

Editorial Opinion

Academic Plan Benefits Students, Faculty, Staff

The 4-term academic year plan that President Eric A. Walker will present to the executive committee of the Board of Trustees Friday is a unique compromise plan that offers advantages to students, faculty and administrative staff.

The plan, devised by C. O. Williams, assistant to the president for special services, for adaption to Penn State's particular situation, could well become a model for other large universities, that want to institute a full academic year.

The unique feature about it is the fact that it is merely a metamorphosis of the semester system. By extending the class period to 75 minutes at the same time as the 15-week semester is cut to a 10-week term, the amount of class time for each course remains the same.

This means that no changeover in the credit system is required, but rather the semester credit can remain as the basic academic unit. (Schools on the quarter system require 160 to 190 quarter credits for graduation.) This eliminates a volume of changes in administrative paper work.

It means also that faculty members do not have to rewrite their lectures or course outlines but merely re-align them to fit the 75-minute period.

But the greatest advantages will come to the student. He will have fewer courses at one time and thus will be able to concentrate on just three or four subjects rather than having his study spread over six or more diverse subjects.

It will also provide a more intensive study. The student will complete the course in 2/3 the time formerly required, then move on to fresh subjects.

The breaks in the terms will correlate with vacation periods, and most students will be relieved not to have hanging over their heads during the Christmas season, that ominous cloud of the reports, papers and catch-up work that they always leave to the end of the semester.

The 20-minute break between classes, made possible by the extension of the class periods to 75 minutes was becoming a necessity with the expanding campus.

But most of all, the new plan will do away with the confused conglomeration previously called Summer Sessions. These short sojourns of study were of little use to anyone except graduate students and vacationing school teachers, not only because of the duration and nature of the sessions but also because of the very limited scope of courses offered.

These five sessions will be replaced with one full term expected to offer a complement of courses almost as full as the fall, winter or spring terms. Students desiring to accelerate will be able to graduate in three years.

It will probably take some time to build up the summer term to an enrollment commensurate with the other three terms. Inducements such as conditional admission to freshmen if they start in the summer, may have to be made. Anything short of forcing regular students to attend this term would be in the best interests of the system.

The 4-term academic year is a significant educational advance for Penn State.

Letters

Long Customs Dampen Spirit

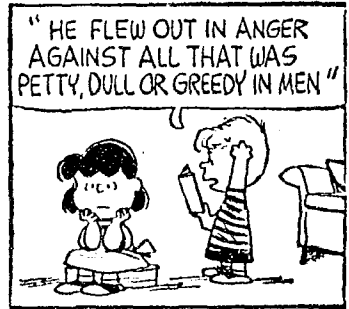
TO THE EDITOR: What do you think about customs? We are going to give you an honest opinion of what we think. Customs are fine to a certain degree. They awaken University spirit and teach us a lot about the University that is interesting and educational. We don't mind singing and cheering and all the other things that are required during customs.

For a week, customs are carried out and appreciated exactly as they were meant to be. However, when it is extended to the second week, the "Frosh" now feels he is part of HIS University. He begins to regard the curt "button Frosh" with resentment.

This reaction does not promote the University spirit and does not create friendliness among the students. This, we believe accomplishes the exact opposite purpose of customs.

Our namecards hamper us in the dining room by getting in-

(Continued on page five)



book review

Gov't Aid Blasted By Rand Fantasy

by amy rosenthal

And then dear reader, there were the weak, corrupt men who talked about government help to their industries for the good of the country but in reality wanted the government to control the successful businessmen so that the others could make more money.

The successful businessmen were brave, talented and courageous souls who had gained a virtual monopoly in their fields but had done it by honest free competition.

The governments which helped industry were really "looter governments" which clamped controls on the successful businessmen in order to help their weak, corrupt friends.

This is the gist of Ayn Rand's book "Atlas Shrugged."

In some ways Miss Rand's book reads like a history text for young children.

From it we can infer: Free competition is flawless. A government which tries to help industry becomes a "looter government." Big businessmen are good and never dishonest. People who ask federal help for their industry are corrupt and can't or don't want to make money by the sweat of their own brows.

Perhaps Miss Rand is for-



Miss Rosenthal

getting the fact that if our government had not aided industry in the 1930's, there might not have been any country left. Or maybe she thinks the farmers should submit themselves to the free competition of the open market and be starved out of existence.

Then too, does she think free competition is the best system to be established in an underdeveloped country which must feed and clothe its people before they can even produce a surplus to sell.

It is true that too much government help to industry leads to governmental control and perhaps dictatorship especially in economically prosperous nations. But Miss Rand exaggerates this view out of proportion and reiterates it for 1000 plus pages.

However, her descriptions of scenes and emotions are very believable, her views on sex are interesting. And in what other book could you find a group of characters which includes woman railroad executive, a philosopher turned international pirate and copper magnate who has decided that the best service he can do for his country is to destroy his corporation?

Letters

Reader Praises Editorials

TO THE EDITOR: Please accept my commendation for your recent editorials dealing with ethnic discrimination in housing in the U.S. in general and in State College in particular. I am glad that at least one local agency is concerned with this problem; even though the University administration does choose to remain silent.

About two years ago The New Yorker reported that while a student in this country Kwame Nkrumah sometimes slept in subways and got his haircuts at Father Devine's heavens, since he had little money.

I have often wondered about what might have been the case if he had sufficient finances, while he was a student, and been enrolled at Penn State.

If he did not wish to live in a dormitory, how much difficulty would he meet in finding housing accommodations,

or even a barber shop, in State College? To whom would he have appealed when he was offended?

I think that your editorial "Well, You Know . . ." may have indicated one of the possible causes of some of the difficulties which this country is encountering in international relations. After reading it, I was reminded of a line from a song which was popular some years ago. The line was, "I wonder why nobody don't like me, or is it the fact that I'm ugly . . ."

—Nolvert Scott, Jr.
Graduate Student

HOSPITAL

Lee Anders, Gary Bleakley, Virginia Bruder, Alexander Cimochowski, Carolyn Cross, Ranajit Datta, Anne Farley, Barbara Frenzel, Louis Gaburo, Richard Hurford, Henry Minton, Jacqueline Leavitt, Edward Niskey, Anita Padovano, Elaine Perason, Ronald Rapp, Lois Rothenberg, Donald Schure, William Shenk, Eleanor Simon, Carol Spagnola, William Uram, Barbara Watchorn, Richard Weiler.

Interpreting

Seriousness Marks Campaign Debate

By J. M. ROBERTS

Associated Press News Analyst

Two nervous young men joined in political debate in a Chicago television studio Monday night, reaching in unprecedented fashion for approval by the people of the United States, and as the return became known it appeared that Sen. John F. Kennedy had high score.

In a stark setting designed to focus all attention on a serious project, Vice President Richard M. Nixon and Kennedy stood on their dignity and good manners. There was almost none of the famous smiling and homebody appeal. There was a little

jabbing but no knife-throwing, no roundhouse swings.

Both men were fast on the draw with statistics about the gross national product, farm income, the cost of social projects and the like. Neither made much time that way, public knowledge of the uses of statistics being what it is.

In effect, Kennedy said to America "Go, go, go," and Nixon said "Sure, we must go, but not by expanding government too much, or at too great a cost, nor at the expense of taking the zing out of private enterprise."

On the issues, neither man scored heavily, just asking the voters to judge which methods should be used to approach practically the same goals, and which man was better qualified by experience to conduct the program. It was more of an already boring campaign.

When Nixon made a point, Kennedy looked swiftly from side to side as though seeking the reaction from an audience which wasn't there. Nixon, in

turn, would look sharply at the camera. Kennedy swallowed. Nixon looked a little cooler under fire.

Where Kennedy scored his extra points lay in the way he marshaled his argument from beginning to end. He got the toss, and Nixon was forced to begin by answering, and from there on the vice president played a largely defensive game.

Kennedy, on the other hand, brushed through the questions and kept plugging at his own story in his own way. He appeared to be using more time than Nixon, the way he crowded in his points. Yet at the end he had said only about 200 more words.

There wasn't much meat in the performance for the serious politically minded listener, and there wasn't any show for the merely casual. The candidates probably will do better next time, when some of the dignity, and the responsibility of setting a campaign precedent, have worn away.



ROBERTS

A Student-Operated Newspaper

The Daily Collegian

Successor to The Free Lance, est. 1887

Published Tuesday through Saturday morning during the University year. The Daily Collegian is a student-operated newspaper. Entered as second-class matter July 5, 1934 at the State College, Pa. Post Office under the act of March 3, 1879. Mail Subscription Price: \$3.00 per semester — \$5.00 per year.

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GAZETTE

TODAY

A.D.M., 8 p.m., 203 HUB
ASCE, 7:30 p.m., 124 Sackett
Camera Club, 7:30 p.m., 217 HUB
Chess Club, 7 p.m., HUB card room
Continuing Education, 12 p.m., 217 HUB
Engineering Student Council, 6:45 p.m., 211 HUB
F.F.A., 8 a.m. - 10 p.m., 212 HUB
Freshman Customs Board, 6:30 p.m., 218 HUB
Jazz Club Table, 10 a.m.-3 p.m., HUB ground floor

Kappa Phi Kappa, 9:30 p.m., 214 HUB
Pennsylvania School Study Council, 10 a.m., 2 HUB
Penn State Grange, 8 p.m., 100 Weaver
Student Christian Association, 7 p.m., 212 HUB
Textiles, 12 a.m.-5 p.m., HUB assembly room
Women's Chorus, 7 p.m., HUB assembly room
Women's Orientation Transfer Counselors, 10 p.m., Grange Lounge
WSGA, 6:30 p.m., 203 HUB
Zoology Club, 7:30 p.m., 105 Frear Lab