

EDITORIALS

why take BDR's

As I review my classes for next semester, horror strikes me as I'm told that I must take some liberal arts courses.

"What?!" I screech, "Art History?!" Philosophy? Sociology? But I'm an engineering major! Why do I have to take these bull courses that serve no functional purpose in school or in my future career, except maybe to cause me to study harder in my core courses! Oh, the insanity, the murderers! Whose idea was this anyway?

The idea, or more correctly the ideal, dates back to the Renaissance students of higher learning who were directed by their instructors to the "Well Rounded Man" position. Unfortunately, this glorious ideal (and I mean that sarcastically) has carried to the present day. Imagine that a four hundred year old idea is still in effect! I wonder when the next witch trial will commence.

The University holds that we should see the world as it really is, many faceted and jeweled with the glories of everyday existence.

I hold the opinion that it won't matter a whit what the Greeks thought of architecture, or how Plato thought when he got down to the nitty gritty of a real career.

What do you think? How much will the doctrine and dogma of a dead "thinker" matter in your career? As I ponder this, the boss is screaming about deadlines and quota filling. Oh well, back to work. I might get fired for this sort of indolence and the wife and kids don't need a roof over their heads. I should stop thinking about nothing and do my job.

Be careful not to become a mindless drone, but try hard not to become a philosophical dolt who can't be relied upon to perform in the clutch.

In defending the value of BDR courses, I think the fulcrum lies with interpreting the idea of a "well-rounded person". In contrast to the former view, I think the life before us challenges not only our participation in the work force, but also in other areas as well. Such areas as sociology and philosophy are disciplines encountered every day. So, in battling these areas of life, I think a well-rounded person needs some sort of basic education in these social science courses. In denying the importance of these subjects, one also denies their importance in life, deminishing life to a mindless machine. And, if college is an institution of higher learning, these subjects should not only be taught, but also stressed! This is especially true, since the home--where these subjects were beginning to be stressed, has been sublimated by the school.

I also think that college is a mirror reflection of society. Thus, I think that the decreasing demand for intellectual positions and an increasing need for mindless positions also cause this unbalance of important school courses. As Christopher Lasch explains in his nationwide best-selling book, The Culture of Narcissism, "Schools in modern society serve largely to train people for work, but most available jobs ...no longer require a high level of ...intellectual competence."



Not only has the demand for intellectual positions gone down, but also the demand for requirements and the grade-point average for, say, engineers, have gone up. How many four-year program engineers are really going to graduate in those four years? Many engineers whom I've talked to are facing possibly four and a half to five years of college.

Dr. Eisenburg, a Mch T instructor here at Hazleton, says that, "The University can present the engineering curriculum better." He says, "The problem of the amount of liberal arts courses is not in question; students are required to fulfill 24 liberal arts credits, upon graduation. As a matter of fact, employers of engineers are looking for better communicative skills." Rather, he cites the problem in the number of years and credits needed to graduate--both are too low. He prefers the five-year program so that students would not have to load up their semesters with an outnumbered amount of Engineering (math) courses. The question remains, has college turned into an institution producing trained machines to match the demand of society?

I don't think it's the college's responsibility to be specifically training technical majors, especially in these first two years of college; although, I can see more specified courses being stressed as students reach the 400-500 level courses. But the fact still remains--if technical students want to be specifically trained in their majors, they should be directed toward a technical school, and not a college.

where's ² the calender

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Whatever happened to the Mr. PSU Calendar? Was it too expensive, a fraud, or just a scheme in order to expose our campus' good looking guys without any form of recognition? Inquiring girls on this campus want to know!

The Mr. PSU Calendar Contest was held on October 23, 1987, in conjunction with Ski Club and WHCB. The objective of the fundraiser was to hold a contest similar to the Miss America Contest, where twelve winners are chosen to be pictured in a twelve-month calendar, where each winner would represent a different month. A total of twenty-four guys entered. Each contestant was asked questions about various topics and then modeled fashions from Metallo's Formal and Deisroths. The judges were Dr. Price, Dr. Kroll-Smith, Cathy Salak, Kerry Evans, Heather Lawhorn, and Cindy Lester. The winner of the Mr. PSU title was E. J. Easton who would represent the month of January. The contest itself was very well organized but why is it April and still no Mr. PSU Calendar?

An interview with Kerry Evans, Ski Club President, and Heather Lawhorn, President of WHCB, answered our questions about the "invisible" calendar. According to Kerry and Heather, the calendar project fell through because the costs involved were underestimated. A printing company in Texas quoted a price of \$2,000.00 to print a color, glossy finish calendar. This information was researched after the contest. The price quoted did not include shipping and handling costs nor the photographer's expenses. It was decided that another printing company would be contracted, but in the meantime, a photographer would be hired. As luck would

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