

editorial opinion

How 'bout Penn State?

Many high school students apply to Penn State because it's cheap. Because they've heard the name before. Because their big 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 has no name. A president never graduated from it.

But once they get to the University, many students quickly change their opinion. Penn State vibrates; it's exciting. The University and the community are a thriving laboratory where students can continually test themselves.

Unlike many smaller schools, Penn State's offerings are diverse and varied.

Students can major in such fields as rural sociology, nuclear engineering, Portuguese or individual and family studies. They can choose from hundreds of student organizations to get involved with. They can mingle with professors of national stature. They can do, be or think just about anything they want.

Where else but Penn State can you:

- Study in the No. 1-ranked programs of meteorology, architectural engineering, art education or nutrition?
Most professors who have won prestigious international awards, such as John O. Almqvist, who received the 1981 Wolf Foundation award for his pioneering research in artificial insemination of livestock.
Participate in an AG Hill Festival or the Little International Livestock Exposi-

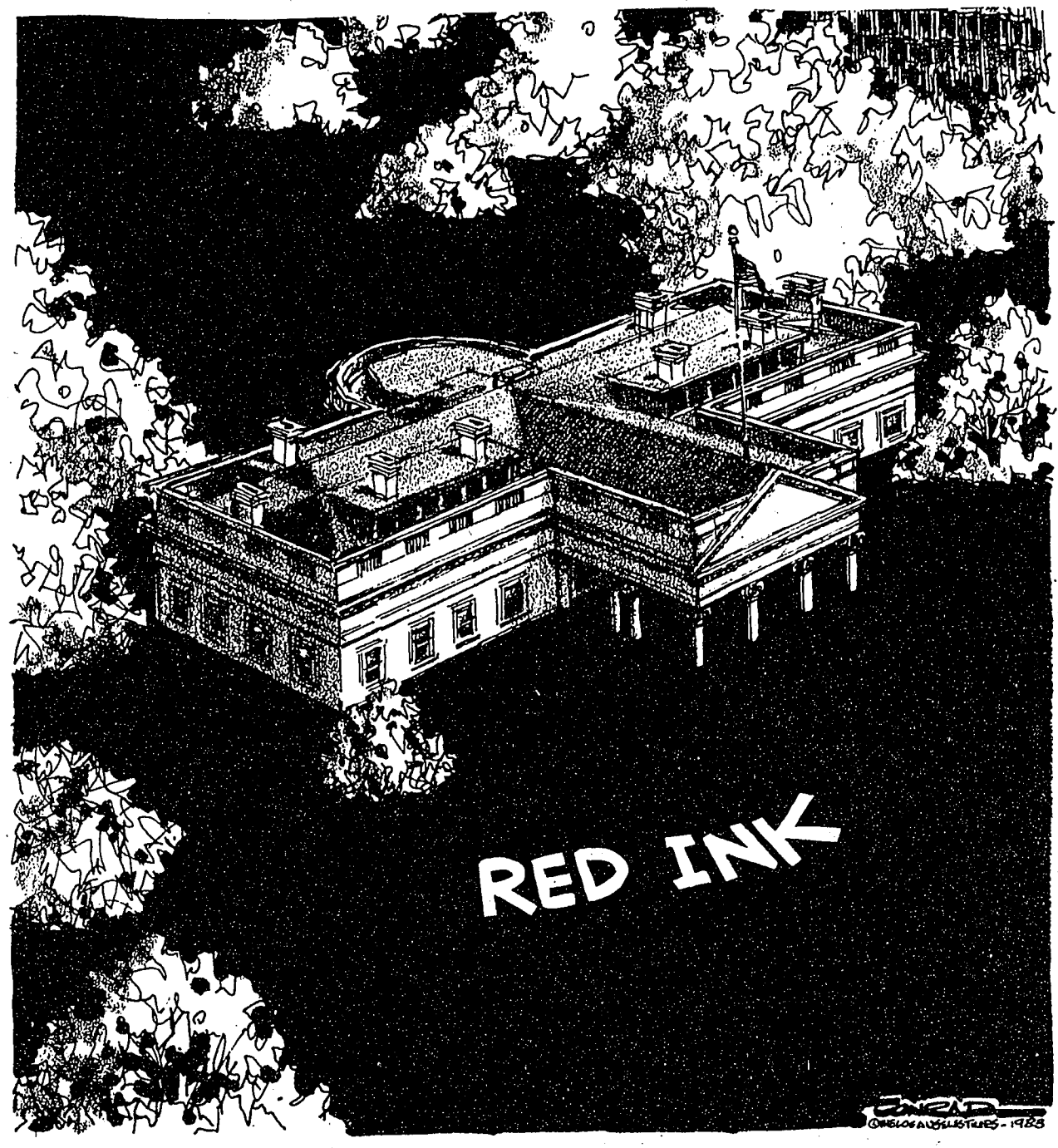
tion? Part of what keeps Penn State so vital is that it is a leader in science and technology. One of the best observatories of seismic activity in the United States is located in the basement of Deike Building where the earth's rumblings are observed, recorded and sent to the National Ocean and Atmospheric Administration.

In another sphere, the space shuttle Columbia carried a Penn State experiment into space. In the medical field, a University professor helped develop a cancer detection test. The list could go on and on...

But Penn State isn't just University Park or the Commonwealth campuses; it's the whole state. A professor from Penn State serves on the Nuclear Regulatory Commission Panel on the Decontamination of Three Mile Island. The University's agricultural extension service provides services for thousands of farmers.

When the Nittany Lions defeated the 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 our football team, but we're equally proud of our school.

After that stunning victory, the phrase heard in the streets of New Orleans quickly became "How 'bout them Lions?" replacing the outworn drawl of "How 'bout them 'Dawgs?" But Penn State, as Joe Paterno would readily admit, is more than football. What everyone should have been asking was "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 concludes that its 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 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.

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, the 40,000-member American Alliance of Health, Physical Education, Recreation and Dance.
Joe Paterno is right, "We're No. 1 in many, many things... We are Penn State!"

Ron Avillion, Resident Assistant, Classes of 1985, 1986 Jan. 8.

World class

Probably the most important indigenous commodity from the state of Pennsylvania is 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 ranking.

A Department of Fuel Technology was established at the University in 1932 in recognition of the importance of fuels to the welfare of the citizens of Pennsylvania. Penn State has today what is probably the most extensive expertise on coal and carbonaceous materials of any university in the world. It is also eminent in the field of combustion. Work in the Penn State Fuels and Combustion Laboratory, which is part of the research facilities of the fuel science program, has achieved worldwide recognition, as has the work on the fundamental processes in flames that is carried out in other laboratories of the program.

Fuel science is an applied science of fuels and energy that is concerned with the optimum use of our energy resources. Over the last decade, it has become apparent that the 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, purification 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 about 400 research papers. Since 1950, about 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 1984. 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 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 program should certainly be included among Penn State's claims to No. 1.

Timothy Golden, graduate-fuel science Jan. 7.

WHO SAYS PENN STATE'S ONLY NUMBER ONE IN FOOTBALL !!



How to receive a meaningless diploma

It is relatively easy to slide through a Penn State education without much work, pull barely 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.

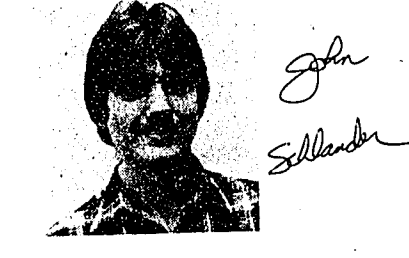
Most people place the burden of good education on the school, without considering the students' role in making an education work. Students must actively pursue an education, and not passively take whatever comes their way, especially at a large school like Penn State.

An intelligent, motivated student can get a Harvard education at 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 self-motivated Penn Stater is doomed 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, believe it or not, has many excellent, caring professors. They,

along with bright, motivated students and good, extensive facilities are all it takes to create well-educated people. Many people often forget that. Especially students.



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 junk courses. But many students do, and, unfortunately, the University is will-

ing to cater to them. Too many people, it seems, are merely concerned with grabbing that almighty diploma, and not with 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, so the only rational behavior on the part of the student is to motivate himself.

To get down to specifics, let's consider what wise course-choice 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 allowable course?

And how many people are aware of departmental honors programs and the University-wide Scholars Program? Honors courses usually

provide challenging, relevant coursework, while eliminating repetition and useless isolated facts and details. Anyone interested in a 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.

So to a significant extent, students control their own education. It's up to them to become clear-thinking, 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 you get your university 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 much.

John Schlender is an 8th-term journalism major and a member of The Daily Collegian Board of Opinion.

forum

the daily Collegian Tuesday, Jan. 11, 1983

Phil Gutis Paul Rudoy Editor Business Manager

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Penn State finally enters its new decade

Administration and semesters top priorities

It's been said that University Park experiences trends two or three years later than the rest of the country. That statement has proved true once again, only this time it is a new decade that has been delayed.

The major change arriving in 1983 is the new president, who is a manager — a man very skilled at running a large institution or program — but not an innovator. The University Board of Trustees Selection

Committee searched for a lobbyist who could sell Penn State to the many groups on which Penn State depends. They found it in Bryce Jordan, the man who charmed the University community in his first day here and the man who one official described as a "political animal."

The general feeling among the faculty seems to be that they cannot find any particular fault with Jordan, just with the way he was selected. But that selection fault is deep and potentially divisive.

On the day the trustees met to rubber stamp the selection of Jordan, the president-elect was scheduled to lunch with the University-wide Presidential Search and Screen Committee. However, many of the members of that 15-member com-

mittee did not show up for that lunch, saying, "At that point, what did it matter..." One professor said he cannot respect someone who accepted that presidency of the University without consulting with — or even meeting — faculty members or the search committee.

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."

And Nancy Tischer, vice chairwoman of the search and screen committee, closed the senate meeting saying: "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 to semesters.

That controversy was anything but quiet last year as a 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 calendars.

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

for Semester Review," finally met with the Calendar Conversion Council. One of the major problems foreseen by the committee was that classes would be overcrowded under the 14-week semester proposed by the administration. Toward the end of last summer, Oswald acknowledged the problem, saying that because 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 administration.

When releasing the semester report, 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 on any issue, and especially an issue that involves the community, we're in a sad state," he said. As Penn State enters its new decade 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 greatness.

Phil Gutis is a 10th-term political science and journalism major and editor of The Daily Collegian.



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 continuation 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 Pennsylvania, 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 the guests 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. The new president arrives at a University largely unhappy with the way he was selected. It is a University

Overcoming a state school inferiority complex

Editor's Note: Bruce A. Murphy, University 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 publicly 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 experience.

careers. Even though I received all these 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 elsewhere.

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 already made it clear that I would be able to enjoy the same close working relationship with my four advisers who were saying that I am now in this career.

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 saying that the project was worth doing.

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