

# opinions

The Daily Collegian  
Thursday, Dec. 3

## editorial opinion

### Those annoying details

Calendar change mechanics overshadowing academics

Improving academics. Ah, yes, that was one of the main reasons for the decision to switch from a term calendar to a semester calendar, according to University Provost Edward D. Eddy. One of the most persuasive arguments in favor of the change, as a matter of fact, "By all odds, academics has been our overriding consideration in the change to a semester system," Eddy said last spring.

Part of the hoped-for improvement in academics would no doubt result from lengthening the academic period from 10 weeks to 14 weeks. But probably more important in increasing academic quality would be the re-evaluation of courses and curriculum that would change to a semester calendar.

At least, that was the talk last winter, when the semester switch proposal was most actively debated.

But now it's this winter, and again the semester calendar is being talked about. This time, though, the talk centers on mechanics: Scheduling mechanics, classroom use mechanics, salary mechanics, financial aid mechanics, tuition mechanics.

All are necessary considerations — and who could doubt that they must be of much greater concern to students than course re-evaluation. After all, what affects a student more: the cost of tuition, or whether an introductory entomology course ignores modern fruit fly diseases

in favor of covering the mating habits of bumblebees?

Ahem.

Mechanics of course are important, very important. But somehow, there's an uneasy fear in the air that just maybe the more intangible, harder-to-accomplish re-evaluations of academics are being brushed aside in this calendar conversion while attention is concentrated instead on the more tangible, mechanical, concerns.

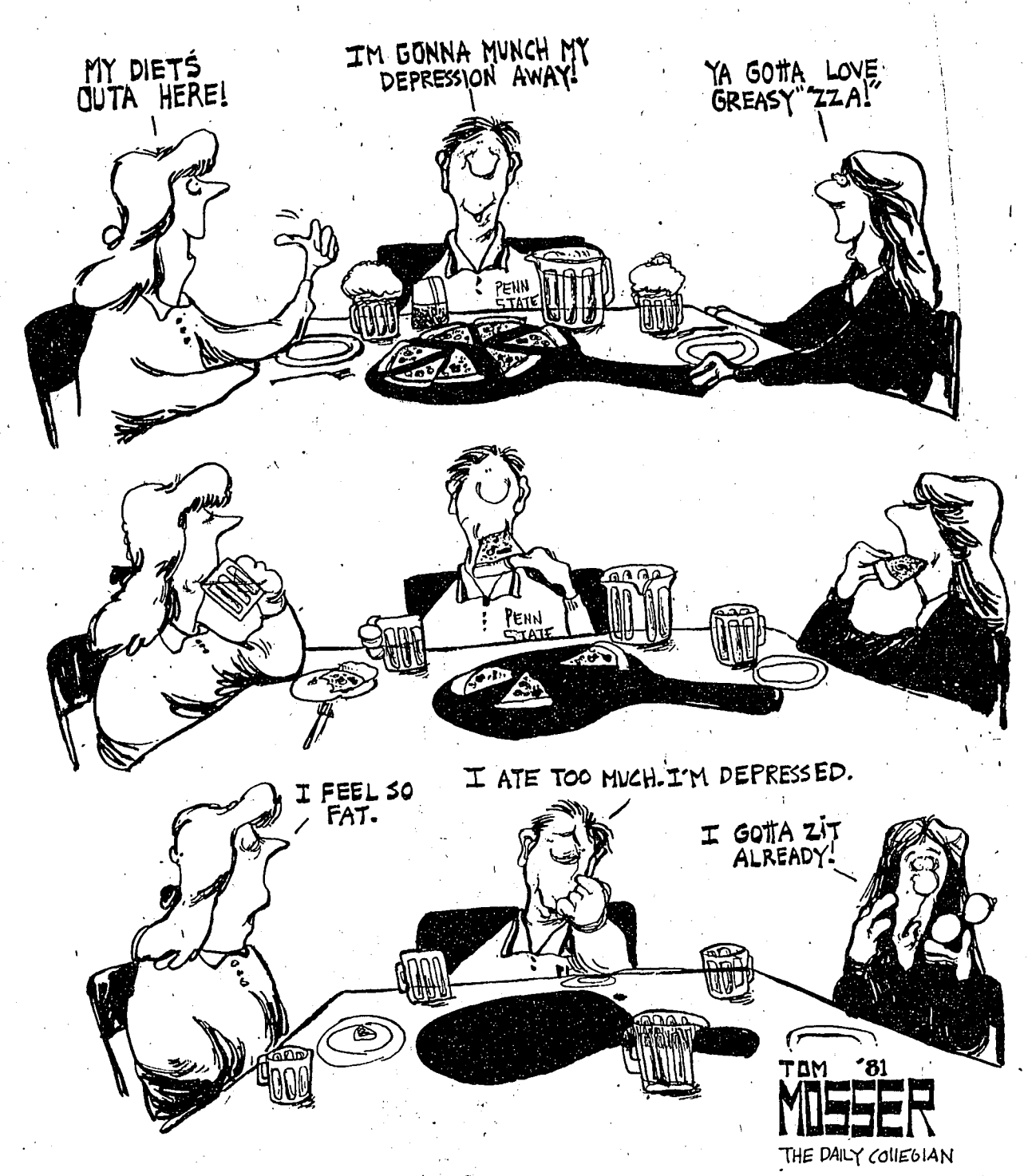
To be sure, a good deal of intensive course re-evaluation may well be going on behind the scenes. That's fine — provided that it is happening.

But perhaps it's time for students and faculty to remember the promise of a better learning environment, and work at holding the University to that promise. Perhaps it's time to ask what would happen to quality, for example, if English 10 and 20 are combined into one 14-week course.

A computer can do the mathematics of converting trimester hours to semester hours and of scheduling classroom use. It takes humans, humans who are involved and who care, to scrutinize the academics and see if they fit the needs of students, and to see if those students are being taught as well as possible.

If we don't do it now, we'll have no one but ourselves to blame in 1983.

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



## I am an aware, compassionate, progressive racist

I am a racist. Funny thing for me to be writing. I'm the daughter of a liberal Democrat who hates Reagan, supports Teddy Kennedy and thinks Martin Luther King was a great man.

But the ugly fact remains.

The lightning bolt struck me when I walked in the Black Caucus office for an interview with Black Caucus President Ayer Rose. Sitting at office chairs were two other black men and Avery. My stomach took a sickening dive. For a minute, just for a minute, I was really scared.

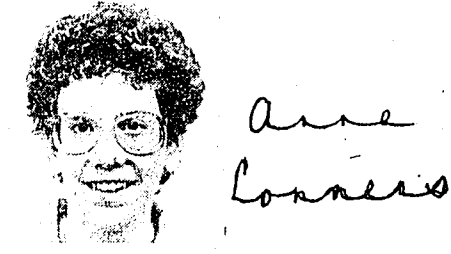
"Or what? I really don't know. Did I think they were going to rape me? Did I feel uncomfortable because for once I was in the minority? Did their glances appear hostile, menacing?"

I don't think I'm looking at my any differently than any other person passing through their doors. But what I do think

is that Anne Matthews Connors grew up in a white middle-class neighborhood, with white middle-class teachers and white middle-class friends. The closest relationship I ever had with a black person was in Panama when I was five years old and went to the playground with Sophia.

After that it was suburban bliss all the way. Not one black student walked through the hallowed halls of my high school. Not one black family lived in the comfortable confines of our community. Not one black family sat in a pew at my church.

Of course, the fact that I was immersed in a total WASP environment didn't prejudice me at all. Archie Bunker was a caricature figure to be laughed at. The Ku Klux Klan was something to be disdain in high school discussions about racism. I even watched the autobiog-



Anne Matthews Connors

raphy of Miss Jane Pittman on TV and cried.

If I really think about my background, I remember that my mother still calls black people "colored," that the lady who lives in Panama when I was five years old and went to the playground with Sophia.

But inidiously, I slowly realized that, worse than Archie Bunker, worse than the Grand Wizard of the KKK, worse than the police who set the dogs on Miss Jane Pittman. By concealing my racism, dislike and fear, I could present to be the educated, emancipated liberal of the 20th century when I really wasn't.

And now I'm here at Penn State, the epitome of the free exchange of ideas, bastion of socio-economic understanding and institution of true higher education. Here I can shake off my provincial attitudes, take some risks and really grow in my understanding of blacks.

Fat chance.

Happily enough, I've come to a University that's not too different from the

community because "they" lived in the city.

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Happily enough, I've come to a University that's not too different from the

close-minded environment which I fled. I rarely see a black face in a class — unless it's in the forum and even then it's only one or two out of 500. I have a white roommate and white friends. I work for a paper which out of a staff of 170 reporters, editors, and photographers boasts three black staff members. I go to a lively white church. I've never been taught by a black professor.

But the question is: Will I ever stop being scared? Will I ever understand? Or will there always be an invisible line between the community in which I live and the teeming black masses outside?

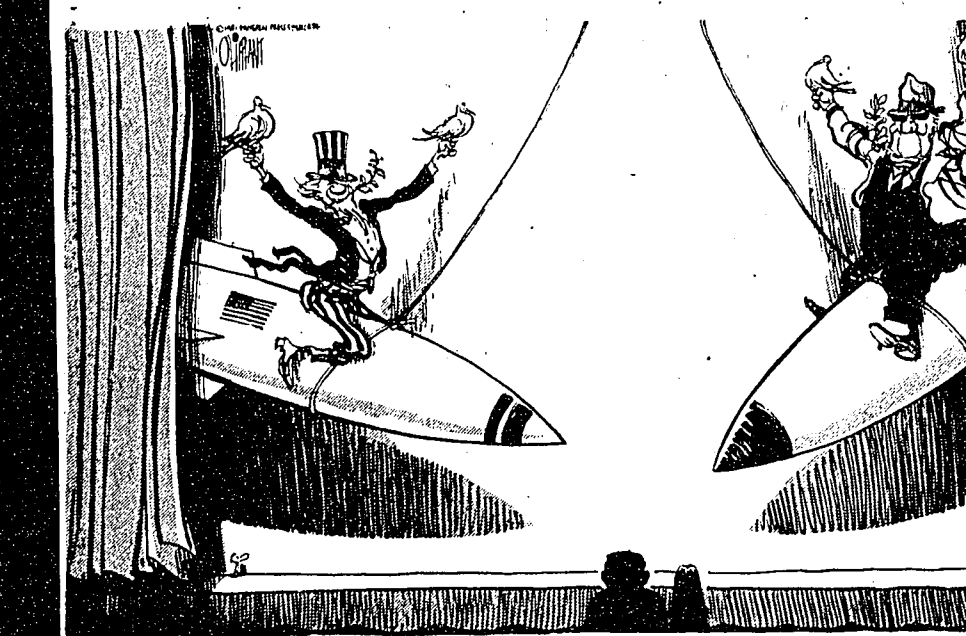
As I said before, I never thought of myself as being racist. Until I walked into the small Black Caucus office that fateful day, I was liberal — with a capital "L." — Anne Connors, who discriminated against no man, supported the American

## reader opinion

### Thanks

I would like to thank the participants in the post-Notre Dame game reception in the HUB sponsored by the Undergraduate Student Government, the Association of Residence Hall Students and the Alumni Association.

We are pleased to have offered refreshments, entertainment and a place to relax for those who attended the game. Mel Klein, Director of Student Activities, for keeping the HUB open after the game; HUB Food Service for staying open for dinner and catering our reception; USG Senate, ARHS and the Alumni Association for their financial support; Dan Lech and the ARHS Movie Co-op for the cartoons; Glenn Kidder, musician extraordinaire, for keeping the crowd



### Pap and drivel

Over my last two years here at the main campus, I have looked forward to picking up a Collegian every morning to find out what is going on. With the onset of this year's new editor and associated staff, this attitude has become one of disgust and apathy, and I am forced to comment on the situation.

What was previously a fine newspaper reporting the news has turned itself into a daily digest of liberal lunacy, which spews out a steady stream of opinionated pap and drivel of little value to a majority of its readers. Whether it be the weekly edition of the Darrell and Darnell Dalsey Report or the daily Bill Cluck fan club newsletter, this attitude makes little difference. I have little tolerance for continual one-sided pandering to minority causes, or ad nauseum reporting of the misadventures of USG, ASA and the other P-

### Commie plot

I speak for the many Americans, rich and poor, who have at one time lost their looses, however, valuable change to those greedy monsters, otherwise known as vending machines. More specifically, at this time I will concentrate on the relatively poor college student, who have most probably fallen prey to the malfunctions of these obnoxious conveniences, located all over our campus.

Today, I reluctantly fed a nutritious amount of nickels, dimes and quarters to the belly of one sly and selfish Pepsi machine. After realizing that it had no intention of reciprocating with its content, I proceeded mechanically to request my refund. Quite naturally that failed and I therefore resorted to a higher authority, the HUB's desk.

They, apparently bored with the monotony of such complaints, served me a slip of paper to complete. Not exactly what I had hoped.

The \$1.05 I gave the machine today is unfortunate. However, the estimated \$100 have been taken from me in recent years is the ultimate cause of my fury and this subsequent letter. Something can and must be done. The companies that spend millions on advertising the products of these machines can donate some much needed effort and much less money perfecting them.

I have just passed a twin of my infamous machine. A man stood in front, obviously outraged, pleading with the various buttons to grant him some feedback.

Silent and stubborn, the machine rested, disregarding the spontaneous kicks of the customer. I

## reader opinion

### Bro's job

After my first term here I was a bit offended at the preachings of Bro Cope and company. I did not particularly enjoy being called a drunk, a whoremonger, or any of the other terms they use to describe us. I also enjoy sitting in the sunshine outside of Willard Building between classes and 'm not exactly thrilled at having my ears assailed by constant shouting and yelling about the prospect of having my soul damned to hell. Somehow, the situation just is not appealing.

After a couple more terms my opinion did not change, but a number of classes pointed to the real possibility that the world could end sooner than I thought it might. There have been too many indications that we must do something if we want life as we know it to continue. Isaac Asimov spoke about human existence on the planet at a Colloquy speech last year and gave us a 50 to 100 percent chance of making the earth a "devasted world of survivors" within 50 years.

Understandably, I became concerned.

But what does the end of the world have to do with Bro Cope? Well, I interviewed him for my research paper and I discovered that he really believes the end is soon. He is preaching on campus, and has done so for five years, because he believes we should hear his message.

When I interviewed him I found not the self-righteous, harsh speaker who hollers outside of a main classroom, but a quiet, soft-spoken man who cares about other people and believes he is living his life the way God wants him to. Obvious-

ly, he is not afraid to stand up for what he believes and he tolerates being "the burnt of 32,000 students' jokes." His only job is being a street preacher; he has no other way to support himself and "lives by faith."

During the course of the interview my opinion of what he says, but I respect the man. I do not know many other people who have thrown away the things most people hold precious and live a life doing what they believe is right. I am really offended that some students who are getting an education here yell for Bro to "get a job."

Bro Cope has one.

Gregory A. Hansen, 6th-communication studies Nov. 30

### No consideration

I am becoming dismayed at the nit-picking enforcement techniques of the State College Department concerning local traffic violations. Recently I received a citation for parking my vehicle on South Allen Street at approximately 10 p.m. for being slightly extended in a loading zone. Although the vehicle was not positioned to hamper any delivery operations, especially late on a Saturday night when most stores are closed, the officer felt he or she should enforce the law at all times, in all circumstances, with no regard to the situation.

### Use and abuse

Alcohol abuse among students at the University is an increasing problem; the question is: Why? Before getting into the reasons I think it's appropriate to relate a story in order to show that the problem actually exists.

I woke to my roommate's alarm clock. As I sat upright everything that had happened the night before came back to me; my thick, dry tongue and throbbing head attested to the fact that it was some party. While I was stumbling toward the shower I was overcome by the smell of stale beer; however, it was no match for the stench that was waiting in the bathroom. It was obvious

that someone had had a few too many and wasn't quick enough to make it to his destination.

After the shower I went to the cafeteria for breakfast. The numerous beer cans on campus had a good time too. Breakfast was not very enjoyable because of the feeling in my stomach, but I did get some satisfaction in watching other people suffer through the same situation. My thoughts were interrupted by my roommate: "Come on, we don't want to be late for the tailgate!" Well, I guess a little hair of the dog bit me wouldn't hurt.

Scenes like this occur all too frequently at the University. On a campus of about 32,000 students only about one-fourth are 21 — the legal drinking age in Pennsylvania. However, all one has to do is walk around the campus on any weekend and it is evident that much more than one-fourth of the student population is using (and more frequently abusing) alcohol.

John Body, a resident assistant in East Hall and a peer educator in the Total Alcohol Awareness Program (TAAP) here at the University, gave many reasons for the alcohol abuse among students: "These include lack of education, peer pressure, and easy access.

Perhaps the biggest reason for alcohol abuse among students, according to Body, is lack of education. Many people don't realize the effects of alcohol on their bodies. It is a common occurrence to go to a party and find someone who says he "knows his limit" yet ends up getting sick. If the student population was better educated on the effects of alcohol this would happen less frequently. Unfortunately the University

doesn't like to deal with alcohol education because underage drinking is illegal — therefore the students shouldn't be doing it.

Another reason for abuse is peer pressure. Some people drink only because they feel like a jerk or out of place without a drink in their hand. Others drink because their friends insist that they do. Since most parties on campus usually do not offer alternative beverages such as roko or punch, many people feel they must drink to fit in.

Easy access to alcohol is another major reason for student alcohol abuse. On any weekend there are numerous parties everywhere on campus. If you prefer to have your own party there are many people of drinking age who will be more than glad to get you alcohol. There are few people who can pass up the chance to "get wasted" after a long week of classes, because of the ease with which beer, wine and liquor can be obtained these chances present themselves often.

Obviously alcohol abuse is a problem at the University that needs to be dealt with. The most effective way to solve the problem would be to better educate the student population on alcohol and its effects. Perhaps the University should sponsor more programs such as TAAP and/or offer a class on alcohol abuse, it couldn't hurt and it just may help.

Doug Weaver, 2nd-science Nov. 16

### forum

Also, the atmosphere is creative. This creative sharing begins at the creative dramatic sessions that are usually held after the play. A leader of such sessions must guide the children through the exercises and allow the children to "create." It is called crea-

tive dramatics because the children "make" "do" and "become" a variety of things. They "create" animals and "become" marshmallows.

The purpose of creative dramatics is for the growth and development of the players rather than for the entertainment of an audience. Nothing in a creative drama session is criticized or graded which separates this experience from "schoolwork." A teacher in one of the elementary schools that the Children's Theatre Ensemble of Penn State visited remarked, "The Creative Drama follow-up in our classroom was outstanding. Directions were clear and expectations were realistic. Children responded well."

Children usually respond well to creative dramatics and to Children's Theatre because it is entertaining. Most of the material for Children's Theatre is selected according to what children find amusing. Animal characters and slapstick humor are some of the essentials to a good children's play. This added asset — that Children's Theatre is entertaining — makes chil-

dren want to participate in the activities instead of them having to participate.

Yet the fun in Children's Theatre is educational. Many Children's Theatre groups add historical facts their plays. The Children's Theatre Ensemble of the University is touring skills about the heritage of Pennsylvania. Children come out of a good Children's Theatre workshop with a little more knowledge about life to become and to experience things which might have only been words on pages.

That is the key to the popularity of Children's Theatre — the "action." Children's Theatre constantly challenges a child to "act" and "react" and "become."

Is it possible to capture the magical moments of childhood? Yes, through the Children's Theatre. Maybe someday the outlanders can become the participants.

ton counties.

Why are Children's Theatre groups becoming so popular? Children's Theatre seeks to destroy a child's inhibitions. Also, Children's Theatre is based on a noncompetitive spirit. The lack of competition allows all children to be involved in the experience. For these reasons Children's Theatre is becoming widely accepted by both teachers and parents. Not to mention the fact that the children love its pressure free atmosphere!

How can this wonderful stage in a human's life be cultivated and preserved? The answer is through Children's Theatre. This type of theatre is becoming a popular form of drama today. The Children's Theatre Ensemble of Penn State is an example of this school. During the Winter and Spring Terms they tour 80 elementary schools in Centre, Clearfield and Clin-

ington Hughes on her bedroom wall.

When that surge of fear crept to the surface, something else slimy and foul bubbled up that jolted my comfortable illusions about my comfortable self.

Although I'd like to think otherwise, I'd guess I'm not in the minority here at good of State U. There's probably thousands of others like me, good kids who have been raised in good neighborhoods and who have never really thought about the penalty of being black in a white society.

Wait. Could it be? Could you be a closet racist too?

Anne Connors is a 5th-term liberal arts major and a senior reporter for The Daily Collegian. Her column appears every other Thursday.

• confusing and overlapping regulatory requirements, and

• administrative time delays which, in a period of inflation, have added 50 percent or more to the cost of approved projects, without justifying emission reductions in excess of best available control technology.

Also, I think you will see minor amendments aimed at alleviating problems experienced by certain industries. One such measure — to give and the steel industry three more years to meet air pollution cleanup deadlines — has already been enacted (Public Law 97-22).

These are some of the issues Congress will debate in considering the reauthorization of the CAA.

Once again, I wish to thank all those who have taken the time to express their concern about protecting the act. You can be sure that I will keep your views in mind when the reauthorizing legislation comes to the floor of the House of Representatives.

Rep. William F. Clinger, R-Centre Region Nov. 2

### Cleaning air

Many Penn State students have written me expressing their support for the continuation of the Clean Air Act (CAA) in its present form.

Federal legislation to control air pollution dates back to 1955. It was the CAA of 1977, though, that authorized the first comprehensive federal program for dealing with air pollution.

Also, the EPA Administrator mandates that each state develop plans to control emissions from existing and stationary sources. In addition, the states are required to designate whether they have attained the ambient standards for sulfur oxide, particulate matter, carbon monoxide, nitrogen oxide and lead.

The Clean Air Act of 1977 was perhaps the most important environmental action taken by the Congress in the last decade. Recently, the results of a poll taken by Louis Harris and Associates, Inc., showed that 80 percent of the American public opposed weakening the CAA.

I can assure you I support the goals of the Act and am committed to preserving the healthful national Ambient Air Quality Standards. It is my belief that the framework of the 1977 Act has minor flaws that can be corrected, including:

the backbones of the CAA is the National Ambient Air Quality Standards (NAAQS) which provide that the Administrator of the Environmental Protection Agency (EPA) establish the NAAQS at a level that, in his/her judgment, allows for a margin of safety to protect the public health. Also, the EPA Administrator mandates that each state develop plans to control emissions from existing and stationary sources. In addition, the states are required to designate whether they have attained the ambient standards for sulfur oxide, particulate matter, carbon monoxide, nitrogen oxide and lead.

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## Children's Theatre more than entertainment

By BARBARA CRAIG

5th-theatre Member, Children's Theatre Ensemble of PSU

Last term, while walking by the Human Resource Building, I saw a group of preschool children playing in the leaves. The children, who looked like tiny bundled packages, ran energetically and shouted gleefully. The freedom of their movements and the joy on their faces made me laugh. As I stood there laughing, I noticed two or three onlookers who were just as mesmerized by these children as I was. This magical stage of childhood struck me; I longed to feel that total abandonment again.

How can this wonderful stage in a human's life be cultivated and preserved? The answer is through Children's Theatre. This type of theatre is becoming a popular form of drama today. The Children's Theatre Ensemble of Penn State is an example of this school. During the Winter and Spring Terms they tour 80 elementary schools in Centre, Clearfield and Clin-

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## WELCOME ALL freshmen returning and students!



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