

the daily collegian **opinions**

editorial opinion

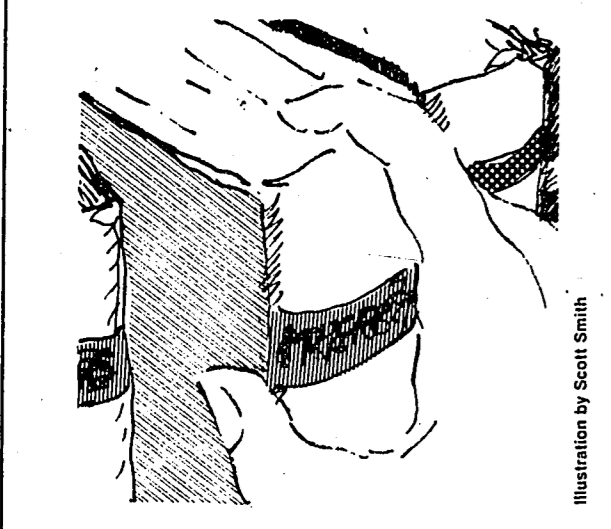
Volume verdicts

'Bodies' and 'Holocaust' back on shelves, but potential problems remain

Who has the right to decide what you can and cannot read in a library? At the State College Area High School library, this decision now rests with the school board, with advisory input from a review board. At Schlow Memorial Library, the library board makes the choice, based on criteria now under scrutiny. A library board, a citizens group, and a school board — someone seems to have forgotten the reader.

"The Other Holocaust" to Schlow last May. The book deals with the extermination of non-Jews during World War II. The library rejected it, saying it did not meet acceptance criteria. A book containing chapters dealing with female sexuality, "Our Bodies, Ourselves," was taken out of general circulation and put on reserve at the high school library in January following a complaint by Suzanne Glasow, president of the Centre County chapter of Citizens Concerned for Human Life.

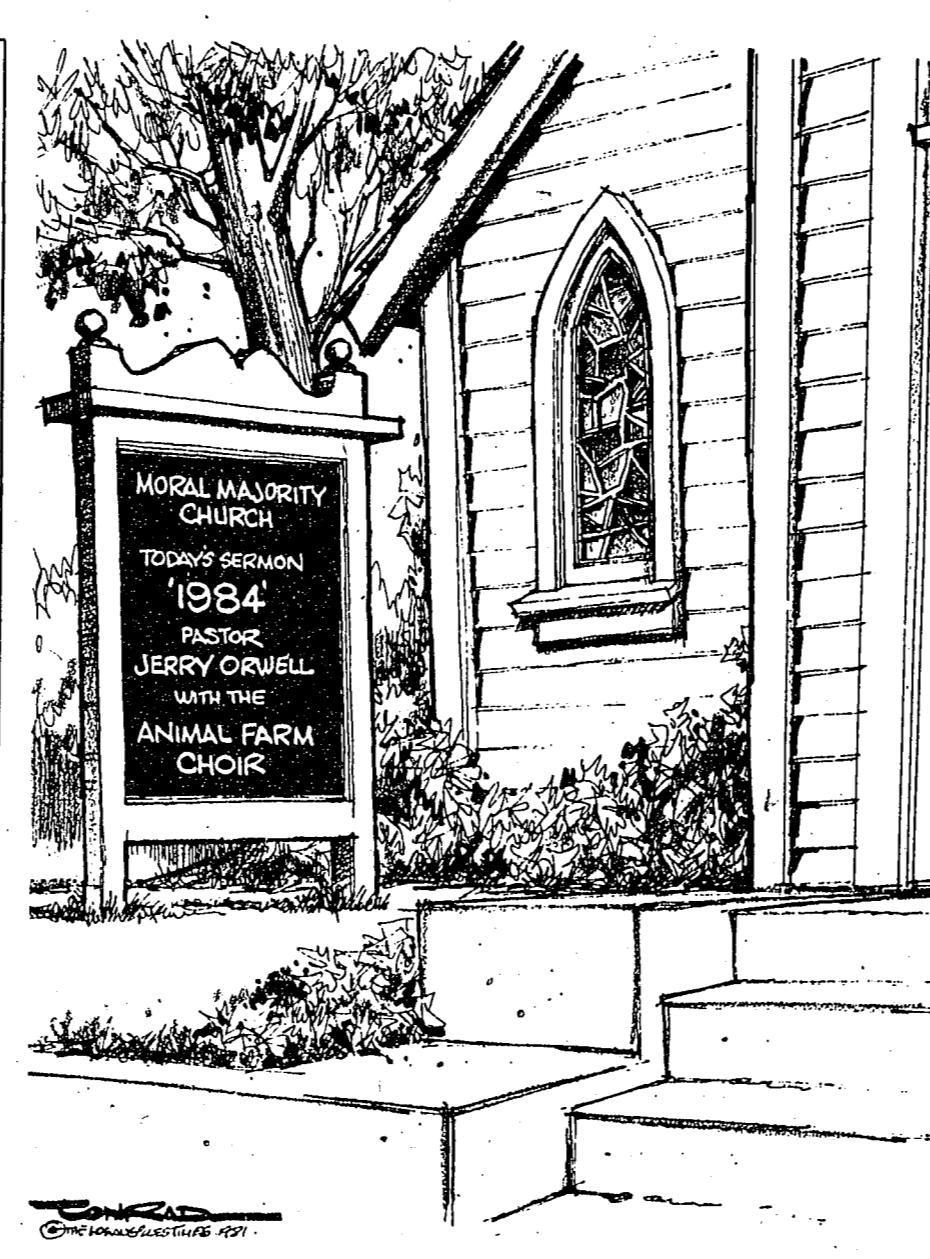
At a public library like Schlow, censorship affects the entire community, not just students. The library now says it is reviewing its selection policy, which examines a book's timeliness and reputation. If Schlow chooses to accept or reject books on the basis of "reputation," books containing dissident views can be kept from the public. And all libraries have a duty to protect the free exchange of ideas.



This week, however, Schlow accepted "The Other Holocaust," and the school board put "Our Bodies, Ourselves" back into general circulation. Both decisions come as a relief — but both carry potential problems. The school board's new policy, which limits reserve status to books either in great demand or designated to specific class use, may make it too easy to throw a controversial book into the furnace. One successful complaint could cause a book's permanent removal from the library. The reserve shelf was at least a safeguard against such permanent censorship.

There are categories of expression that add nothing to the trade of ideas — obscenity and defamation, for example. And the library board, representing the community, is qualified to reject such books. But beyond these areas, it does not, and should not, have the right to decide which ideas are unworthy of public scrutiny. In both the school and the library, someone has to decide what books are accepted. But no matter what policy is used to make these decisions, they must be made with utmost deference to the right to read.

The Daily Collegian's editorial opinion is determined by its Board of Opinion, with the editor-in-chief holding final responsibility.



—reader opinion

Yes/no

Regarding Diane Salvatore's column of April 12: In the story of Adam and Eve, Adam did not force Eve into making a decision. Eve could have said "no" to the forbidden fruit, but she did not because she wanted it. According to logic, Eve is less evil for accepting the fruit than she would have been had she said "no." If you try to defend yourself by stating that the "devil made her do it," and he is a male figure, then you are not only a sexist but a hypocrite. If men and women want masturbating, let them have it. If you think that is "dirty" and if it offends you, then do not participate in it. At the rate you are going, your next editorial will probably be on the subject of why Mister Rogers is sexist because girls wear bows in their hair, "Hello boys and girls."

manace was said to be "flat and dull" when the band was not accompanying her. As a music education major, I happen to know that Peggy is an excellent flutist, and her performance on Sunday was far from "flat and dull." Rebecca Clark should learn about the type of music and the instrument featured in the work before she pretends to be a music critic. So often the Collegian prints music reviews by unknowledgeable writers, who tend to think that the performances were poor. I personally feel that the Collegian should only accept reviews of musical performances from writers who know something about music. On behalf of everyone at Sunday's concert, I would like to congratulate Peggy and Erik on fine performances they can both be proud of.

Elizabeth E. Fritz, 12th-music education April 14

Not flat

On Sunday afternoon, the Penn State Concert Blue Band performed its spring concert with two featured soloists, Peggy Shipley and Erik Edvar. According to The Daily Collegian's staff writer Rebecca Clark, both Peggy and Erik detracted from the success of the concert. Peggy's perfor-

Elizabeth E. Fritz, 12th-music education April 14

Saving pets

Congratulations to Suzanne Downs for a long-needed article on the dumping of pets at the end of Spring Term. Judging from some student comments heard over the past several months that foreshadowed spring dumping intentions, the upcoming annual spring dump may be worse than PAWS members fear. We hope, of course, it isn't even occur, because there are alternatives. Pet abandoners are a stereotyped group easily

recognized by their phrase "get rid of" and their descriptions of pets as "lits." "I'm planning to get rid of her," says a student neighbor. "If he doesn't get rid of it, he'll have to kill it so he can move into that apartment," said two other students in the HUB cafeteria a few weeks ago. What a simple-minded and superficial attitude it is to describe pets as disposable items, like worn-out shoes or old paper. If this is the attitude in a supposed place of higher education, I cringe at what must be going on elsewhere. The first solution to the pet-dumping problem is prevention. If one student doesn't take the animal, another student with the time to take care of the dog or cat probably will. And even if nobody does adopt the pet, the Society for the Prevention of Cruelty to Animals is a far superior fate than the horrible death by starvation, gangrene or predation that would occur when the unwanted animal is dumped. If you have a pet right now and realize the animal absolutely cannot be kept over the summer, please call PAWS now. We need time to locate people who will adopt your pet. PAWS also needs foster parents to take care of unwanted animals for a short period until permanent homes can be found. Foster parents will especially be needed in the next few weeks. The number to call in either case is 238-7719.

Kirk Reich, 12th-earth science PAWS and Eco-Action member April 15

Jews for Jesus

On April 12, the Undergraduate Student Government Supreme Court granted to the "Jews for Jesus" group probationary status as a campus organization. This is what prompts me to make the following remarks. The principles of morality and justice prevailing in our society are mainly derived from ancient teachings. Thus, the basic distinction between Judaism and Christianity is somewhat muted today. Christians believe that Jesus was the Messiah and Jews believe that the messianic era has yet to come. Christians consider the Messiah to be the Savior whereas for Jews the belief in a messianic era is simply an expression of hope and optimism that a time will come when "the wolf shall dwell with the lamb" (Isaiah 11:6) and "swords shall be turned into plowshares" (Isaiah 2:4). Though the word "messiah" is used by both religions, the meanings given to the word reflect significantly different views of the nature of man and the universe. Since the beginning of Christianity, Christians have tried to make Jews believe in Jesus, sometimes by persuasion but more often by inquisition. Recently on our campus a new movement appeared, "Jews for Jesus." Its theme is that Jewish ritual and observance can be combined with a belief in Jesus. The appearance of this movement does not mark the birth of a new religion. It is simply a new scheme to trap naive

Jews into believing in Jesus. Of course, only people whose religious identities are weak could succumb to such a simplistic plot. But "remember what Amalek did unto thee by the way as ye came forth out of Egypt; how he met thee by the way, and smote the hindmost of thee, all that were encamped in thy rear" (Deuteronomy 25:17).

Moses Glasner, associate professor of mathematics April 15

An education is here..... but do we get it?

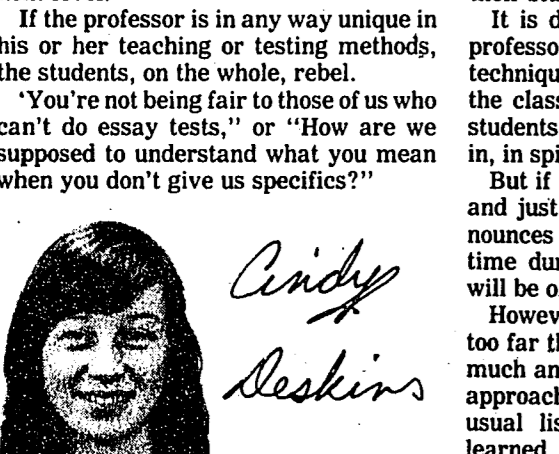
Penn State is a university, an institution of higher education. Professors are here because of what they know; students are here to gain knowledge from these professors. But a college education does not have to be a mediocre event or just a stage between high school and the real world.

Many students seem to come to college with the idea that professors exist to serve up topics in class, test on those topics and pass the students along to the next level. If the professor is in any way unique in his or her teaching or testing methods, the students, on the whole, rebel. "You're not being fair to those of us who can't do essay tests," or "How are we supposed to understand what you mean when you don't give us specifics?"

If a professor chooses to teach in an unenthusiastic way, then the students should not give up on the course. They should try challenging the professor and see what happens. The teacher is not the only one who can make a course interesting. It works both ways. And, on the other hand, students should not be averse to a professor who presents the class in a way that is not interesting. That is why we are here. All I can add is that I hope you didn't read this during a class.

Cindy Deskins is a 12th-term Journalism major and a news editor for The Daily Collegian.

By STEVE RIPP
The Pennsylvania State University. The name alone invokes visions of a large, prestigious school that has a reputation for turning out quality, educated graduates. Companies, both nationwide and international, flock to Penn State to recruit its students. Its educational diversity is well known, having 15 separate colleges, ranging from The Liberal Arts, to Arts and Architecture, to Engineering and the highly acclaimed College of Earth and Mineral Sciences. The University is represented by students from all 50 states, as well as from over 100 foreign countries. It sounds great. Hell, why should anyone complain about such a setup? The reason why is that Penn State, with all its acclaim, has one big problem. It is training students for a job rather than giving them an education. By an education, I mean not only knowing a



great deal in one area of study, such as the physical sciences; rather, an education should include a broad variety of subject matter, such as literature, art or other cultures. It is to this end that I feel that Penn State is shirking its duty as a credible institution of higher learning. Examine the facts. In the past few years, there has been a drastic change in our entire educational system in response to the economy. The job market has been veering toward technically oriented careers. Engineers, computer science majors and applied science graduates have been in high demand while jobs in the broader based liberal arts have dropped dramatically.

Students realize this fact. In the past decade, from 1971 to 1981, freshmen baccalaureate applicants have shifted in response to the situation. For example, applicants to the College of The Liberal Arts has dropped from 20 percent in 1971 to about 18 percent in 1981. Yet, in the College of Business, application has almost doubled from 9 percent in 1971 to over 15 percent in 1981. In the College of Engineering, the rise has been even more dramatic, rising from only 8 percent in 1971 to a huge 22 percent in 1981. That's a lot of students we're talking about. What do these figures show? In essence, they prove that students today are under pressure, perhaps more pressure than ever, to find a job once they graduate. And in today's economy, the surest way of accomplishing that goal is by majoring in technical career.

Yet, when we are training these students for these highly technical, narrowly directed fields, we make two assumptions: 1. We, Penn State University, have the

proper program for training and ultimately placing students within their chosen area of study, whether it be business logistics or aerospace engineering. 2. We, Penn State University, are assuming that these students will find a job in that field and will not find the job market closed and be displaced or forced into the ranks of the unemployed. Suppose for instance, that a nuclear engineer that graduates in 1983 finds public sentiment has changed and the United States will no longer follow a course of nuclear dependency. In essence, the job market in nuclear engineering has dried up. Will Penn State, our University, have provided that student with a broad enough education that he will be able to apply his skills and training in some other areas? Or rather, because of his narrow training, will he be forced into the unemployment line? Sure, we all know that IBM or Hughes Engineering doesn't recruit many philosophy majors from the campus. Still, Penn State, as a major progressive university, should take a long look at the way it educates its student population. Before we graduate with our sheepskin in hand from Penn State, we should be sure that we have received an education from a University rather than training from a large, prestigious vocation school. By allowing students in the technical majors to have a broad choice of electives, rather than just three to nine credits over a four-year period, the university would go a long way toward providing its students with a true education. A degree from Penn State has always been highly valued by its holders. The University president, provost and the Board of Trustees — and most importantly, we, as the 30,000-plus students attending this University — should realize that students are here for an education rather than a four-year training program.

Students, for the most part, also criticize the teacher who does not make the topic interesting. If a professor can get up in front of the class and keep the students interested without their having to take the initiative to get interested, the teacher is a good teacher. But if an all-knowing professor cannot package the course in an interesting way for the class, he or she is considered a bad teacher and the class is far from exciting. Ideally, a student should be interested enough in the topic to find his or her own motivation without having to depend on the teacher to make the course "sexy." But many courses are required for graduation and are not necessarily taken out of interest in the topic. Motivation does

not come easily in those courses. Therein lies the paradox. If the student is not motivated and sits in class with no interest, the professor is hardly encouraged to make things interesting. So he or she feeds the information to the students, tests them on it and hands out the grade. Satisfactory for the majority, right? No, because that is such a waste of both sides. The students lose out on a real grasp of the material and the professors lose out on the chance to really show their stuff. It is definitely to the advantage of a professor if his or her natural teaching technique is one of enthusiasm, even if the class is not interested, because the students will eventually perk up and join in, in spite of themselves. No, because that is such a waste of both sides. The students lose out on a real grasp of the material and the professors lose out on the chance to really show their stuff. It is definitely to the advantage of a professor if his or her natural teaching technique is one of enthusiasm, even if the class is not interested, because the students will eventually perk up and join in, in spite of themselves. No, because that is such a waste of both sides. The students lose out on a real grasp of the material and the professors lose out on the chance to really show their stuff.

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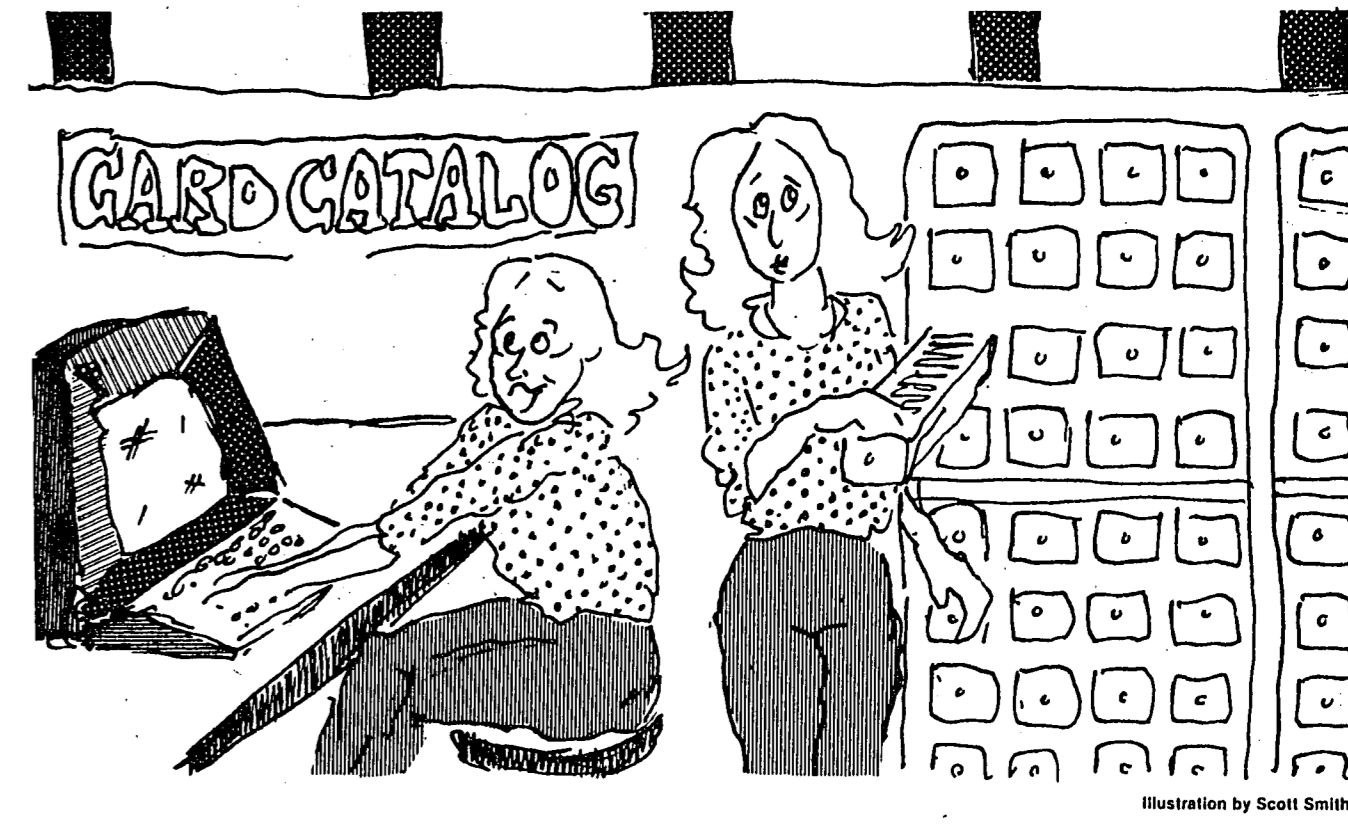
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1. We, Penn State University, have the

Library computers to improve service, cut costs

By SHARON TAYLOR
Daily Collegian Staff Writer
Computerized cataloging at Patee may improve the library's services while decreasing its costs, the assistant dean of libraries said. Gordon W. Rawlins said the on-line catalog access will decrease the labor and the time it initially took the staff to process books. "With the on-line catalog access our staff can accomplish 70 percent of their work at the terminal. This system will speed up processing — a book will be shelved within 24 hours and ready to be shelved. When processing was done manually, it took three to five months," he said. "Because the staff has been converting to computerized cataloging during the past three years, the system will not increase costs substantially. "We have managed our resources so we would not have to dip into added support," Rawlins said. Since the on-line system is a more efficient system, many universities are opening it for public use this summer. However, because it is complicated to use, Rawlins said Patee's system will be

perfected before it is opened to the public. "We think the general public will have too much difficulty learning on the on-line system. We want an end product that does the job properly," he said. Rawlins explained the on-line system is more difficult for the public to use because to find a book's call number, the patron must call up on the computer either the Library of Congress number or the exact wording of the title, author and subject of the book. "Right now the system is word-order dependent," he said. After the system is perfected, the patron will be able to call up a subject of interest and the computer will list a number of books under that subject heading, Rawlins said. "We want to eliminate the difficulties of current library techniques for our patrons — we don't want to frustrate the users," he said. To also help the public, Rawlins said access will be restricted to the campus on which the student is located. "If the student is using a terminal at the engineering library, he will only have access to books located in the engineering library. However, if the student wishes to have access to the other libraries, we will have a built in system that will allow them to do so," he said. Rawlins said he hopes to have the system open to the public in 1984 or 1985. "By 1985, we would like to have 40 to 50 terminals (located in the card catalog room) and one or two terminals in each of the branch libraries," he said. "Because the terminal allows the student to call up material much faster, I don't think there will be a problem. But, if patrons don't want to wait in line for a terminal, they can use the computer output microfilm (COM) catalog, a computerized printout." Since the staff is no longer adding cards to the card catalog, patrons will use COM to gain access to materials processed before the computerized system is perfected for public use. When the system is in use, COM will serve as a backup for the system if it should fail, he said.



Judge denies injunction against University

By IRIS NAAR
Daily Collegian Staff Writer
A federal judge has denied a request for a preliminary injunction against Penn State in the latest chapter of a retail sales corporation's suit against University residence hall policy. U.S. District Court Judge Malcolm Muir earlier this month denied the request of American Future Systems Inc., which claims a University regulation prohibiting sales demonstrations in dormitory rooms violates its right of free speech. Edward Satell, president of the Bryn Mawr-based company, said the company will appeal the denial of the preliminary injunction because students are being prohibited from making up their own minds. American Future Systems is described as a corporation that sells "table china, tableware, crystal and cookware through demonstrations of its merchandise at colleges throughout the United States," according to Muir's opinion. The opinion goes on to say that the company wishes to present sales demonstrations at the invitation of individual students in the common areas and dormitory rooms within the residence halls of Penn State, to disseminate commercial information to groups of students through sales demonstrations at the invitation of individual host students in their individual dormitory rooms and to consummate sales to individual students in the student hosts' rooms in residence halls at Penn State. This new suit, filed in January, includes six students acting as plaintiffs for the company.

M. Lee Uprcraft, director of Residential Life, said American Future Systems first contacted the University during the fall of 1979 and asked to reserve study lounges for sales demonstrations using a student host. Uprcraft said he told the company that such demonstrations were against University policy. Policy states that University facilities cannot be used for commercial purposes, he said. Satell said the company's First Amendment right of free speech was being violated, and sent people from his company to conduct programs, Uprcraft said. The demonstrations were shut down when found, he said. "He then sued us in a federal court alleging the violation of free speech and the student's right to free speech," Uprcraft said. Muir said free speech was not being violated, Uprcraft said, but the case was appealed. The U.S. Court of Appeals for the Third Circuit affirmed Muir's opinion. Satell then appealed to the U.S. Supreme Court, which refused to hear the case, Uprcraft said. Satell said he thinks the University is not following the decision of the appeals court because they now say they will allow demonstrations only in public areas. The constitutional questions in the case are the privacy rights of students and the company's right of free speech, he said. "Our company is arguing that there is no place in the University for censorship of free speech," he said. Even more important than that is the right of privacy, Satell said. Now, commercial activities can be conducted individually, he said, but if a person wants to conduct

commercial activities with friends, he is subject to disciplinary action. This disciplinary action in the privacy of a room is censorship, he said. Satell asked whether the University could subject a person to disciplinary action solely because of the content of a presentation. "We're only talking about invited speech," he said. He said the case is basically a students' right case. "I think the case will go on until students gain the rights they think are theirs," Satell said. The case is slated for trial at the U.S. District Court in Williamsport in September. Uprcraft said that at first, the issue was whether group sales could be permitted in common areas. Now the company wants to hold demonstrations in residence hall rooms, he said, but the University says it is not permissible for an individual to invite people to a residence hall room to conduct sales. "Then in effect you're running a business out of your room and that's not the purpose of the residence halls," Uprcraft said. Uprcraft said that for approval of the preliminary injunction to be granted, the company would have had to prove that prohibition of the demonstrations would have caused harm to the students. Mark Faulkner, an attorney with the firm representing the University, said the first suit challenged the University's policy regarding commercial transactions in the dorms. Continued on Page 16

Test says students unaware

By PETER A. BROWN
United Press Wire
WASHINGTON (UPI) — Most college students are so absorbed by getting a job they do not know enough about world affairs to score more than 50 percent on a test, a federally funded study said yesterday. Less than 15 percent of the more than 3,000 students surveyed randomly at 185 colleges and universities got two-thirds of the questions right, said Thomas S. Barrows, another study author. "It means there are very, very few kids" who are adequately informed about world events. He called the results disappointing. "Items on issues requiring some knowledge of their historical context proved to be stumbling blocks for more of the sample than any other single discipline," the report said. "Not surprisingly, history majors scored the best — an average of 59.3 correct answers. Education majors — many the nation's future teachers — were the worst, with a 39.8 percent average. Various recent studies have shown college students are more interested in careers than their older brothers and sisters, who were more involved in current events during the Vietnam War-era. Black said there was not a similar study done in the past that would allow a comparison of present and former students. "Less than 15 percent of the students got two-thirds of the questions right," said Thomas S. Barrows, another study author. "It means there are very, very few kids" who are adequately informed about world events. He called the results disappointing. "Items on issues requiring some knowledge of their historical context proved to be stumbling blocks for more of the sample than any other single discipline," the report said. "Not surprisingly, history majors scored the best — an average of 59.3 correct answers. Education majors — many the nation's future teachers — were the worst, with a 39.8 percent average.

ART & THE David Bromberg

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Remaining tickets go on sale April 21 from 9 a.m. to 4 p.m. at the HUB desk
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