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The Daily Collegian

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II. Campus Politics: State Party Platform

(Second of four editorials on campus politics)
Without being hyper-critical of campus politics, it is still easy to say both parties have overlooked issues in their platforms this spring. And in overlooking issues, they have drummed up their own and come out with planks that say virtually nothing.

A survey of the State Party platform today and the Lion Party platform tomorrow should point up this fact. The State Party platform contains six planks, only one of which may really be of student benefit.

The State Party wants to aid the administration in using classrooms to greatest efficiency, with an eye toward removing Saturday classes. The present class plan was introduced for more efficient classroom use. It has been rather well proven efficiency has resulted. A return to a five day week must, therefore, result in less efficiency.

The plank contradicts itself. Its object is to gain votes by the magic words "elimination of Saturday classes." Actually, no investigation of the present class set-up and no study of how this efficiency will be coupled with a five-day week has been made. Those who proposed this plank, it seems, do not know what its enactment would entail.

The party also wants to increase Temporary Union Building facilities for coed recreation. There is a question as to its plausibility.

Increased recreation has and will be provided by coed recreation in Recreation Hall, coed swimming, Beaver Dam improvements, and the ice skating rink. A need for use of TUB facilities may exist. But the vacated TUB could better be used for a faculty center or a Players' theater, to mention only two. This plank, however, may be considered halfway important.

The party also wants to investigate the Infirmary excuse procedure. It does not say what it would propose, merely that it wants to investigate. The implication is the party favors a

modified excuse system for sick students not confined to the Infirmary.

Actually, there is little reason to believe those not in the Infirmary need legal excuses. Those told to stay in their rooms are afforded certification of that advice if an instructor questions the class cut. The new excuse plan was set up to prevent the inflow of 10,000 students seeking unnecessary excuses. The new excuse plan works well. There is no need to change it.

The party's desire to streamline government by defining scope of campus groups sounds good, but seems impractical. Streamlining student government is always a good idea, and it could use streamlining. But there is question as to whether defining jurisdiction is the place to begin. Perhaps an extensive analysis of student government would be better. This plank seems most intelligent of the six.

The party also wants to propose publication of an information magazine concerning research and including biographies of professors and outstanding graduates. This too sounds nice, but has no practical benefit for the student.

Few students would be interested in such a publication. This is not a field of student interest and its execution should be left to the University. This plank is wholly unnecessary.

Finally, the party pledges full support to all University centennial plans. This plank says nothing. Of course, students will not oppose centennial plans. This plank is just like saying "We're in favor of the weather." Centennial plans are inevitable, and students will naturally support them.

All of the party's planks, save this last, say the "State Party wants to" do something. They do not say the party pledges itself to accomplish the platform. It merely says "we are in favor of this." It is characteristic of political platforms. They are traditionally vague and conditional. These are no exception.

The State Party is not alone in its platform failure. The Lion Party is right along side. Its platform shall be considered tomorrow.

West Dorm Housing: Some Considerations

Several points have been overlooked in West Dorm Council's request to house all West Dorm upperclassmen in McKee Hall.

The plan from an upperclassman's point of view may be a good one, but there is a limit to the number of upperclassmen who are permitted to be housed in the area. The University Board of Trustees has limited the number of upperclassmen who may live in the West Dorms. This should be an important factor in considering merits of the proposal.

McKee Hall houses 270 men. At present there are 240 upperclassmen in the area. This means an additional 30 upperclassmen—and 30 less freshmen—may be housed there.

At the present time 120 seniors, 60 juniors, and 60 sophomores are admitted to the West Dorms. Others are added only when it is known to the Department of Housing that there will not be enough students to fill the dormitories.

One of the factors in building the West Dorms at a cost of \$6.5 million was the value they would have in attracting good students to the University. This factor cannot be overlooked.

Freshmen must be housed in the area. It is the only way the University may insure the complete use of facilities in the area. Upperclassmen may change their minds about living in dormitories and join a fraternity. If a freshman decides not to enter the University, the University has room for an additional upperclassman. This is the only way upperclass residents may be increased over the present percentage.

Another factor is the composition of West Dorm Council, the basic governing body for area residents. If upperclassmen were placed in one dormitory, elected representatives of that dormitory would be upperclassmen. All other offices in the area would be held for freshmen.

Gazette...

- Today
- AMERICAN SLOVAC ORGANIZATION, 7:30 p.m., Home Economics Living Center
- AMERICAN SOCIETY OF AGRICULTURAL ENGINEERS, 7 p.m., 105 Ag. Eng.
- HORT CLUB, 7:30 p.m., 111 Plant Industries
- KAPPA PHI KAPPA, 7:30 p.m., 304 Old Main
- NEWMAN CLUB DISCUSSION, 7:30 p.m., 106 Willard
- NEWMAN CLUB RADIO PROGRAM, 9:15 p.m., WMAJ
- NEWS AND VIEWS, 3:30 p.m., 14 Home Economics
- NITTANY GROTTTO, 7:30 p.m., Mineral Industries Aud.
- FENCING CLUB, 7:30 p.m., North Corridor Rec Hall
- PENN STATE HELLENIC SOCIETY, 8 p.m., Campus Restaurant

STUDENT EMPLOYMENT

The following camps will interview at the Student Employment Service, 112 Old Main: Abington YMCA Camp on March 24; Camp Onawandah on March 26; Camp Menatoma, Maine, on March 29 and 30; Clear Pool Camp, N.Y., on April 1; Camp Kiwanis on April 2; Camp Conrad Weber on April 7. Sign up for interviews in advance.

There are many situations where upperclassmen may best perform the responsibilities required of them as floor or division presidents. With upperclassmen mixed with freshmen throughout the area, upperclassmen would have a wider chance to be elected to the council.

It is true a council seat is not a guarantee of ability. It is not always wise to delegate the power of the floor president, and its responsibilities, to freshmen. Many freshmen develop into capable and responsible student leaders with the aid of upperclass associates. If freshmen are placed in positions of less responsibility, where they may demonstrate their abilities, they may be delegated larger powers later.

Upperclassmen also want to be separated from freshmen to isolate themselves so they may study in quiet. However, if freshmen are as noisy as upperclassmen claim them to be, there is question as to how freshmen obtain the scholastic grades some do. If freshmen do not study, there would be few freshmen who could qualify to live in the West Dorms in their sophomore year. Then too, many freshmen learn the importance of studying from upperclassmen.

A decision on the separation plan should not be made this year. Time is short for the Department of Housing in its job of assigning rooms for next year. West Dorm Council should not decide the issue at the present. The Association of Independent Men should establish an investigating committee which can thoroughly study the situation before action is taken.

—Phil Austin

Safety Valve...

Explains Party Stand

TO THE EDITOR: In order to clarify the elections committee's removal of the party's house-mother plank we feel it necessary to issue a statement. Our legal stand can be summed up in three points:

1. Article IV, section 1 of the All-University Constitution states "Duties of the elections committee shall be to establish and enforce the elections code . . ."

2. Article V, lines 16 to 18, of the All-University elections code states "Platforms are to be handed in on . . . March 18 . . . to the elections committee chairman." This is the only reference to platforms in the entire code.

3. The Lion Party feels that it has fulfilled its obligation by handing in a copy of the platform to the committee.

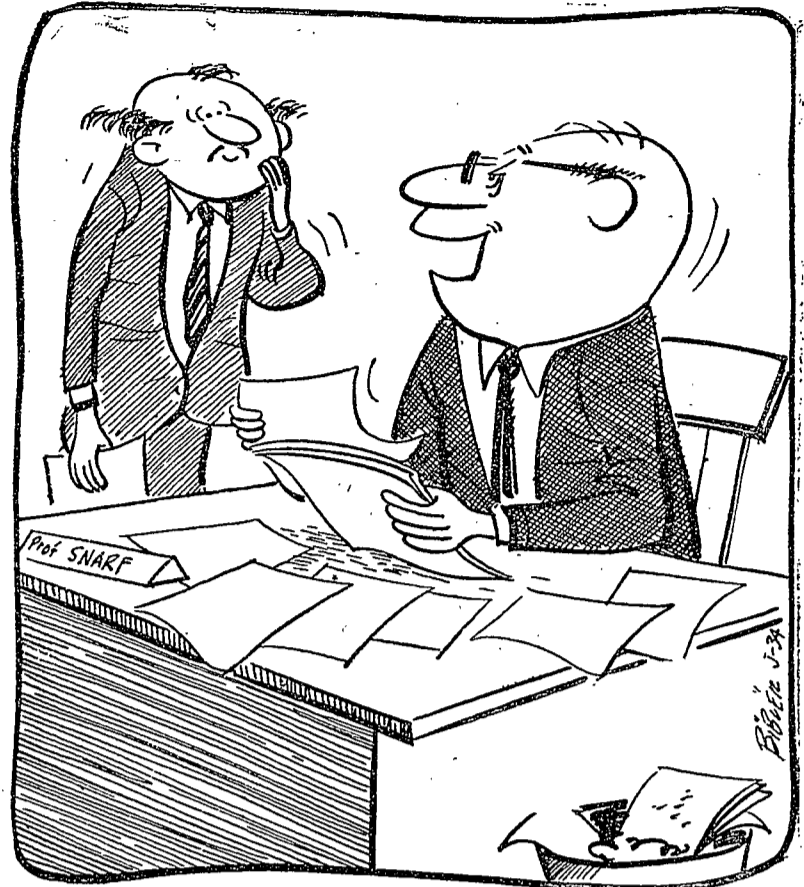
The plank as an issue itself is not at stake, for it was meant only to express our opinion that fraternities should not suffer outside control. The principle at stake is whether the elections committee has the power to control campaign issues.

Although the party will abide by the committee's decision (to eliminate the plank) during the campaign, we cannot compromise our principles to the point where candidates are forbidden to express their views on current problems . . . We are certain that once the campaign is over, the issue will be settled once and for all.

—Ben Sinclair
Lion Party chairman

Little Man on Campus

By Bibler



"I check and throw out all the questions everyone gets right— One of these days I'll have a test nobody can pass."

A Second Look At Liberal Arts

By BEN EUWEMA
Dean of the College of the Liberal Arts

(Another in a series of guest articles by University Faculty members.)

There are many common misconceptions of a liberal education. One is that it is a luxury open only to a select few. The other is that it is somehow unmanly. Both are wrong.

The word "liberal" means "free," and a liberal arts education means a "training in the arts becoming to a free man." In ancient

Greece the free men constituted a sort of aristocracy based upon a system of slave labor. But ever since, the liberal arts have been rooted in freedom. They constitute a sort of general education and from the very first they included work in the sciences.

The liberal arts consist of the social sciences, the physical sciences, and the humanities. They all have this in common: they are not "practical" or "applied" or "immediately useful."

The physical sciences—biology, chemistry, physics, and the like—are intended, first of all, to give us an understanding of the physical universe and the world of living things. Astronomy has been studied for at least 5000 years; and yet, with very few and minor exceptions, no one has found much use for it. The inter-planetary rockets may make astronomy a useful science some day, but the ancient Babylonians and Egyptians had other fish to fry. Similarly, biology. When Leeuwenhoek looked at swamp water through his home-made microscope, he was motivated solely by curiosity: he wanted to see the little creatures in the water squirm.

The social sciences, too, began out of curiosity: to see whether there was discernible in the world of human affairs the same kind of unity, order, and coherence that men had found in the physical universe. The great excitement in the 18th century, when the social sciences really got started, was to discover whether there were natural laws in economics, politics, and in the development of social institutions to parallel the natural laws discovered in astronomy, chemistry, and physics.

The humanities—the arts, philosophy, and the study of the languages—began out of the instinct of play and curiosity. Painting, sculpture, literature, and the dance serve to release the instinct for play. They are "as if" disciplines: we act as if the play were an actual segment of "real" life, as if the characters in a novel were actual persons, and so on.

Now the curious paradox about the liberal arts and sciences is that, in spite of their original motivation, they are eminently practical.

I need not argue with you about

the utility of the natural sciences. Our whole world, immaterial as well as material, has been revolutionized by the sciences during the last two centuries. In the United States during that period we have seen the transformation from an agrarian society to an industrialized urban society, and from an economy of scarcity to an economy of abundance.

We have emancipated women; we have free labor from almost all severe and onerous physical exertion; we have multiplied the amount of power at our disposal by thousands of times; we have increased the speed of transportation from a top speed of 15 or 20 miles per hour to more than twice the speed of sound; we have found how to produce far more food than we need; we have increased the span of human life; we have conquered some diseases; we have greatly improved public health and sanitation.

The social sciences have been practical in the same way, but perhaps not to the same spectacular degree.

Our American system of government is based directly upon the political speculation of the 17th and 18th centuries. It is possible to take the Declaration of Independence and to find the sources of almost every phrase in the entire document. Thomas Jefferson, who wrote it, was a very conscientious student of English and French political philosophy.

Our national devotion to what we call Individual Free Enterprise is based upon the work of an English scholar, Adam Smith—as the great Soviet system is the result of the scholarship of Karl Marx. The whole ideological conflict in the world today—with all its effects and ramifications—is largely the result of what first happened in the quiet studies of a few social scientists or social philosophers.

(Continued on page five)

Tonight on WDFM

| Time | Program |
|-------|------------------------|
| 7:25 | Sign On |
| 7:30 | Record Review |
| 8:00 | Adventures in Research |
| 8:15 | Horizons Unlimited |
| 8:30 | Semi-pops |
| 9:15 | News |
| 9:30 | Music of America |
| 10:30 | Sign Off |