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# The Daily Collegian

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## Grads Want Money— How to Spend \$9000

The graduate students are speaking up. Notice has been served by the Graduate Student Association that it wants a share of the fines students pay for campus traffic violations. George Rapp, graduate student in geophysics and geochemistry, will ask All-University Cabinet for a share of the take tomorrow.

All the graduate students ask for is a fair share. Currently the fees paid for traffic violations by both undergraduate and graduate students are split equally between parking lot maintenance and student government. The portion destined for student government presently is going to the undergraduate body exclusively.

There are on campus two student government bodies, however; one undergraduate and one graduate. The latter group feels it deserves a cut in the fines.

Two proposals have been offered as means of providing equitable division of funds between the two government bodies. It is proposed the funds be divided in the ratio of graduates to undergraduates or by allotting all receipts from graduates to graduate student government and all receipts from undergraduates to the undergraduate group.

From where we sit either of these seems like a fair request. We are also glad to see the interest in promoting graduate affairs which is being shown by the Graduate Student Association. It is a healthy indication of spirit from a group which all too often is thought of merely as a "brain trust."

Cabinet should surely consider and grant the request. We hear Cabinet is having a hard time getting rid of all its money anyway.

By the end of this week, suggestion boxes will be placed around the campus for ideas on how to spend \$9.5 thousand. Students submitting worthwhile suggestions for the Senior Class Gift will be proving themselves quite valuable to the University.

The Senior Class Gift is an annual custom—and one that has provided the University with such objects as the Old Main chimneys, campus benches, and a fund for a student press. Last year the gift was set aside for chancel furnishings for the All-Faith Chapel.

From this brief list alone, it is obvious that class gifts are rather permanent things, and objects which are used at the University for many years after the class has graduated. The gifts are, perhaps, the only reminder to future students of the class that gave it.

The year 1955 is going to remain an outstanding date for a long time. Even the initial celebrations of the Centennial have been spread nationwide. It seems almost imperative that the Centennial graduating class leave behind it an equally grand gift.

Any University student may make suggestions for this year's gift until March 23. After that, the ideas will be screened by the gift committee and seniors will vote for one of five suggestions.

Voting in itself will present no problem. Everyone is willing to check an item on a ballot. The important thing, right now, is submitting ideas for an outstanding gift.

For a heavy vote is of little value if the committee has to scrape the bottom of the barrel to fill the ballot.

—Peggy McClain

## Women!

Since when does "students" refer to men only? Final nominations for All-University officers won't be made by the three cliques until Sunday, but so far all the sixth semester "students" nominated by cliques have been men.

Does this mean women are not capable of holding a responsible position in student government?

Three years ago JoAn Lee was nominated by the Lion party for All-University vice president. Her opponent, James Plyler, State party candidate, defeated her by less than 100 votes. Apparently students thought a woman was capable enough for the office in 1952.

Are the 1955 women less able than their predecessors or is it that they just don't want to dabble in campus politics?

We wonder whose fault it is that local politicians have overlooked women when All-University nominations are at stake.

We believe the women themselves are to blame for not being aggressive enough to win voter confidence. In an institution where women have been political clique chairmen, student council presidents, and newspaper editors, we think it's high time they make their bid for an All-University position.

—Jackie Hudgins

## Ides of March

March is the month of the Big Wind, and yesterday brought a heavy taste of it. The month entered the calendar in typical lion-like fury, and switched from rain, to a few hours of sunshine, to a cold blowy evening.

The entire day was one of uncertainty about the weather. Could this be a setting for the non-weather events to come this month?

Caesar was having a fairly rough time at this stage a few hundred years ago. But on the other hand, this month is also the anniversary of Korean independence, so to speak. And to be thoroughly optimistic, March no longer carries the menace of the income tax.

What kind of omens is the month going to have for the campus? All kinds of new officers are going to be elected. Most of the first blue books of the semester will be levied. The new student union building will open. The new grading plans go before University Senate. All-University Cabinet gets its first hearing of the revised constitution.

The month should be interesting. We won't say Beware the Ides of March. Let's just be on the lookout for them.

—P. M.

## Equal Hearings

With two proposed grading plans almost in the hands of University Senate, the question seems to be just what is to become of -2's, grading inequities, and the like.

Senate has both Rudolph Lutter's 36 page report and recommendations, and the report submitted by a Senate committee. Mr. Lutter's chief concern at the moment is that his report, a student report, will take second place to one prepared by the administration.

We urge Senate to give both reports an equal chance at consideration.

Both reports have one chief common element—elimination of the -2 grade. However, according to reports, Mr. Lutter's plan covers more territory than that of the Senate committee. Its recommendations also include a system for computing quality points distinguished from quantity points, with an eye toward creating a valid picture of each student's ability.

There seems no reason why the two plans cannot be integrated. They are both the result of careful research; but although they are both aimed at approximately the same end results, it is unlikely that one report can be substituted for the other.

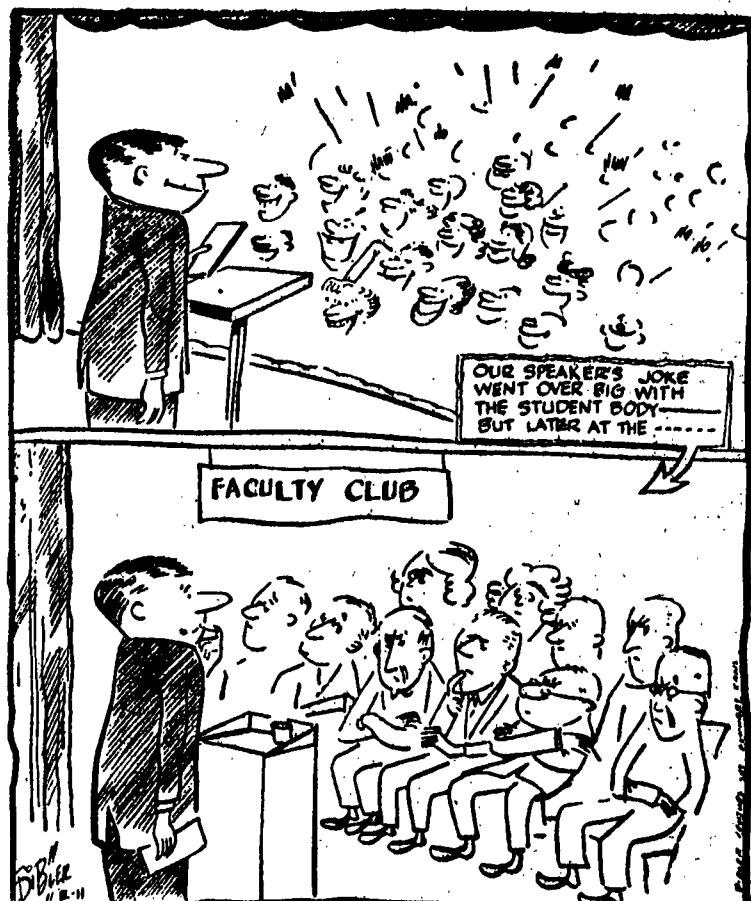
Mr. Lutter will take his report to Senate tomorrow. We hope his work will be given the same consideration as that of the Senate committee.

—P.M.

## Gazette...

- Today
- AMERICAN CHILDHOOD EDUCATION INTERNATIONAL AND FUTURE TEACHERS OF AMERICA, 7 p.m., Ather-ton Lounge
  - CHESS CLUB, 7 p.m., 3 Sparks
  - HILLEL FOUNDATION, film on Israel, 8 p.m., lounge
  - LAKONIDES AND PHYSICAL EDUCATION HONORARY, noon, Whitehall
  - NEWMAN CLUB, Daily Rosary, 4:30 p.m.; Novena 7 p.m., Our Lady of Victory Church
  - PERSHING RIFLE, class A uniform, 7 p.m., Armory
  - PLAYERS ADVERTISING CREW, 6:45 p.m., Schwab Loft
  - THETA SIGMA PHI, 8:30 p.m., 111 Carnegie
- UNIVERSITY HOSPITAL
- Barbara Albeck, Jane Baczewski, James Bucher, Niels Buessem, James Byrne, Myron Cole, Daniel Coll, Colleen Daniels, James Davis, John Creiner, Irene Jacob, Barbara Kabakjian, Kenneth Kerr, David Krusko, Winifred Kwahay, Lois Maack, Paul Mastrotocco, Joan Means, Charles Miller, Joseph Myers, Robert Nicotera, Guy Orton, Marian Riddles, Rolfe Ross, Archie Rugh, Nicholas Spangler, Isaac Vander-Hooven, Thomas Vieira, David Webber, Robert Wenner, Dion Weissend, Thaddeus Zalenski, Richard Zanowick.

## Little Man on Campus By Bibler



## Tradition

# Adam's Other Rib

By PEGGY McCLAIN

In yesterday's Daily Collegian, Worthal (in the Little Man on Campus cartoon) was commenting on a collapsed building. He said, "I told you what would happen if you cut away the ivy."

It's possible Worthal's comment wasn't as cynical and pointless as it seemed at first. If we may be as free with our interpretation of cartoons as we are with poetry, we could easily substitute a few symbols for the cartoon and come up with the following key: the crumbled building was the hometown, school, country, or whatever culture one cares to use; and the ivy is tradition.

Cut out tradition, Worthal says, and the society falls apart.

It's very possible Worthal's thoughts are the product of an elementary course in anthropology or sociology or the like. As college students, we all go through a phase or two when everything today is the result of a chance remark or action of some Neanderthal ancestor, when "we are what we are because that is the way we were made and we would be most unhappy if things were changed" because—inevitably—that's the way we are.

But let's forget Worthal and his torn-down ivy for a minute, and take a quick look at tradition. Just how much do we rely on it, and how much is it blocking progress?

To most of us, tradition is a very precious thing. Frankly, we would probably be lost without it. When we're stuck for an answer, or a reason for our behavior, we chalk it up to tradition. No other excuse is necessary.

And tradition has a cohort. It's called precedent. Quite often we get the two mixed up. Practically speaking, there isn't much difference, but theoretically, there's a bit of a distinction between the two.

Tradition, according to Webster, is something handed down from generation to generation by word of mouth, without any written memorials.

Precedent, on the other hand, is something done or said which may serve as an example to au-

thorize or justify another similar act.

And while we're on Webster, he says "example" is a model or a portion taken to show the character or quality of all.

From this, we might well decide that tradition is a "thing" which a group of our ancestors initiated and, usually through no fault of their own, got passed down through the years. Often it was not a thing begun with this continuance in mind. And to be completely circular, it was carried on because it was tradition, rather than because it happened to meet the needs of the moment.

Precedent, on the other hand, was a "thing" done and made note of with the specific idea that it would be done again and happen. Precedents are meant to continue as such.

Therefore wouldn't it be wise if we separated what is tradition and what was begun as a precedent? And wouldn't it be equally wise if we analyzed those things we termed valid precedents to see if they are being applied to Webster's "similar acts?"

It's probable we'll choose to keep a majority of these traditions and precedents. They've kept us relatively happy for many years. But we run into trouble when we accept them because they're "what has always been done" rather than because they're "what needs to be done." So be it.

## Tonight on WDFM

91.1 MEGACYCLES

7:25	Sign On
7:30	Stand By
8:00	Open to Question
8:30	Masterworks from France
9:00	Call Card
9:15	News
9:30	Light Classical Jukebox
10:30	Thought for the Day

**GUADALAJARA SUMMER SCHOOL**

The accredited bilingual school sponsored by the Universidad Autonoma de Guadalajara and members of Stanford University faculty will offer in Guadalajara, Mexico, July 3-Aug. 13, courses in art, creative writing, folklore, geography, history, language and literature. \$225 covers tuition, board and room. Write Prof. Juan B. Rael, Box K, Stanford University, Calif.

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