

Editorial opinion

# First down

### Additional Beaver Stadium seating designed to alleviate student crowding

The Nittany Lion football team represents the pride of many a Penn State student. Despite the academic excellence of any educational facility, a university's reputation seems to be somewhat enhanced by the performance of its athletes on those yards of turf.

In the past, however, some University students have been deprived of the pleasure of watching "Joe's boys" carry out their maneuvers because the 20,000 Beaver Stadium seats allotted to students did not meet the student ticket demand. Many students sending in ticket applications during the summer received only a "sorry, Charlie, but we're sold out" in reply, and the number of seats reserved for date tickets also has not met the number of requests.

With this year's expansion of the stadium and the resulting increase of a projected 6,378 seats, students are expected to receive 1,000 additional tickets, athletic ticket manager Bud Meredith said. This increase in seating "should more than accommodate the student demand," Meredith said.

This increase in student football seating is a commendable effort by ticket officials to meet student demand and should give more interested students the opportunity to watch the team vie for a thus far elusive national championship.

Unfortunately, the solution to one problem may complicate another. In past seasons, the problem of many student football fans has not been in acquiring a ticket but in finding a seat.

Although student ticket sales have never exceeded available stadium seating, Meredith said, locating enough seats for ticketholders has sometimes been a problem. And as pointed out by Association of Residence Halls Students

President Francis Kenawell, who worked on an ARHS football seating committee last season, giving students an additional 1,000 tickets does not mean just 1,000 additional seats — it also means 1,000 additional bodies.

Possible solutions to the seating shortage include reserving student seats or monitoring seating to ensure that the prescribed number of students are seated in each row. The first suggestion is not popular with students; the second would be costly and nearly impossible to enforce.

In any case, the seating shortage problem has no easy answer. But if the ticket office is as successful in meeting this challenge as it was in responding to the student ticket demand, Mother Nature may be the only factor to hinder students' enjoyment of another season of Beaver Stadium Saturdays.

It was undoubtedly a student station, but other times sounded like the hottest damn station in New York City. You see, one thing is for sure — DFM plays a spectrum of music.

Sometimes it's weird spacey stuff. Sometimes it's classical. Usually it's neither. Either way, it's probably a serious D.J.'s last opportunity to play the best musical pick to exemplify his show. Similar to the way the student creamery offers a variety of ice cream flavors or the way the student art gallery displays an assortment of colors.

But there's a limited selection of music on the commercial stations in this town. As with most American commercial stations, they play the same predictable cuts from the same old super-type albums. Happy Valley is the home of "no risk radio" complete with feigned announcer energy and Top of the Pops energy. Let's face it — there is life after Bruce Springsteen.

Jim Burt, class of 1979  
May 5



DAY NO. 1145

# Letters to the Editor

## Come out, come out

I strongly support the view that WDFM is and should remain an independent, student-run station, and I don't just mean sports events. There are so many good concerts, interesting lectures, forums, debates and special programs of all kinds that I am sure many would tune in on, though they may be too lazy or too lacking in curiosity to go.

What WDFM could do a lot more of is to take its miles to wherever the gymnasium is on campus — and I don't just mean sports events. There are so many good concerts, interesting lectures, forums, debates and special programs of all kinds that I am sure many would tune in on, though they may be too lazy or too lacking in curiosity to go.

Some programs may lead some to learn something new, or to discover a new interest. And surely on location programming of this kind would be of benefit to all students involved, extending their experience beyond the eternal route of disc-jockeying. So, come out of your hiding place in Sparks, WDFM, discover the campus — and help us to do likewise!

J.F. Wohlwill, College of Human Development  
May 2

## Success story?

At one time or another during their collegiate careers, almost all college students consider joining a campus organization. Many groups at Penn State have been successful for years, but some don't even last a single term.

Have you ever considered joining an organization at Penn State? What do you look for from an organization? How influential are organizations on this campus? Do you think that students' own groups just for an ego massage or do they really provide a service to the community?

On Tuesday, May 12, The Daily Collegian will focus its final open page of the term on student organizations: the successes and the failures. If you have a comment on student groups, please submit them to the Editorial Editor, 138 Carnegie. All letters must be typed, double-spaced and no longer than 30 lines. Deadline is 5 p.m. Friday.

the Collegian  
Wednesday, May 7, 1980 - Page 2  
Betsy Long  
Editor

## Applause

The Association of Residence Hall Students sponsored "On this Past Weekend on the HUB Lawn." Those who went and enjoyed know the event was a huge success. Part of the credit goes to the beautiful weather we were blessed with. However, the majority of it belongs to the fine marshals and stage crew staff.

On Friday afternoon these people were strangers to each other, but by Sunday night they had gelled into a team whose skill rivals professionals. The large number of compliments they received from performers and spectators alike is evidence of this.

At this time I would like to thank them for their time and effort on behalf of the Movin' On coordinating committee; especially those people who stayed till late

Kathy Matheny  
Business Manager

# Walter as candidate: combining of qualities

Well, the primary results are in and they are not much of a surprise and not of much consequence. The real dilemma has yet to be solved.

As the day of real consequence fast approaches — that being Election Day 1980 — the decision of for whom to vote becomes increasingly more difficult.

If you are like me, an undecided registered voter, the platforms of each candidate, be he Republican, Democrat or Independent, seem to become more cloudy and confusing with every campaign speech.

You want to make the right choice, do the right thing for the country and exercise your constitutional right to vote. But what if no one candidate is suitable?

Reagan is too old and too conservative. Carter is not a strong enough leader. Kennedy's character is questionable. Anderson is too liberal and so on. Maybe if you could merge all the redeeming qualities (if there are any) of all the candidates, it would make the choice much easier.

But you can't. So you're stuck picking one from an endless list of undesirable candidates. A better alternative is to write in the candidate of your choice. A marvelous idea. But who is not too old or too conservative — a strong leader with unquestionable character?

No, not Woody Allen — there are enough psychopaths, insecure men in government already. My choice: Walter Cronkite.

Cronkite is the embodiment of the American Spirit and is a great example

of the contemporary American Dream. He's honest, hard working and is without political control. Perhaps his most encouraging characteristic is that he is free from the sticky red tape that is rolled on Capitol Hill.

He certainly exhibits a sense of leadership and has immeasurable popularity. In my book, he fulfills every one of the characteristics the current candidates lack.



And after every presidential address, he could utter those immortal words, "And that's the way it is." What political bliss!

Sound ridiculous? Far fetched? Well, maybe it is, but sometimes taking an idea to an extreme is the only way to bring disattention to light.

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## Big break

It's been an exciting (and lucky) time for me since graduation from Penn State last March. I've worked on national TV spots, learned animation and currently produce medical films here in Philly. Where did I get my start? WDFM. I worked for a year as a newsmen, then became a D.J. I had some highly forgettable newscasts.

WDFM's strength is also its weakness: sometimes

# Phys. ed. grades need credibility

According to the Baccalaureate Degree Bulletin, Physical Education 5 involves "activities to develop physical and recreational skills."

According to TRPS (Telephone Information for Penn State), the theory behind Phys. Ed. 5 classes is that "physical activity is necessary to maintain mental activity."

According to some University students, however, a Phys. Ed. 5 classes can be sources of anxiety and frustration instead of beneficial opportunities to get some exercise and learn a new skill.

For the most part, the physical education program at Penn State is a very satisfactory one. Many schools do not have the variety or quality of program and instruction available at the University.

Despite some complaints about having to take phys. ed. courses at all, the benefits outweigh the inconvenience or time the courses may cost some students. Perhaps students, who were bored to tears with conventional high school gym classes, will discover a gym-class activity they really enjoy and make a habit of participating in it.

One common method of choosing a phys. ed. course is exemplified by the student who ponders, "That looks interesting. I think I'll try it."

Consequently, those enrolled in any one class are likely to have a wide range of skill and interest, and the instructor must adapt the grading process to ensure fairness to all in the class.

Grading according to attendance, effort and improvement are valid and often used procedures at Penn State.

Some courses, however, are not graded according to a somewhat individualized scale. Instead, students are presented with set, difficult-to-achieve standards that for some are impossible to achieve in five weeks' time.

For example, one girl on my floor took Golf I although she had never picked up a golf club before in her life. The final skills test, which did not include putting although putting was taught in the class, required the golfer to drive a ball 100 yards and as high as a telephone pole five times.

In spite of some difficulties in taking more popular gym courses, at least some students will get to try something they have never done before. Others will have the opportunity to get in shape.

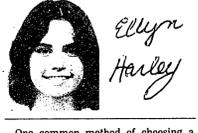
It is important for instructors to realize the students enrolled in Phys. Ed. 5 classes have different reasons for being there. While some are skilled and simply want to "play for credit," others were forced to take a certain course because they couldn't get anything else at registration.

Additionally, the instructor spent little time helping those who were having difficulty, and according to my friend, probably received the same grade as those who had already received an A on their first tries.

Another girl on my floor had Gymnastics 1, which is graded according to levels of achievement on each of the four pieces of apparatus. To attain an A, a student was required to achieve the top or fifth level on each piece of equipment and, although the student was not required to complete all 20 routines, the instructor emphasized doing as many routines as possible to compensate for low scores on other routines.

Although she scraped through the course with a B, my friend does not recommend the course for anyone without substantial gymnastic skills and experience and asserts that the title Gymnastics 1 is misleading because it gives the impression of an introductory, basic course. She believes that if the course format is not changed, it should be extended to a 10-week course.

It would seem that courses such as these are more likely to cause anxiety and frustration than enjoyment and



development of recreational skills. Perhaps these courses should make more use of "before and after" tests to measure improvement and thereby assign grades on a more individual basis.

I would agree that a student who is exceptionally skilled as well as enthusiastic in attendance and effort should receive an A. To grade students who are inexperienced in a sport according to arbitrary standards and as compared to students who have played the sport for years, however, is very unfair.

Students should remember that most students can take phys. ed. courses pass-fail, nor does it help a student who ends up in such a course during the second five weeks.

I am by no means trying to cut down the entire Phys. Ed. 5 program; I am only making suggestions for ensuring fairness to students. Most of us don't expect As to be handed to us on a platter, but we do expect a fair shake.

Elynn Harley is a fourth-term health, physical education and recreation major and a columnist for The Daily Collegian.

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# Course opens door for learning needs

"History intersecting academia." This is the way Rustum Roy, University professor of solid state, describes the origin of the Science, Technology and Society Program (STS) which he heads.

Introducing one of the speakers at "STS Week" last Tuesday, Roy described how a combination of late '60s student concerns — disenchantment with traditional educational, economic and technological values and growing awareness of the ecological crisis — exposed a need for a new kind of program.

The STS program was developed to examine those issues. Begun in 1970, it is one of the oldest of the nearly 1,000 such programs now offered by American universities.

Beside commitments to integration, dialogue and variety, the literature of science and technology, energy production, world food production and nuclear power will be offered, as well as the aforementioned STS 200.

Wisdom is gained only through open-mindedness, effort and insight. STS promises no miracles, but its main themes of integration, dialogue and variety provide students with a fertile environment for them to start on the long road toward wisdom.

Integration, dialogue, variety, the search for wisdom. If you feel your education has been lacking in these values, perhaps the STS program is just what you've been looking for.

John Proctor is an 11th-term philosophy major and a columnist for The Daily Collegian.



STS aims to examine the complex interrelationships between science, our search for knowledge, technology, the material manifestations of that knowledge; and the social, technical and social issues of today may be examined.

Crucial to this attempt is the integration of faculty talent. Instructors from 12 different depart-

# Medical students can save time

By DAVID MEDZERIAN  
Daily Collegian Staff Writer

Eight years of undergraduate and graduate work is time-consuming and expensive — especially for students considering medical school.

However, many University premedical students are now taking part in a five-year, cooperative premedical-medical program offered by the College of Science in conjunction with Philadelphia's Jefferson Medical Center.

Ralph G. Aschaf, associate professor of chemistry and premedical adviser, said the program, which allows students to pursue their baccalaureate and medical degrees simultaneously, both reduces cost to the student and increases his or her productive time on the job market.

"You complete the bachelor's degree and the medical degree in five years — three years off of the normal — reducing the cost," Aschaf said. "You also have more productive years in the delivery of health."

Aschaf said proportionally far more students in the cooperative program eventually obtain the medical degree over those students in conventional premedical programs.

"Approximately 80 percent of those in the five-year program have their M.D. in five years," Aschaf said. "In general, no more than 20 percent to 25 percent of those who start in (conventional) premedical end up with a medical degree."

However, Lois Leach (4th-science) said that since the program involves a great deal of work in a short period of time, it often intrudes into her personal and social life.

"Sometimes it's really hard to get through," she said.

Leach said she would not recommend the program to anyone unless he or she was totally dedicated to going to medical school.

"To get good grades is a requirement," Leach said. "Each term there is minimum 3.5 — if you go under, you go on probation."

"Life is much harder when you have something like that hanging over your head," she said.

Because of the program's demands, Leach said, students in the program are constantly in touch with one another.

"At times it gets very depressing — you have to sacrifice so much," she said. "Not too many people understand what we go through."

Students who started the program in Summer Term 1979 took the Medical School Admissions Test (MCAT) on April 26. Leach said she and some of her fellow students felt they were not as well prepared for the tests as many of the conventional pre-med students taking the test.

"They try to prepare us as much as they can for the MCATs," Leach said, "but we don't have the time to study for them."

"We have a full load of courses, and most of them are labs," she said. "But for regular pre-med students, the spring term of their junior year is one of their easiest, so they can prepare for the tests."

Katz said despite the added pressures of the five-year program, he selected it over a conventional pre-medicine major because of the advantages it offers.

"It was shorter, and it guarantees you admission to medical school if you keep your grades up," he said. He also said he liked the atmosphere at Jefferson's medical school.

"But in a regular major, you have to keep a 2.0 average to pass," he said. "I need to have a 3.5 average in order to pass."

However, not all students who have participated in the program are willing to praise it. Bill Veronesi (14th-physics), who left the program after being rejected admittance by Jefferson in 1977, said the program goes at too rapid a pace.

"It's really a rushed affair," Veronesi said. "If you're going to be in it, you've got to be sure what you're doing."

One major problem Veronesi said he had with the program was that he was not notified of his rejection by the Jefferson Medical School until the ninth week of Summer Term, several weeks after his classmates received their acceptance letters.

"It seemed as if they wanted people to withdraw from the program instead of dropping them from it," he said. "It was pretty upsetting."

Mary B. White (6th-science), who began the program in Summer Term 1978, said that 24 of her 33 original classmates are now attending classes at Jefferson. White said most of the students no longer in the program dropped out for academic reasons.

"Mostly, they ported too much at Penn State and didn't take their studies seriously enough," White said. "They lacked enough self-discipline to keep their grades up."

White added that of eight women who began in her class, only four remain.

"I guess they fall victim to Penn State easier than the men," she said.

Another Jefferson student, Marcolos Sipksi (6th-science), said anyone in the five-year program should be sure that he or she wants a career in medicine.

"Before you do it," Sipksi said, "you have to think about it. But I knew I wanted to be a doctor."

## "You complete the bachelor's degree and the medical degree in five years — three years off of the normal — reducing the cost. You also have more productive years in the delivery of health."

—Ralph G. Aschaf

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# University groups brought together by USG program

By LISA DOHNER  
Daily Collegian Staff Writer

An orientation program sponsored by the Undergraduate Student Government in an effort to bring together students interested in student government and other student organizations drew representatives of about 30 campus groups Monday night, USG officials said.

The goal of the program was to achieve a cooperative spirit which has sometimes been absent in the past, USG Vice President Andy Weintraub said.

"We want to bring the different organizations together, make each aware of what the other organizations are doing so they won't overlap," he said.

USG President Joe Healey introduced the program and student speakers from the Centre Area Transportation Authority and the American Federation of State County and Municipal Employees Local 1203-B have been mailed to CATA General Manager Vernon Lyght, Local President Christine Catalano said yesterday.

CATA and the union originally met to sign the contract Friday but did not sign because of a conflict over side letters, she said. The side letters did not include a provision that had been negotiated to guarantee employees freedom of sexual preference, Catalano said.

Catalano said that she did not sign the side letters because she could not agree

## Latest CATA contract in the mail

with the way they read. Lyght then said he would not sign the contract, she said.

The District 80 Office sent the contract to Lyght's office, Catalano said. She said she was not sure if he had received the contract yet.

"I was supposed to receive a letter that this had been done," she said. "I haven't, so I'm not sure if Vern has received it yet. I assume it's in the mail and he'll receive it tomorrow."

Lyght said he was not sure when the contract would be signed. He refused comment yesterday on why the contract was not signed Friday as scheduled.

—by Cindy Cox

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