said he thinks the program has been successful. He said there have been "no more problems so far, any more than normal problems with regular advisers."

Kelly said the program's major difficulty has been contacting self-advising students to inform them of new policies.

"The only permanent address we usually have for students is their home address," Kelly said.

Kelly said self-advisers "are not always aware that certain course numbers have been changed or the yellow liberal arts requirement sheets have been updated." He said they often do not know when many of the deadlines are.

To solve this problem, he is working now on the idea of posting pertinent information on a bulletin board outside 136 Sparks. Self-advising students could periodically check the notices.

"There are about 400 students who had declared self-advising quite a while ago," Kelly said. But now, he said, he thinks there is "a lack of knowledge about the program."

Sometimes the student prefers to have a faculty adviser. As an example, Kelly cited students majoring in general arts and sciences, who have no set curriculum to follow.

He said many of these students want faculty advisers because they feel "the major is very complicated and prefer to have an adviser to help them construct their specific program."

Another program in several colleges is the concept of undergraduate volunteers who serve as advisers to incoming freshmen.

In the College of the Liberal Arts, student advisers have all the responsibilities of faculty advisers. They advise those students who have not yet declared a major.

To become an adviser, a student must fill out a questionnaire stating his reasons for wanting to be an adviser.

Applicants then are interviewed by two student advisers from the previous year.

In considering applicants, Kelly said they are looking for good students. He said interviewers

believe if a student can get through his courses with good grades, he would make a good adviser.

He said students with a cumulative average of at least 2.5 are preferred, with the majority having an average of 3.0 or above.

Applicants are accepted or rejected on the basis of the interview.

Those accepted must take Liberal Arts 461, a one-credit course that "teaches how to advise in liberal arts." The course is offered only during Spring Term each year.

Kelly, who teaches the course, said that both the liberal arts requirement sheet and the undergraduate handbook are used in teaching new advisers how to handle the job.

Last spring the course featured five speakers from various departments in the University, including the Office of Student Affairs and the Career Development and Placement Center. They spoke about referrals and other services the students should know about, Kelly said.

Kelly stressed that the student adviser's job is "to advise people academically and keep them up to date on rules." As for parental, psychological or money problems, "they see themselves only as referral agents and don't try to counsel."

Each student adviser has between 10 and 15 advisees, and keeps an individual file on each one. The adviser posts his own hours and gives his phone number to the advisees so that he can be contacted at home if necessary.

Kelly said the adviser and the freshman "generally meet anywhere that's convenient." But during registration, their busiest time, the rooms are made available in Sparks.

Kelly said he thinks there are several advantages to the student adviser program. "These students have just been through the experiences freshmen are now going through. They have good experience behind them," he said.

He added that "students who are student advisers often had a student adviser themselves." These students, he said, tell him "they could relate to a student adviser in a sort of peer relationship."

Kelly said another advantage is that an advisee "can bump into his student adviser around campus any time through the day or night."

After declaring a major, however, the student is assigned a faculty adviser.

The College of the Liberal Arts has the biggest student advising program at the University. With about 75 student advisers for Fall Term, the program will handle about half the incoming freshmen, Kelly said.

This summer about 10 student advisers are on campus, Kelly said. In addition, several others are participating in a counseling program to preregister incoming fall freshmen.

Six student advisers meet at Sparks every afternoon except Wednesday. Each works in a group of two or three freshmen and their parents.

Overall, Kelly said, the student advisers are "a very effective group." "They know their job, and they know their limitations and where to refer people," he said.

"There is a great deal of interest in this around the country," Kelly said. "Many people are very intrigued by both the self-advising and student adviser programs."

He said a team from Kent State University spent a day at Penn State talking to him, faculty members, student advisers and self-advising students.

The team was "extremely impressed" with the programs and "felt a great deal of responsibility was involved on the part of the student," he said.

The College of Business Administration also has undergraduates advise freshmen, but on a smaller scale.

William S. Decker, assistant dean for continuing education in the College of Business Administration, said the program is run entirely by the College's student council. Council members are in charge of selecting student applicants.

Those who are selected as advisers participate in a training program, of about seven or eight meetings. The students are given helpful materials and instructed on how to advise.

Each adviser is assigned about 10 or 15 freshmen. Decker said the advisers' job is to act as big brothers or sisters, help plan the advisee's program, solve problems and act as an orientation counselor.

Decker said the program is "designed to help make the transition from high school to the University a little easier."

The College of Business Administration has only 15 student advisers because, Decker said, not many freshmen at University Park are business majors. Student advisers also help out at the College of Human Development. Those who wish to be advisers are interviewed and must take three credits of Human Development 400, offered for one credit each term. In this course, the students are taught how to advise freshmen entering the College.

About nine student advisers work in cooperation with three full-time staff members.

Most other colleges at the University still rely on the traditional faculty advisers to advise all the students.

Allen R. Gray, professor of health and physical education, said his college "has some students who volunteer during orientation and registration, but they are not assigned."

Gray said every faculty member has not more than 20 students to advise. This is possible, he said, because the physical education faculty is large and the number of major students is relatively small compared to other colleges in the University.

The College of Education also uses graduate students along with faculty advisers. But these students are hired for their jobs.

Stein predicts Phase 4 will bring stable prices

WASHINGTON (AP)—Herbert Stein, chairman of President Nixon's Council of Economic Advisers, yesterday predicted Phase 4 would bring about stable prices, high employment and an expanded economy.

Agriculture Secretary Earl Butz said that although food prices would rise somewhat, the largest increase already has occurred.

Stein said Phase 4 "will serve its function...to get us over certain transitional periods to a situation in which we will have reasonable price stability, high employment and a high level of economic activity."

"We knew when we started it that no one was going to like it," he said. "Once you undertake the business of running everybody's life for him you're going to find that nobody likes it. But we are in

this business and we are going to try to get out of it as soon as we can."

Butz spoke on the NBC television program "Meet the Press" and Stein on CBS' "Face the Nation."

Labor Secretary Peter J. Brennan, speaking on ABC's "Issues and Answers," said the continuing wage increase guideline of 5.5 per cent was "flexible" and predicted that the Cost of Living Council would approve labor contracts that go above it to meet increased living costs.

"We all have to realize we all have to make some sacrifices," he said. "We have to cooperate. The American people have a good idea of what is good for them and good for the country."

Stein said Phase 4, announced Wednesday by Treasury Secretary George P. Shultz, was designed to

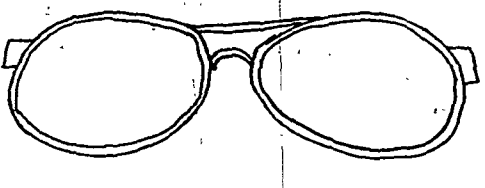
"slow down the rate of price increases...permit those price responses, price increases, necessary to get production of most critical things, particularly food, and gradually fade out in time so we can get back to a free market."

Butz said he could not be precise about food increases, but noted: "We've had a substantial increase in food prices in the last six or eight months. There is no question that the heavy part of our rise is behind us."

"We're going to see some higher prices of poultry meat temporarily. We're going to see some higher prices of pork. The price of beef remains frozen. We feel the price pressures under beef are not as severe as those under poultry and pork."

Under Phase 4 price ceilings, the price freeze on beef will be lifted Sept. 12.

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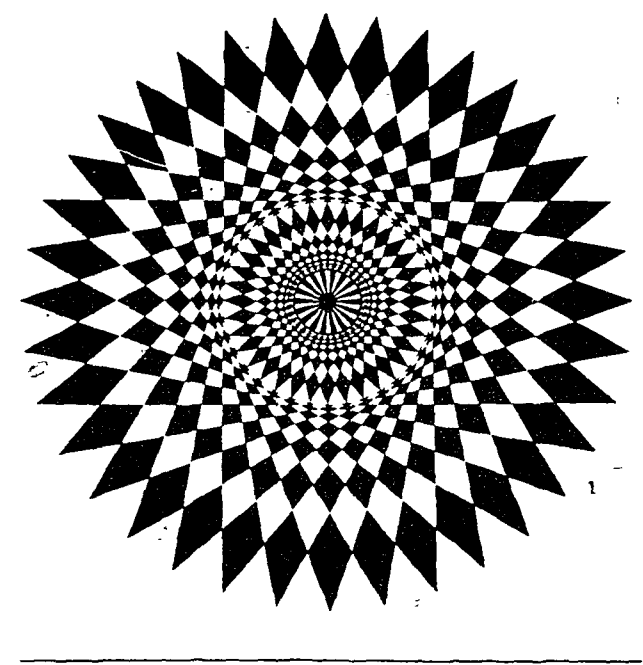
Directed by Gene Feist of New York's Roundabout Theatre

STUDENT PREVIEW
TUESDAY, JULY 24 AT 8:00 P.M.
THE PAVILION

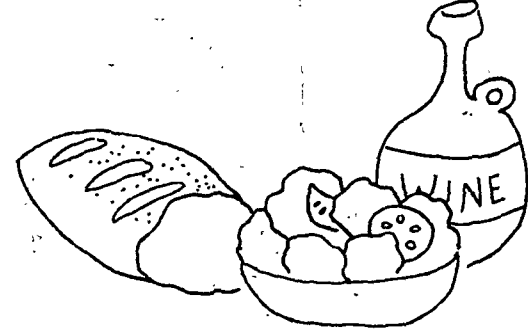
All tickets are \$1.00 and available only on the day of the performance from the Festival Box Office:
10:00 AM - 6:00 PM at The Playhouse
6:00 PM - Curtain at The Pavilion

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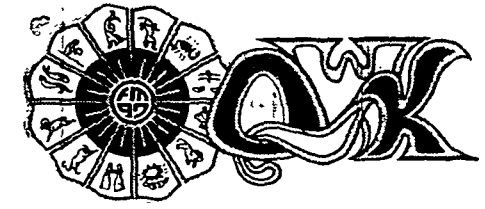
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THE MUSIC



the square shooter quiz each nite after 1 a.m. win a square shooter pizza from QWK and Little Caesars

UNIVERSITY CALENDAR

Monday-Wednesday, July 23-25, 1973

SPECIAL EVENTS

Wednesday, July 25 — Festival of American Theatre, opening night of "Little Murders," 8 p.m., Pavilion.

Wednesday, July 25 — Organ recital by Carola Rohrbaugh, candidate for the master's degree in music education, 12:30 p.m., Eisenhower Chapel.

FILMS

Wednesday, July 25 — Commonsplace Afternoon Theatre, 12:30 p.m., Room 112 Kern. "The Clown Princes."

Wednesday, July 25 — Commonsplace Evening Theatre, 8 and 10 p.m., Room 112 Kern. "The Adventures of Robin Hood."

LECTURE

Monday-Wednesday, July 23-25 — "Minib: A Statistical Computing System for Students and Researchers," by Drs. T. A. Ryan and B.L. Joiner, daily, 3:30 p.m., Room 260 Willard.

Monday, July 23 — The College of Education Faculty Lecture Series, 9:30 a.m., Room 112 Kern. William E. Caldwell, associate professor of Education, on "Leadership for the Eighties."

Tuesday, July 24 — The College of Education Faculty Lecture Series, 7:30 p.m., Room 112 Kern. Arthur W. Heilman, professor of Education, on "Schools: Cutting Edge or Mirror Image."

Wednesday, July 25 — The College of Education Faculty Lecture Series, 2:15 p.m., Room 112 Kern. Henry C. Johnson, Jr., associate of Education, on "No Learning, No Teaching? The Natural History of the Pedagogical Myth."

RECREATION

Monday, July 23 — Bridge, 6:45 p.m., HUB ground floor lobby. Duplicate play.

Wednesday, July 25 — Chess, 8 p.m., HUB ground floor lobby.

INTEREST GROUPS

PSU Sport Parachute Club, Monday, 7:30-9:30 p.m., Room 169 Willard.

Campus Crusade for Christ, Tuesday, 7-8:30 p.m., HUB reading room.

OFFICIAL

Monday, July 23 — Last date for an August graduate to deliver thesis to Graduate School office and for departments to certify completion of required papers.

Monday, July 23 — Last date for an August graduate to order cap, gown and hood locally.

EXHIBITS

Museum of Art — Gallery A, Prints and Drawings by Penn State Faculty. Gallery C, Permanent Collection. Gallery B, Central Pennsylvania Festival of the Arts Crafts.

Kern Gallery — Warren Hullo and Isabel Parks, pottery. Sandy and Philip Jurus, jewelry. Ann Demairas, prints. Louis Marotta, paintings and drawings.

Pattee Library, Rare Books Room — "The History of German Literature," a rare books' perspective. Main Lobby — "Penn State and Postcards," by PSU alumni George and Dorothy Miller. Circulation Lobby — Black and white photos by Mary Phalan. Rare Books Room — Illuminated manuscripts in facsimile, works from 400 AD through 1600.

Zoller Gallery, Visual Arts — Paintings, drawings, and sculpture by Jim Finnegan and David Bushman, from Monday, July 23.