#### editorial opinion

## **How 'bout Penn State?**

Many high school students apply to Penn tion? sister went there.

After they've been accepted, some high school students are embarrassed by their choice. Penn State is just a state school. It earth's rumblings are observed, recorded has no name. A president never graduated and sent to the National Ocean and Atmo-

But once they get to the University, many students quickly change their opinion. Penn State vibrates; it's exciting. The University into space. In the medical field, a University and the community are a thriving laborato- professor helped develop a cancer detection ry where students can continually test themselves.

tions to get involved with. They can mingle thousands of farmers. with professors of national stature. They

Where else but Penn State can you:

meteorology, architectural engineering, art of our school. education or nutrition? Meet professors who have won prestigious international awards, such as John O. became "How bout them Lions?" replacing Almquist, who received the 1981 Wolf Foun-

dation award for his pioneering research in

artificial insemination of livestock.

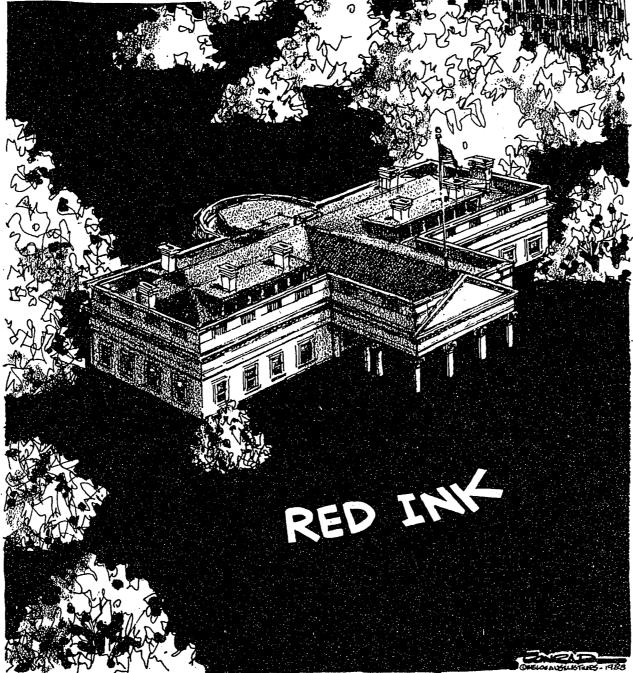
State because it's cheap. Because they've Part of what keeps Penn State so vital is heard the name before. Because their big that it is a leader in science and technology. One of the best observatories of seismic activity in the United States is located in the basement of Deike Building where the spheric Administration.

> In another sphere, the space shuttle Columbia carried a Penn State experiment test. The list could go on and on . . .

But Penn State isn't just University Park Unlike many smaller schools, Penn or the Commonwealth campuses; it's the State's offerings are diverse and varied. whole state. A professor from Penn State Students can major in such fields as rural serves on the Nuclear Regulatory Commissociology, nuclear engineering, Portuguese sion Panel on the Decontamination of Three or individual and family studies. They can Mile Island. The University's agricultural choose from hundreds of student organiza- extension service provides services for

When the Nittany Lions defeated the can do, be or think just about anything they Georgia Bulldogs on national television, viewers got only a small taste of what it's like to be Penn State Proud. We're proud of • Study in the No. 1-ranked programs of our football team, but we're equally proud

After that stunning victory, the phrase heard in the streets of New Orleans quickly the outworn drawl of "How bout them 'Dawgs?" But Penn State, as Joe Paterno will readily admit, is more than football. • Participate in an AG Hill Festival or What everyone should have been asking was the Little International Livestock Exposi- "How bout us? How bout Penn State?"



REAGAN VISITS FLOOD DISASTER AREA. - NEWS ITEM

## op-ed/what is penn state?

### Outstanding program

I'm pleased to be a graduate of the College of Health, Physical Education and Recreation, which has several programs widely

recognized as being No. 1. In national surveys conducted both in 1980 and 1982 of the overall quality of doctoral programs in physical education in the United States, Penn State was rated as No. 1. These findings supported data compiled by a program review committee of Penn State's graduate school that concluded "it is probably the leading overall graduate program in health and physical education in the world."

• The Health Education Athletic Training Option was ranked by a 1982 accreditation team as the top athletic training program in the country.

• The School Health Certification Option in Health Education was ranked by the Pennsylvania Department of Education as the best health education professional preparation program in the state.

• Penn State's Health Education Department serves more people through continuing education programs than any other health education program in the country.

The extraordinary sport and recreation facilities of the college are the most extensive and diverse of any university in the nation; they contribute greatly to Penn State's superiority in activity classes, intramurals, intercollegiate athletics and club sports. Research facilities are similarly without parallel, and the Noll Laboratory for Human Performance Research is No. 1 in the United States and world-class in program and capability. Most importantly, the national and international recognition of the outstanding achievements of both the faculty and the students in

the College of HPER help make Penn State a

byword for quality. For example, biomechan-

ics Professor Richard C. Nelson is the 1982-83 Alliance Scholar for the 40,000-member American Alliance of Health, Physical Education, Recreation and Dance.

many things . . . . We are Penn State!" Ron Avillion. Resident Assistant, Classes of

WHO SAYS PENN STATE'S

ONLY NUMBER ONE

IN FOOTBALL !!

World class Joe Paterno is right, "We're No. 1 in many,

Probably the most important indigenous commodity from the state of Pennsylvania, with the obvious exception of the national champion Nittany Lion football team (how 'bout them Lions!), is coal. And with respect to coal science in particular, and fuel sciences in general, the fuel science program at Penn

State is certainly also deserving of a No. 1

A Department of Fuel Technology was established at the University in 1932 in recognition of the importance of fuels to the welfare

work on the fundamental processes in flames of the citizens of Pennsylvania. Penn State has today what is probably the most extensive expertise on coal and carbonand energy that is concerned with the optiaceous materials of any university in the mum use of our energy resources. Over the United States. It is also eminent in the field of Work in the Penn State Fuels and Combus-

supply and consumption of energy have a major impact on all facets of society. The use of coal in combustion and carbonization, and its conversion to gaseous and liquid fuels plays an important part in the program. However, fuel science is also concerned with origin, characteristics, purifica-

tion Laboratory, which is part of the research

facilities of the fuel scince program, has

achieved worldwide recognition, as has the

that is carried out in other laboratories of the

Fuel science is an applied science of fuels

last decade, it has become apparent that the

tion and utilization of all fuels. Now the fuel science program offers opportunities for graduate and postdoctoral study. The program includes about 50 graduate students who are supported by grants from both private industry and government agencies. Nine distinguished faculty members are affiliated with the program. In the past 20 years, faculty and students have published

100 masters and 120 doctorate degrees in fuel science or fuel technology have been awarded. Along the lines of being No. 1, Penn State granted the first bachelor of science degree in fuel science in the nation in 1934; Although the undergraduate program was not offered from the early 1970s until 1983, the bachelor of science program in fuel science has recently been reinstated (Fall 1983) because of increasing recognition of the importance of

about 400 research papers. Since 1950, about

energy to the economy and environment. Penn State should be proud to be associated with such an important research and education program. The fuel science prgram should certainly be included among Penn State's

Timothy Golden, graduate-fuel science

## How to receive a meaningless diploma

passing grades and get a relatively meaningless diploma. This is the case at many colleges, but Penn State is the most fun place to take advantage of it. After all, Penn Staters are legendary beer-drinkers, and even more importantly, we have the best football team in the nation.

So a student can saunter on through for four or five years, doing the least and easiest work possible and engaging in Dear Ol' State's mega-social life. But it's not necessary. And it's

not very smart. Most people place the burden of good education on the school. without considering the students' role in making an education work. Students must actively pursue an education, and not passively take whatever comes their way, especially at a large school like Penn

Penn State. While Penn State certainly does not have the prestige of Ivy League schools, the same quality education is here for students who really want it.

The only way a Harvard student might be at an advantage is that his fellow students are likely to be superior students. A student must do well or he will be booted. That provides obvious motivation. Penn State's standards are not so stringent. It's easier to slime along here than at Harvard. But that does not mean that even a selfmotivated Penn Stater is doomed

believe it or not, has many excel-

lent, caring professors. They,

to a diluted education.

There are three main factors to a good education: good teachers. good facilities and good students. If Penn State is lacking, it is only in the third factor. The University, But many students do, and, un-

Many people often forget that.

The burden is on the student to

select good courses — challenging and well-taught. It might be fun to take lots of blow-off courses, but it's not smart. It's pretty foolish to waste tuition money on joke

fortunately, the University is will-

lowable course? And how many people are aware of departmental honors programs

coursework, while eliminating rep-

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## the Collegian

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Paul Rudoy Phil Gutis Editor Business Manager The Daily Collegian's editorial opinion is determined by its Board of Opinion, with the editor holding final responsibility. Opinions expressed on the editorial pages are not necessarily those of The Daily Collegian, Collegian Inc. or The Pennsylvania State University. Collegian Inc., publishers of The Daily Collegian and related publications, is a separate corporate institution from Penn State.

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# Op-ed/what is penn state?\_

# Penn State finally enters its new decade

Administration and semesters top priorities

experiences trends two or three years later than the rest of the true once again, only this time it is a new decade that has been delayed.



Penn State finally entered its new decade this year as it continued preparations for a new academic calendar and met its next president. If anything, the first two years of the '80s can be seen only as a continuance of the '70s: starting in 1983 the University will begin to experience significant changes.

On May 28, the University will drop its academic calendar of terms and start with semesters. And on July 1, Bryce Jordan, executive vice chancellor for academic affairs of the University of Texas, will be inaugurated as the 14th president of Penn State.

These events signal the start of a new Penn State.

The University will no longer gear up for registration four times a year. There will be a different man standing on the stage of Eisenhower Auditorium to greet new students at the freshmen convocation. Graduation will be held twice a year and another president will urge the crowd not to pop champagne corks. But underneath that surface level,

Penn State will also be different. lent arrives at University largely unhappy with the way he was selected. It is a Universi-

It's been said that University Park ty that still smarts from the decision Committee searched for a lobbyist find any particular fault with Jor-

University where faculty members want to see the development of a true collegial atmosphere. The major change arriving in 1983 the man who one official described ager - a man very skilled at running a large institution or program as a "political animal." - but not an innovator. The Univer-

sity Board of Trustees Selection

man who charmed the University community in his first day here and The general feeling among the

deep and potentially divisive.

to switch to a semester calendar; a who could sell Penn State to the dan, just with the way he was semany groups on which Penn State lected. But that selection fault is

uled to lunch with the Universitywide Presidential Search and Screen faculty seems to be that they cannot members of that 15-member com-

lunch, saying, "At that point, what On the day the trustees met to spect someone who accepted the rubber stamp the selection of Jorpresidency of the University without dan, the president-select was schedconsulting with — or even meeting

> On Nov. 9, the Faculty Affairs Committee of the University Faculty Senate announced that because of "a significant amount of dissatisfaction expressed with respect to the procedures that we used in choosing our new president" it "will begin to try to formulate procedures for the meaningful participation of faculty in selecting high administrative officers of the University.'

faculty members or the search

And Nancy Tischler, vice chairwoman of the search and screen committee, closed the senate meeting

"I think we should give the new president coming to our University a clear view that we do think that there should be wide consultation before new officers are chosen for an institution of this sort."

This problem is also complicated by the quiet, but continuing, controversy about the University's change

That controversy was anything but quiet last year as a very vocal Faculty Committee for Semester Review issued a lengthy report on what it said were the faults of University President John W. Oswald's decision to change academic cal-

Oswald attempted to quash that report by saying that the calendar matter was not before the University for decision. But discussion connued, and the committee, which the "so-called Faculty Committee

that he could resume a career of study

One of professor Abraham's kindnesses in

that first year was to offer to be co-author of

an article with me, a very unusual offer for

a young graduate student. It was this article

that became the forerunner of the Brandeis-

Frankfurter book. Quite frankly, it is be-

cause of his hours of work with me, and the

careful attention of the other three advisers.

By the time I was launched on this book I

had learned my lesson. There were times

when eminent scholars told me the idea just

wasn't important enough to pursue, or that

there just was not enough material to fill a

whole book. My solution was to listen closely

to my four advisers who were saving that

Now I am teaching at Penn State. And one

of my roles, as I see it, is to keep my

leading to college teaching.

that I am now in this career.

the project was worth doing.

not show up for that ' for Semester Review," finally met

seen by the committee was that classes would be overcrowded under the 14-week semester proposed by the adminstration. Toward the end of last summer. Oswald acknowl edged the problem, saying that be cause of scheduling difficulties, the University would implement a 15

week semester While the faculty committee was instrumental in raising the community's awareness of several problems with the semester calendar, its existence helped shed light on a more interesting problem.

That problem is fear. Penn State is largely an institution of scared people - people afraid to voice what they really think about decisions made by the administra

When releasing the semester re port, Barry Myers, one of the members of the faculty committee, said many people asked to sign the report refused because they feared "the impact it would have on them by associating their name with it, not because they disagreed with it."

"If you're not free to speak out or any issue, and especially an issue that involves the community, we're in a sad state," he said.

cade with its new president and its new academic calendar, it must begin to accept the idea of free thought and discussion. A stifled university is not one that can synthesize change into all-around great-

editor of The Daily Collegian.

# Overcoming a state school inferiority complex

sity assistant professor of political science, is the author of "The Brandeis/Frankfurter Connection: The Secret Political Activities of Two Supreme Court Justices," a book that achieved national prominence after its release early last year. The following is excerpted from a speech he gave at the spring Honors Convocation.

By BRUCE A. MURPHY

Researching and writing "The Brandeis/Frankfurter Connection" was one of the most challenging and thrilling adventures of my life. Spending the last quarter of my life paging through thousands of documents in libraries all over the nation has helped me to appreciate problems faced by scholars in every academic field. As I reflect on the relevance of that effort

and of my career, it becomes clear that beyond the story of the publicity surrounding the book there is another, perhaps more meaningful, story that is not being told. It is that story that I frequently tell my own students at the University. While I am not that much older than my students, it seems that we are from very different college generations. My peers protested the war in Vietnam, helped launch an Equal Rights Amendment and professed a concern for pursuing a humanistic college

torum

Now it seems that students worry about the nuclear holocaust, protest tuition hikes and are far more concerned with whether their degree will be a ticket to a high paying job after graduation.

Even though students in our two generations have many differences, they also have some great similarities. I see in my students the same sense of confusion I had about how to get the most out of a college education. But after attending the University of Massachusetts at Amherst and teaching at the University, I see that many students also suffer from the same affliction that my peers and I had. Many of them are victimized by a "state

school inferiority complex.' The symptoms are all too familiar. The students here are told by some, as I was in Massachusetts, that Penn State only offers an inexpensive education, the potential for a good social life and a great football pro-

Perhaps many feel, as I did years ago, that they had to come to Penn State because they couldn't afford to go to an Ivy League school. As a result, my students lack what I lacked, a sense of self-worth about their educations and a sense of self-confidence. I face these symptoms and battle them on an almost weekly basis when talking to my career. Even though I received all these students. In my first year of teaching here a dozen women came into my office for advice about their careers in law. Imagine my horror when they told me that despite their superior qualifications (all had better than 3.5 grade-point averages and more than 650

out of 800 on their Law School Admissions Tests) they all wanted to become parale-Why? Because, they told me, they did not feel they would be able to compete with representatives from other schools. After counseling by my wife, who is an attorney. and me, eleven of the twelve went on to do distinguished work in law school — the

twelfth chose to delay her legal career. Moreover, I am continually dismayed each spring when my graduating seniors express many of the same doubts about how they will fare in competition with students from Ivy League schools. But it turns out that they can equal and often exceed the efforts of those other students These symptoms are not unique to students. The Newsweek Magazine reporter doing the story on my book asked me, "If you are so good, why are you teaching at

Penn State? Why aren't you teaching at Harvard or someplace like that?" How does one respond to such foolishness? Perhaps by asking, "If you are so good, why don't you write for 'The New Yorker'?" Knowing that you will probably face such insults in the future, if you haven't already. perhaps a few words about my experiences coping with the "Ivy League Syndrome" (a contributing cause of the "state school inferiority complex") will be useful.

The worst day of my life, or so I thought at

the time, was as a high school senior on April 15, 1969. On this day, the reporting day for college admissions. I knew that I would not be able to afford to go to an Ivy League school. That meant that I would only be able to go to UMass, where I had applied simply because the application was free. Despite the fact that my high school guidance counselor told me that I was letting down the entire school by not going to an Ivy League college, it turned out to be the best non-decision of my life. UMass had a real strength in political science, especially in constitutional law (which became my major field of interest even though I originally intended to go to law school). Moreover, the sheer size of the university made it

possible to partake of a wide diversity of

programs that might not be available else-

'I quickly discovered, however, that UMass had another advantage. Despite its large size, I found the doors to various professors widely open and they were willing to discuss anything. This sort of personal counseling was indispensable to someone coming from such a small high school. Over time, I developed personal relationships with two professors — Dean Alfange Jr. and Sheldon Goldman - and they have guided the major steps in my benefits. I was continually haunted that perhaps because of a lack of money I was not getting as good an education, or as prestigious degree, as I might get else-

When it came time to choose a graduate school the choice came down to two programs - Harvard's or the University of Virginia's. Virginia, the state school, had one of the foremost experts in my field of constitutional law. Henry J. Abraham had already made it clear that I would be able to enjoy the same close working relationship with him that I had with my two advisers at

me to go. So naturally I chose Harvard. Here, finally, was my chance to make up for what I believed to be a lack of prestige of my undergraduate school and to compensate for what I knew had been an inferior educa-

students from making the same mistakes I 'The real irony is that your reputation does not

depend upon the school's so much as the school's reputation depends on you.' made. I think it took me until I was in I don't mind saying that the choice was an

unmitigated disaster. After two weeks there I knew I had made a mistake. There was no close personal attention either for me or from what I could see, for the undergradnates. Now I waited in the hall hoping for five minutes of the professor's one office hour a week (if he was campus at all that

The whole experience can be summed up by one story. In one seminar the professor told a story about how the Army had messed up its administration. Knowing everyone in the eminar knew everyone else's background. commented, "The problem with the

Army is that they take the best and brightest boys, like the ones from Harvard College, and they are picking up butts in the street. On the other hand, the real dolts, the intellectual scum of the earth. like the graduates of the University of Massachusetts at Amherst, are placed in the top posts." I decided very quickly that if this was what a prestigious education was all about. I could study elsewhere: And so I ended up at the University of

Virginia. Here, I was once again able to enjoy a close working relationship with professors. Furthermore, I was able to observe undergraduates being treated to the same open-door policy that I had enjoyed at But most importantly, I was able to dupli-

cate my experience at UMass by finding two other personal advisers - professor Abraham and Robert J. Harris. These two men took a very nervous student, quite burned by the experience at Harvard, and cared graduate school at Virginia to realize the value of the education I had received at the I knew then that the best day in my life

was when I decided to go to the University of

Massachusetts. I decided at that time to

pursue my teaching career at a state university, if at all possible, in order to re-create for my students some of the experiences I had enjoyed. In that way, I felt I could repay the four advisers who had spent so much time with me. How does one cope with the "Ivy League Syndrome?" How does one conquer forever

the "state school inferiority complex" in the face of some people who will always believe that such public institutions are just not After 13 years of facing these snobbish skeptics I am simply sick and tired of

hearing their nonsense. The argument seems to be that the quality of an education is somehow equal to the expense of that education, or the exclusivity of the school. Because some of these schools now cost more than \$13,000 a year to attend, and Penn State costs less than three times that (\$2,118 for in-state tuition and \$2,274 for room and board for a three-term academic year). I guess these pundits would say the education at the other school is three times as good. What it proves to me is that the other school's education is three times as expen-

The quality of the education a student gets at any school can only partly be attributed to the resources of the school itself — its teachers, its library, its administrators and

ual student. What does he or she do to seel out and use the resources of the school, and what is done with the education after graduation? The real irony is that your reputation does not depend upon the school's so much as the school's reputation depends on

You cannot go through life feeling you are less well educated than those who have attended exclusive private colleges. If our students feel that they must apologize somehow for attending a state school - no matter how foolish that view may be - they necessarily diminish other's perceptions of this school in making excuses. Like other types of prejudice, though, this one cannot be beaten by mere argument. It can only be conquered by example — your example. What, then, can we do by example to change the views of others? The answer is to

change our own perceptions. Don't either undervalue vour education or underestimate the extent of your own ability. You are easily equal to, if not superior to, the best students at every other campus in America. I am afraid that just writing this and relating what I have faced over the years isn't going to be enough when you are in situations where others from exclusive schools will be trying to intimidate you. They will try their best to make you feel that von are at an initial disadvantage. During those times, the solution is very simple: Have confidence in yourself. Know how good you are and what you are capable of

doing. While others are telling you how good they are, you can quietly show them that the game of life is to be played and not described. Your only competition should be not with others but with yourself. Set high standards for your work, and do your best to exceed them

The truth is that Ivy League snobbishness can be useful. Let these people think what they will about the value of their degrees. You can quietly do your work and wait for the opportunity to show your real worth — to your employer, your professor or whomever oversees your efforts.

When that moment arrives and you do excel, the snobs will have never expected it and you will catch them terribly unprepared. In the long run, perserverance, willingness to work and quiet confidence are what will make the difference in the success

of your efforts. Justices Brandeis and Frankfurter and all of the other Ivy League alumni are proud of their schools. And they have every right to be. But students in our state universities must be equally proud of their schools and the value of their educations.

My charge to you is to join me in launching a counter movement. The time has come for more people to be state school chauvinists. There is a wonderful slogan on this campus: "Be Penn State Proud." I would just expand that a bit to say let's "Be State School Proud." And why not?

#### ing to cater to them. Too many along with bright, motivated stu-It is relatively easy to slide people, it seems, are merely condents and good, extensive facilities through a Penn State education An intelligent, motivated student cerned with grabbing that alare all it takes to create well-eduwithout much work, pull barely can get a Harvard education at mighty diploma, and not with cated people.

Especially students.

learning Maybe the University should better encourage meaningful learning by eliminating cake courses. Maybe it should raise its admission requirements. Such changes are, quite obviously, difficult to effect,

> part of the student is to motivate To get down to specifics, let's consider what wise course-choosing might entail. How about some good 400-level courses outside your major? How about a good sampling of courses outside your college' How about filling requirements with more than the minimum al-

and the University-wide Scholars

Program? Honors courses usually

so the only rational behavior on the

etition and useless isolated facts and details. Anyone interested in a better education would do well to find out about these programs and So to a significant extent, students control their own education.

It's up to them to become clearthinking, knowledgeable, motivated people. It's up to them to pursue not just a diploma, but a true education. If that sounds too idealistic, then how about a practical appeal: Less employers are asking "Where did get earn your diploma?" and more are asking "What do you know?" A diploma might open the door, but it will slam quickly if you haven't learned