Must Pattee shut down for Labor Dav?

many steps to Pattee. She tries the brary is not a research facility. shoulders and walks away.

Pattee was closed for the Labor facility — Rec Hall. Day weekend. The University saw fit As Philip A. Klein, chairman of the to shut down that most revered of Faculty Senate Committee on Liacademic facilities for the holiday. As a matter of fact, it was closed Pattee was closed over Christmas every weekend during term break break, "Research left undone be-

Tough luck for the professors and deprive us of potentially significant graduate students who wanted to advances which are impossible ever take advantage of the break from to measure in advance. the hustle and bustle of classes to "... The library is enormously work on research. Tough luck for the important both in actuality for reundergrads who wanted to use the search and as a symbol of the Uniend. Tough luck for freshmen and commitment to the constant pursuit their parents who wanted to get of scholarship and truth through oriented to the library after they research. moved in.

Pattee was closed. adelphia or Pittsburgh, had more can, but not during the holidays." than one research library that had The Daily Collegian's editorial opinion is extended hours. Pattee would not be determined by its Board of Opinion, with the

dow. No sign of life. She shrugs her would shut down perhaps its most extensive academic facility to cut Five minutes later the scene is costs, while at the same time keeprepeated. And again in 10 minutes. ing open its most important athletic

Perhaps if State College, like Philtiers of human ignorance, as best we



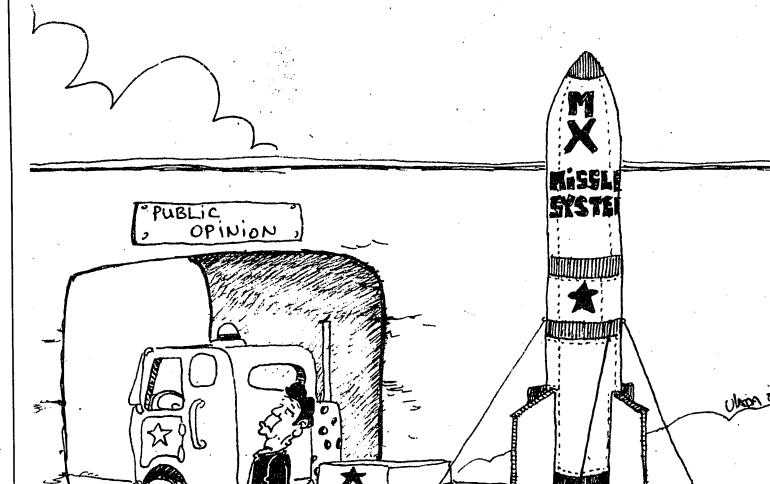
The scene: A student climbs the vacation. But Schlow Memorial Lidoor. No luck. She peers into a win- It seems odd that the University

braries, said earlier this year after and every weeknight during break. cause the library is closed could

reference facilities over the week- versity's involvement and

"It sounds unconvincing to tell the public that we push back the fron-

so sorely missed when it goes on editor-in-chief holding final responsibility.



The lowdown from our head honcho

newspaper. Let me tell you a bit about us.

10 dropouts. Our editors are English 4 dropouts. We room or major. the best way to discredit all the poor, hard-working the paper, you also need to understand how it operates. and two assistant advisers, all employees of Collegian student government and University administration So, the basics: leaders. We specialize in making up facts and especially quotes. We are good for nothing but Doonesbury and the crossword puzzle. We are evil, elitist, inept and irre-

That, at least, is what you'll have either heard or surmised within our first week of Fall Term publication. If you'd ask me, of course, I would assure you that none of it is true. I would tell you that we care intensely about the quality of our product, that we criticize ourselves more than you ever could. I would try to convince you that our mistakes are innocent, honest ones - not meticulously conceived schemes to "get"

Not surprisingly, that was my intent when I began this venturing into the hows and whys.

Perhaps. However: This is your newspaper. Apologies begin with. for the rhetoric, but the paper does exist to serve you.

The Collegian, however, is published by an indepentor to the office in 126 Carnegie. the details of the switch to semesters or the time and and production staffs to operate autonomously. That school tryouts at 7:30 Sunday night in 162 Willard. place of this week's offering of "Deep Throat." You independence means + . . well, wait for Part II of "All would be subject to the whims of University honchos left About the Collegian." to deny coed housing or choose a new president with no

More facts: We have an all-student news staff of about editor of The Daily Collegian.

Freshmen, transfer students and other newcomers: outside questioning of their decisions. You would have 145 reporters and 30 editors, of whom all the editors and

Inc. and not the University.

ranging from \$6 to \$100 a week.

column. But by now I've become so conditioned by the their school, usually through university funding or Finally: As much as you need us, we need you. By University's fondness for introductory courses that I direct affiliation with the journalism department. That ourselves, we can't possibly find every story that needs feel I should give all the facts and figures before subservience can mean that if the paper publishes, for to be reported, or stimulate thinking and debate, or instance, too many stories and editorials on the school's catch and correct our mistakes, or revise our coverage You probably think you have enough to worry about foul-ups in changing calendar systems, it might soon and emphasis to meet your needs.

Without the Collegian you would know virtually noth
dent corporation — Collegian Inc. — that concerns itself

And if you're really interested in getting involved with ing about what goes on at the University, whether it's primarily with finances and allows the news, business the paper, bring yourself and a Blue Book to candidates

Encampment blues

day and Friday, I had anticipated volleyball, sunlight on the lake at Stone Valley and invigorating discussions with seriously academic people over strong coffee in the morning.

Maybe the week-long rain precipitated my case of 'encampment blues." The lodge at the Engineering Camp was filled with soggy, earnest people - about 130 administrators, faculty and students - all "Reaching for Excellence,"

if one takes the theme for the event seriously. It was more like groping than reaching. In three decades, the Encampment ritual probably has solved few of the University's problems. But for me, this Encampment provided something much more useful — however ominous — than pat solutions: an element of clarity. I was shown a little bit more of why per capita to higher education than 44 other states.



First the facts: Penn State's tuition makes it one of the most expensive land-grant colleges in the country. It costs Pennsylvania residents less to pay out-of-state premiums in 23 states than to attend Penn State. Why is tuition so high? Because the University is financially strapped, its budget already cut partway to the academic bone. University Provost Edward D. Eddy admitted he is often preoccupied with cost-benefit calculations, looking for programs to cut back instead of finding ways to make them grow. In a conversation about the "life of the mind" at

Tight finances also work their way into the quality of teaching at Penn State. One teacher told me that he got heat from his department for scheduling a heavy reading load in a required class, because fewer people took the class when he taught it, and the department lost money because it receives subsidy on a per-pupil-Why are finances so tight? Because the Pennsylva-

nia Legislature's support for higher education has been, in the last decade, among the worst in the nation. According to the Chronicle of Higher Education, Pennsylvania's average annual increase in state support for higher education has ranked last of the 50 states over the last 10 years. And Pennsylvania gives fewer dollars No one among the legislative and administrative leaders in Harrisburg is pushing very hard for higher education. Why such weak support among state legislators and a governor who, come election time, will inevitably claim credit for keeping higher education on

Because those politicians are under a lot of pressure to get re-elected, and they are very vote conscious. Students don't vote, and no amount of earnest demonstrations and rock music on the Capitol steps is a substitute for the ballot.

The University's full-time lobbyist in Harrisburg, Fred Ciletti, said the University will probably have to settle for 5 or 6 percent increases (less than half the inflation rate) in its state appropriation over the next two years. That means tuition will have to increase at least as fast as it has recently, and administrators will have to keep preoccupied with cost-benefit calcula-

What I gleaned from Encampment is a loss of faith. Students have lost faith in the electoral process. Politicians, preoccupied with getting votes and staying elected, have lost faith in education as a generally good investment of state funds. And the University adminis-Penn State. Eddy acknowledged that smaller classes are one path to an intellectual environment, but also tration has become afraid (or unable) to support education for its own sake or support research purely had to recognize that most lower-division Penn State

Welcome to The Daily Collegian, Penn State's student no chance to express your opinions to more than 20,000 maybe 45 reporters do 90 percent of the work and put in people. Quite possibly you would have little or no 25 to 80 hours a week. The business staff, responsible for We are worse than dorm food. Our writers are English exposure to parts of student life outside your own dorm selling advertisements and keeping us on the streets, consists of about 24 sales people and office workers and maliciously perpetrate stereotypes and each night plot
In short, you need us. But to be effectively served by seven managers, also all students. We have an adviser

In addition to the student staffs, we have a professional production staff that handles news and advertising typesetting and paste-up. The paper is printed under a contract with The Centre Daily Times. Our circulation is 20,000, with an average paper size of about 20 pages. We have been rated by the Associated Collegiate Press as one of the top five student newspapers in the country for the past several years. We receive no academic credit for our work, but top reporters and editors get grants-in-aid — paid from our revenues —

We write, edit and produce advertisements entirely The key fact of Collegian life is our independence. on computers, and receive Associated Press news and Most student newspapers are controlled in some way by photo service.

already without being bothered with Collegian trivia. find its offices locked — if the stories were printed to

So you're welcome to complain — but please, com-

plain to us, not just about us. Write a letter, call or come

Paula Froke is a 10th-term journalism major and

for the benefit of more knowledge; everything at Penn State has to be cost-efficient. I am writing this three days after the end of Encampment, and it's still raining outside. Like the weather, the dynamics of the University will change sooner or later. But no one is responsible for the rain, and we must all take the rap for this University's problems.

They are the group legally empow-Tom Boyer is a 10th-term political science major and ered to hire the University presieditorial editor of The Daily Collegian. there are no students or faculty members on the Selection Commit-

Debby Vinokur Paula Froke **Business Manager** BOARD OF EDITORS: Managing Editor, Phil Gutis; Editorial Editor, Tom Boyer; Assistant Editorial Editor, Becky Jones; News Editors, Cindy Deskins, Dave Medzerian; Sports Editor, Mike Poorman; Assistant Sports Editors, Sharon Fink,

Ron Gardner; Arts Editor, Elaine Wetmore; Assistant Arts Editor, Judd Blouch; Photo Editor, Stelios Varias; Assistant Photo Editors, Janis Burger, Renee Jacobs; Graphics Editor, Lynda Cloud; Special Projects Editor, Maryann Hakowski; Copy Editors, Cindy Cox, Karen Konski, Denise Laffan, Jackie Copy Editors, Cindy Cox, Karen Konski, Denise Laffan, Jackie Martino, Iris Naar, Lynda Robinson, Leslie Zuck; Campus Editor, Joyce Venezia; Assistant Campus Editor, Chuck Hall; Town Editor, Rosa Eberly; Assistant Town Editor, Margaret Ann Walsh; Features Editor, Scott McCleary; Weekly Collegiated gian Editor, Neil Axe; Assistant Weekly Collegian Editor, Charlene Gowarty.

LETTERS POLICY: The Daily Collegian encourages comments on news coverage, editorial policy and University affairs. Letters should be typewritten, double-spaced, signed by no more than two people and not longer than 30 lines. Students' letters should include the term, major and campus of the writer. Letters from alumni should include the major and year of graduation of the writer. All writers should provide heir address and phone number for verification of the letter The editorial editor reserves the right to edit letters, and to

Opinions expressed in columns, cartoons or letters to the editor are those of the writer and artist and not necessarily the opinion of the paper.
Mail letters to: The Daily Collegian; 126 Carnegie Building; University Park, Pa. 16802. Names may be withheld on request. Letters may also be selected for publication in The Weekly Collegian.

Choosing a new president: Do students have a say?

While most University students not feel Oswald merits further conwere home, enjoying their summer sideration. vacations, a drama began to unfold. Another student commented in her John W. Oswald announced his retirement as president of the Univer- indicated a serious lack of undersity. The selection of Oswald's standing of students and young peosuccessor will have a major impact ple."

The fact that the number of stuon the operation of the University. One of the groups which will be dents on the Search and Screen affected is students. It already ap- Committee has been decreased indipears however, that students will be cates that the trustees have no intenexcluded from any meaningful par- tion of allowing any more serious ticipation in the selection of the new involvement by University students University president.

The group which will have the In 1969, Oswald was also the last choice of a majority of the faculty most influence in the selection of the new president will be the Universi- members on the advisory committy's Trustee Selection Committee. tee. One faculty member commented in the faculty senate report According to Richard Grubb. execthat Oswald "gives impression of utive secretary of the committee, being an old pro, appears to be an the Trustee Committee consists of able administrator — Question: has eight members of the Board of he lost touch with students?" Trustees. It was this group which set up the University Search and Screen Another of the faculty committee

members rated how effectively he believed Oswald would deal with 14 people, only includes two stuvarious groups: students, poor; facdents. This is fewer than half of the ulty, poor; administrators, good; students that sat on a similar comlegislature, mixed, poor to good. mittee when Oswald was hired as University president in 1969.

Even more disturbing is that the

Search Committee, on which those

students will sit, has no real authori-

ty in the selection of the new presi-

dent. That authority will lie with the

Trustee Selection Committee, whose

recommendation will most likely be

That the final decision will lie with

In 1969, the trustee committee

ignored input from the faculty sen-

In 1969 . . . all four

interviewed Oswald

the three men who

were then being

considered for the

According to accounts in The Dai-

ly Collegian, all four students who

Robert Bernstein, a student mem-

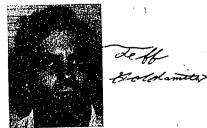
being considered for the post.

Screen Committee

students who

the trustees does not bother me.

accepted by the full board.



One way to solve the problem of a lack of serious student and faculty dent. What does concern me is that process is to place a student and a faculty member on the Trustee Committee. This could be done easily without decreasing the legitimacy of the trustees as the group authorized

ate advisory committee, which was Paul Bell, who is both a student equivalent to the current Search and and a trustee, could be named to the

to hire the University president.

The alumni already have a representative in Helen Wise, whom they elected to the board. The only ranked him last out of non-board member would be the faculty member.

recommendations of the Search Committee will be taken seriously.

out of the three men who were then outlook for any real consideration of her of the advisory committee, said.

tee's comments to the trustees, I do umnist for The Daily Collegian.

.Those incompetent undergraduates

Six weeks ago, in a series of three forum articles, I about jobs, majors and requirements, but not their failed. It then continued: said that most Penn State undergraduates are academi- fields. They laugh at the poor madmen who preach to "What people who aren't adequately prepared or and that Penn State's faculty and administration, by attitudes discourage both thought and caring. requiring remedial courses and defending the faculty don't love them, and don't want to accomplish things in against student intimidation, which could help solve them. They want to put in their 30 or 40 hours a week,

describing the causes of poor attitudes and academic hurdles: They want comfort. To get it they need money, weaknesses, that these problems are not unique to Penn jobs, degrees, required courses, passing grades and State or its students, and that Penn State's students are answers on exams — which they believe classes are undergraduates are immature. only partially to blame for them. I also didn't realize there to give them. They'd like to be told the answers to that most undergraduates might think of their fields or all exam questions, and would like it even better if the beliefs, or what they were learning, as personal matters instructor just gave everyone As. They wouldn't learn which they wouldn't talk about around a stranger. anything, of course, but wouldn't care. These things were frequent topics of dinner-table conversation when I was an undergraduate, and I believe that isn't on the exams as 'wasting time.' In mathematit's sadly wrong that current social expectations force ics, they criticize everything except giving instructions such discussions to be special.

I still stand behind the accuracy of every significant thing I said, though. What follows describes, with education and testing, and the nature of jobs which summaries and excerpts, the main ideas in my earlier articles. I'll be happy to provide copies of these articles

My first article described a Math 260 class I taught last spring, with students I assumed were better than Penn State's average, who couldn't read instructions, write grammatically correct sentences, or do arithmet-

These students usually used blind, laborious calculations to solve problems they could have solved easily by seeing as instances of general facts. They did these computations even when they were ridiculously complicated or produced answers that weren't worth the time it took to get them. They couldn't define terms that had been used in class for weeks, couldn't concentrate in class, and had very poor retention of material they'd supposedly learned in earlier courses.

"People who can't pay attention in class, can't write coherent sentences, can't read exam instructions, can't produce results without detailed instructions — and memos, use technical documentation, or make deci- learning can give, and advised: sions that require insight or judgment. They're going to manage a business, or become engineers? Fine, but who's going to do their work?"

My second article began with these paragraphs:

"This is natural, though, and wouldn't be so bad if the My last article began by acknowledging that students Steve Brackin graduated from the Massachusetts Insticommunity they were adapting to were a good one. It who aren't adequately prepared for college, or don't tute of Technology in 1974 and worked as a programmer isn't. A passive, shallow mindlessness pervades under- want to learn, or only want job preparation, can deserve and consulting engineer for three years.

worse than taking three students, "Johnny

Short," "Jimmy Fat" and "Mary Ugly" and

State is short, fat and ugly.

your offense is.

conclude that the entire student body at Penn

If I seem to be taking all of this personally, it's

true! It could be true for every other undergrad-

uate you have so maliciously slandered. I'm

sorry if this seems to be short, but I really can't

waste any more time on this nonsense — I came

here to study! That's where you will find me

now. And now, just maybe, if I'm lucky, I might

fit in an hour or two of enjoyment this weekend.

Oh, by the way, if you haven't read Dante's

"Inferno," maybe you should before you insult

me again. You just might find out how serious

As a part-time (summer only) student and a

full-time educator, I have read with great inter-

Gregg L. Caren, 1st-human development

cally inadequate; that several attitudes common among them, but don't question life or death. They talk about don't want to learn do not deserve, though, is power —

• Penn State undergraduates are antithetical to learning; each other, but not what they want or feel. Their power over an institution supposedly dedicated to truth. catering to weak and wrongly motivated students, have "Many undergraduates don't want to learn, don't being taught, lower grading standards, disrupt classes, made Penn State into what is largely a mockery of a want to think and don't try to understand. They've decide academic worth, or inhibit free expression - not university. I also suggested possible reforms, including chosen their fields on the basis of money or availability, by other students, and especially not by the faculty.

> then spend the rest of the time partying. "These students see the University as a series of

in how to solve problems as 'wasting time with theory.' They call exam questions that require intelligence or theory 'unfair.' They depend on partial credit, try to lower course standards and criticize 'unfair' grading. (One physics student complained, 'Quizzes in the physics department are biased so that people who know more make higher grades.') They also cheat.' That second article then tried to explain why these

attitudes are wrong. It described the attitudes as based

on misunderstandings about the purpose and nature of

require college training.

'Many undergraduates don't want to learn, don't want to think and don't try to understand. They've chosen their fields on the basis of money or availability, don't love

them, and don't want to

accomplish things in them.

then can't produce these results accurately - can that they deny and destroy real pleasures. I tried to to train high school graduates rather than buy Penn hardly be expected to participate in meetings, write describe some of the freedom and sense of wonder that State degrees. I described the repulsion I feel for the

makes sense for someone who's stuck in a bad job, just here. My last forum ended as follows: "Unfortunately for everyone, most Penn State under-sake. Work's ideas and materials, the people it deals grades and requirements. I care about pretty theorems, graduates are immature. They're insecure, irresponsiwith and the tools it uses, should be attractive — every and true sentences, and those students who'll let me ble and unconscious of their own cruelty. They're mathematician should love patterns, and every shoe care. I love mathematics, and, God help me, I love to 'belongers' — too unsure of themselves to stand on their salesman should be a bit of a foot fetishist. The job teach." own, and more concerned with fitting in than with being market isn't so harsh as to make it impractical to Hard words. Unfortunately, I believe they were true.

and grades, but not what they're learning. They talk university in a state whose public education system has

They shouldn't have the power to prevent material from

'Unfortunately for everyone, most Penn State

They're insecure, irresponsible and unconscious of their own cruelty. They're 'belongers' too unsure of themselves to stand on their own, and more concerned with fitting in than with being what they'd like to

changed basic subjects into pretentiously titled 'Linear Algebra' or 'Technical Calculus' courses that teach little more than odd forms of arithmetic. They've caused grading standards to be lowered until even some instructors consider it 'unfair' to give exam questions that test more than rote memorization. They're free to insult instructors and the material being presented in classes. They're allowed to influence tenure decisions with their student evaluations. They intimidate other undergraduates, and make it impossible for a faculty member to say a 'controversial' sentence like, 'Most undergraduates are immature,' in public without fearing retaliation." I then described good students at Penn State, and

and gave a list of suggestions for both the University and the mathematics department. I described the process by which Penn State has transformed itself from an institution which sells ideas into an institution which sells grades and diplomas grades and diplomas it is making less and less valuable The main objection I had to the attitudes, though, was _ and warned that employers would eventually choose

"A 'work when you have to, then party' mentality and intimidation I've found as a graduate assistant making a living. A good job, though, one every student "I don't love Penn State; I did love M.I.T. I don't care here should be preparing for, is worth doing for its own whether Penn State survives the '80s. I don't care about

Many of the undergraduates are immature,

somewhat mindless and undisciplined. I would.

however, like to remind Mr. Brackin that it is his

job to take these immature, mindless, undisci-

plined people and show them a better way. As a

public school teacher, I have had to deal with

students who must surely have been less devel-

oped than any Penn State undergraduate. It is

also unfortunate that in the public schools one

does not get strong administrative support, even

It has been my experience that criticizing

students in the manner of Mr. Brackin, however

insightful it may be, is counterproductive. As

educators, our job is to help the students grow,

regardless of where they are now or where we

Steve Brackin's intelligent and heartfelt que-

protest was to be expected - many of their

ries deserve to be answered. The howl of student

believe they ideally should be.

Glenn D. Deavan, graduate-music

What to do:

when one's position is obviously the just one.

Editor's Note: These forums and letters appeared in The Daily Collegian in July. They are being rerun for the benefit of those who were out of town during the summer. May the debate continue.

MIT: and we don't want to be MIT.

forum

This will not be a defensive opinion. I

elieve that I'm one of those undergrad-

uate students who you seem to think has

By DIANA GREENE

arrowing experience.

Students need confidence, not cut-downs

the people you are teaching, influencing and shaping into tomorrow's workers Steve Brackin, could spare a few minand citizens will not give answers to utes to come down from you pedestal and differential equations, create parallel talk to me? Good, thank you. First of all, sentences or buy you a cup of coffee in the Human Development cafeteria. What I'd like to clarify a few points:

• Critical cut-downs of students or of someone they respect. faculty are not becoming to an instructor Your qualifications seem excellent, well-deserving of respect from a student • A negative attitude and frequent use With that admiration comes the willof the word "can't" tends to be a mind- ingness to apply oneself and do well. However, without the hope of acceptance

The Daily Collegian Tuesday, Sept. 8, 1981-3

and expectation of success, which only parents and instructors can give, a student gets lost in the sea of self-motiva-This motivation can range from gaining satisfaction in learning something or

taking a four-year vacation in Hanny become extinct; there are several of us You have to realize these differences. walking around. In fact, I'd venture to because motivations are as individual as say if you opened your eyes and mind, the people you are teaching. They are the bleak picture you paint of undergrad-variables, not coefficients. Whether such uate students' abilities would appear drives can be channelled productively

has a lot to do with you as our teacher

achieving in order to begin a successful

career, to getting a master's degree or

'I believe that I'm one of those undergraduate students who you seem to think has become extinct; there are several of us walking around. In urged them to set the tone for undergraduate life here, fact, I'd venture to say if you opened your eyes and mind, the bleak picture you paint of undergraduate students' abilities would appear

serve this commendation. However, a negative attitude toward believing it can be done.

There are students who come here It's a pretty tough responsibility, but if unprepared in basic skills. There are you believe in an ability, you'll see it. hose who care only about grades, not There are a lot of incoming freshmen nowledge; partying, not serious study. and parents who may have read vour It must be frustrating to yield class time forum. My advice to them, instructors or review sessions and personal time for and students is to have faith in the oring. No doubt you do this, and are abilities and shortcomings of all involved very much concerned about the snowbal- in the educational process at Penn State. ing situation you describe in your forum. A boundary is as difficult to cross as a This is admirable, and I must say that pedestal is to step down from, Mr. Brackthe majority of instructors here do de- in. Undergraduates are as capable of exhibiting and cultivating their abilities and talents as an instructor is capable of

=reader opinion=

Boiling blood

In reading the second of Steve Brackin's threepart forum, I am appalled at the vague generalizations that he presents, and I'm only halfway

through with it! In response, let me begin by saying this: I am mature enough to know better than to group together the entire undergraduate population of Penn State, and then dare to make such harsh generalizations about them (as if we were made from one mold!); I am secure enough to know when to retaliate when I have been insulted; and I am responsible enough to treat this in a rational

manner (although my blood is boiling!)

Mr. Brackin, what right do you have to call me • a "belonger?" As for being "unsure" of oneself, your statements only bring up questions in my mind of how sure you are of being a teacher.

Granted, there are a few students who might fall into any one of the categories you write about. The emphasis, however, is on the word "few." I could respond by taking a few cheap shots at teachers (including graduate assistants) est the remarks of Steve Brackin. Much of what as a whole, but I wouldn't stoop to such tactics as Mr. Brackin states is obvious, observable and you have. In effect, what you have done is no true.

selection committee along with a faculty member. In this way, all groups that have an interest in the selection of the new president would

It appears, however, that the trustees are not interested in giving students or faculty any real voice in the selection of the new president. The best we can hope for is that the

Unfortunately, as we can see from interviewed Oswald ranked him last the actions of the trustees so far, the students' interests is extremely dim.

Jeff Goldsmith is a 9th-term com-"On the basis of the Senate Commitmunity development major and col-

letters were also intelligent and raised good questions. But no solutions were suggested. The facts of the matter are than many undergraduates do not want to learn, that these people

tent, and that there is no effective force to counter this pressure. There is no question in my mind at all that, as Mr. Brackin asserts, "most of Penn State's faculty care," and "there are good students at Penn State, lots of them;" nevertheless, I believe it is also true that Brackin is correct when he states that we are approaching the point of allowing students to go through the motions of learning and still obtain a degree. I also believe that there are many students, faculty and admin-

istrators who agree with these propositions.

housing administration

So what are we going to do? I do not mean the question to be rhetorical: What are we going to

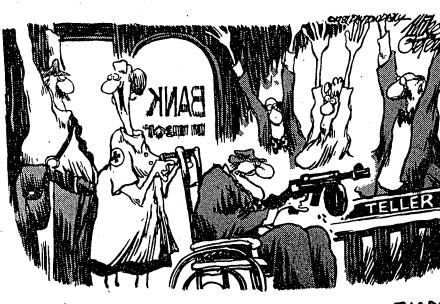
When I read the first paragraph of your forum, bring psychological pressure (through evalua-I knew in advance everything you were going to tions and more direct methods) on instructors for easy grading and undemanding course con-What I find disappointing is you recognize a well-known problem in education, but you do

> and absolutely nothing to offer solutions. In doing this, you show that you have not devoted much time to thinking about the problem, and it makes me wonder what your motivations are in publishing what is essentially an extended insult o the undergraduate students.

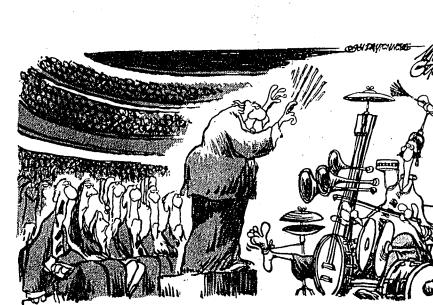
little to explain how the situation got that way,

I think in the end you are only hurting your own image. I would expect much more of an MIT graduate. Maybe attending Penn State will teach you something about people.

Michael Olscheske, 5th-philosophy and religious John D. Palmer, instructor, food service and



WHY YES...MR. DILLINGER WAS RETIRED... BUT THE POOR LITTLE DEAR JUST COULDN'T MAKE IT ANYMORE ON HIS SOCIAL SECURITY...



HAVE YOU NOTICED HOW EASY IT'S BEEN TO GET PHILHARMONIC TICKETS SINCE REAGAN CUT THE ENDOWMENT TO THE ARTS ?

