

Editorial Opinion

FM Action Lauded

The West Halls Council took action Tuesday that should enable residents of West Halls to pickup WDFM on their AM radios by Thanksgiving.

A transmitter capable of sending sound waves through power lines in the West Halls area is to be built by the Psychology Laboratory.

The Council cleared this plan with the Federal Communications Commission and the University administration before going ahead.

In view of the unsuccessful attempts to obtain a student-operated AM station in recent years, and because relatively few students own FM sets, we commend West Halls council for its action. We feel the other residence hall councils should follow the lead.

The cost of the equipment needed to transmit WDFM's programs over the AM band is relatively inexpensive.

The combined cost of an FM tuner and a special transmitter is somewhere between \$150 and \$200.

West Halls Council plans to supplement WDFM, which doesn't begin broadcasting until 6 in the evening, with their own recordings earlier in the day.

The other residence halls councils, for a start, should explore the possibilities of installing individual or combined systems capable of reproducing WDFM's broadcasts on the AM band.

Only the students fortunate enough to have an FM radio have been able to hear WDFM's full schedule in the past.

The implementation of West Hall's idea on a campus-wide scale would permit WDFM to reach the audience a student radio station should reach—the whole student body.

2 Sides of Basic Policy

Harold Read, chairman of the Senate Committee on Calendar and Class Schedule, indicated yesterday that an extension of the Thanksgiving vacation would go against "basic policy."

What this reasoning implies is that basic policy is rarely changed, even though such a change would serve the best interests of the student body.

It's funny that there were no qualms about changing this "basic policy" just for a football game when the calendar was moved up a whole week at the beginning of the fall term.

But then, maybe a football game is more important than the interests of the student body.

A Student-Operated Newspaper  
57 Years of Editorial Freedom

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.

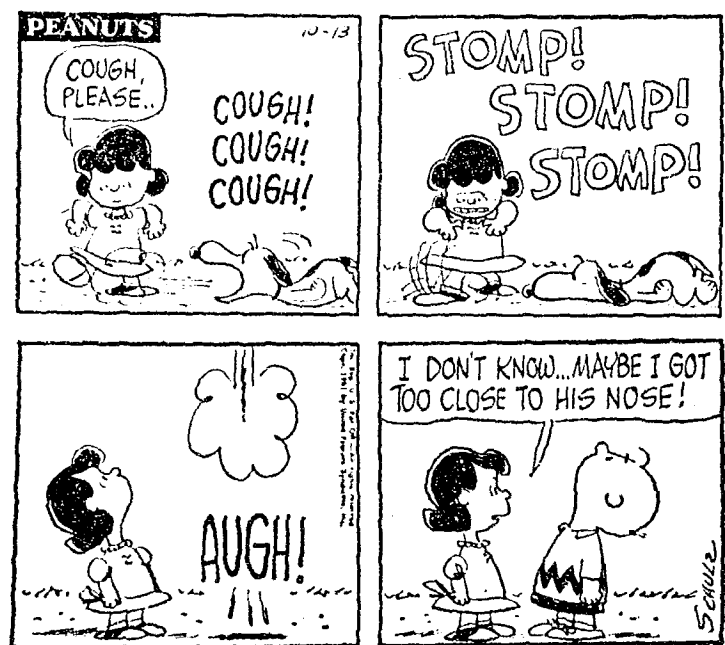
Mail Subscription Price: \$6.00 a year  
Mailing Address - Box 261, State College, Pa.

JOHN BLACK-  
Editor

WAYNE HILINSKI  
Business Manager

City Editors, Lynne Cersice and Richard Leighton; Editorial Editors, Meg Reicholtz and Joel Myers; News Editors, Patricia Dyer and Paula Dranon; Personnel and Training Director, Karen Hyncekal; Assistant Personnel and Training Director, Susan Eberly; Sports Editor, James Karl; Picture Editor, John Benque.

Local Ad Mgr., Marge Downer; Assistant Local Ad Mgr., Martin Zonis; National Ad Mgr., Phyllis Hamilton; Credit Mgr., Jeffrey Schwartz; Assistant Credit Mgr., Ralph Friedman; Classified Ad Mgr., Bobbie Graham; Circulation Mgr., Neal Keitz; Promotion Mgr., Jane Trevasakis; Personnel Mgr., Anita Holl; Office Mgr., Marcy Gross.



Education: Waste of Mind?

by karen hyncekal

How much time are you wasting, day after day, in classrooms all over campus?

By wasting time I don't mean the stock examples of drawing pyramids on your notebooks, playing with a thread in your sweater or reading the Collegian. (The latter, naturally, really doesn't belong in this category.)

In contrast to these time-killers, I mean wasting time the way Nathan Glazer has described it in the current issue of Harper's magazine.

In his article, "The Wasted Classroom," Glazer writes "... a very large part of what students and teachers do in the best colleges and universities is sheer waste. It is not particularly vicious waste, except insofar as it dulls minds and irritates and frustrates students and teachers."

He blames, specifically, the classroom system, the examination system and the departmental system for the unnecessary waste, particularly in the social sciences and humanities.

At Penn State, we are deeply embodied in these systems, which, in turn, comprise "the" system.

We are all very familiar with the classroom system which must, because of our number,

emphasize one-way communication. Our professors talk to us. Seldom is it possible for us to talk to them, especially from a 20th-row seat in 121 Sparks.

And what do our professors say to us? Often, just what they have written in the textbooks.

Glazer discusses this business of lecturing and admits as I will, that it can be stimulating and "educational."

But can be is a far cry from is.

The examination system, too, is as much a part of us as coffee in the HUB. We know the importance of good, detailed notes because we know the inevitable multiple-guess questions we will face, even in such courses as history, political science and psychology.

Glazer says simply "The nature of examinations in the humanities and the social sciences must be different." He explains and qualifies but the essence of what he has said remains.

We are treating these courses like Math 2.

Too often we can't discuss the social sciences in class and we can't discuss them on the types of examinations we take. When do we discuss them? Or think about them? Or don't we?

As for the departmental system, Glazer says it means that "liberal education is hurt in another and crucial way—educational programs that cannot be fitted into the departmental scheme are shortchanged."

He advocates joint courses or should we say interdepartmental courses, in fields which may, and often do, overlap—sociology, anthropology, etc.

The departments involved, however, cry out that their courses must be treated independently.

But just how many times must we endure a lengthy discussion of group, ego and motivation.

In toto, Glazer expresses concern for our education and offers some suggestions for its improvement. But in one particular way, I think he misses the boat.

He states that "educational reform must be the work of the administrators and the professors who are truly concerned about the minds of undergraduates."

But we are the undergraduates. They are our minds. Shouldn't we be concerned the most?

Everytime we groan because a professor's lecture can't be written down in strict outline form, every vote we cast for an objective test with a giant curve, everytime we call an essay question ambiguous when we really mean that we don't have the first idea what is going on, we help to entomb our education in a "black is black" casket.

If we want to prevent this funeral and get a true education, especially in the social sciences and humanities, we must encourage, if not demand it.

Simply because we attend a large University, simply because "you know how it is," we cannot forget that learning is a process of the mind and the mind, to quote reliable Webster, is "that with which a living body thinks."

Letters

Grad Says World War In Progress

TO THE EDITOR: I should like to comment on one statement made by Joel Myers in his article "A False Image of Strength," in Tuesday's Collegian.

He says, "If Russia had the ability to take over the world while preserving herself, Communist leaders would unleash World War III without hesitation."

It seems to me that World War III has been going on since the close of World War II and it is the failure of the free world to recognize this that has led to the present state of affairs.

The communists have told us their intentions in no uncertain terms, but yet our leaders continue to talk about co-existence and mutual respect.

The communists do not know the meaning of mutual respect, as they have demonstrated many times, and it is only wishful thinking to believe that some day they will.

—L. D. Wescott, Jr., Grad

Interpreting

Market Membership Reaffirmed by Britain

By J. M. ROBERTS  
Associated Press News Analyst

Great Britain, with the approval of both the Labor and Conservative parties, has reiterated her acceptance of the aims and objectives of the European Common Market and her intention to join.

The Europeans are asking when she intends to accept

the Continent's rules, and how she hopes to accommodate Commonwealth interests to them.

Britain began exploratory talks in Paris this week. She seeks to avoid the necessity of increasing, importantly and abruptly, her low-tariff regulations with the other Commonwealth nations.

The French and some other Europeans are privately saying that it may be possible to arrange some sort of transition period, but that the structure of ECM is established, and that Britain will have to abide by it eventually.

The Common Market, to over-simplify, aims at eventual free trade among its members, accompanied by protective tariffs. In the eyes of Europe the entrance of Great Britain into the arrangement is important to them all.

But they see her as asking for membership, rather than being bagged, and recall that she tried to avoid it as long as possible through creation of what is called a Free Trade Association among European non-members of ECM.

There is, however, some precedent within the market structure for continued economic cooperation, with for-

mer dependencies. France insisted on that in connection with her interests in Africa.

It takes the form of an economic aid program designed both to bolster independence among the African countries and ease any difficulties they might encounter with ECM rules.

The pressure on Britain to meet ECM requirements is great.

As an indication of her susceptibility to economic pressures, she is now undertaking new immigration restrictions to ease population pressures, considering them more important than the political drawbacks of being accused, as she most certainly will be accused, of racial discrimination.

There will be a strong impact on the West Indies, from which many of the immigrants have been coming, and in which there is always a serious split among the proposed units of a federation which was designed to provide the vehicle for independence.

Yet the economic considerations have proved so great that the British government has decided it must act despite these political handicaps. It is indicative of a situation in which Britain may have to give the Europeans what the Europeans ask in return for ECM membership.

WDFM Schedule

- FRIDAY
  - 3:55 Financial Tidbits
  - 4:00 The Philadelphia
  - 5:00 News
  - 5:05 Music at Five
  - 6:06 News
  - 6:05 Dinner Date
  - 6:55 Weatherscope
  - 7:00 CAMPUS BEAT
  - Spotlight
  - News
  - Light Classical Jukebox
  - SGA Report-Foianini
  - Marquee Memories
  - News
  - 10:00 Ballet Theater
  - 12:00 Night Sound
  - 2:00 News
  - 2:05 Sign-off
- SATURDAY
  - 5:00 News
  - 5:05 Saturday at State
  - 6:55 Weatherscope
  - 7:00 Hi-Fi Open House
  - 9:00 Offbeat
  - 1:00 King's Corner
  - 2:00 Sign-off
- SUNDAY
  - 5:00 Chapel Service
  - 5:30 Chamber Music
  - 6:35 Mornon Tabernacle Choir
  - 7:00 The Third Programme
  - 12:00 Sign-off

Gazette

- TODAY
  - 10-3 p.m. HUB, ground floor
  - Interlandia, 7:30-10:30 p.m., HUB ballroom
  - Intervarsity Christian Fellowship, 7:30 p.m., 111 Boucke
  - Navy Recruiting, 8-5 p.m., 217 HUB;
  - Placement, 8:45-5 p.m., 212 HUB
  - P.S. Bible Fellowship, 12:15-1:30 p.m., 213 HUB
  - Psychology Dept., 3:30-5 p.m., 214, 215, 216, HUB;
  - UBA, 9:30-5 p.m., HUB card room