

With the Editor—

Setting the Past Right With The Present

Many think the first peacetime draft in American military history must ring harshly on the ears of Collegian editors who, through the years, have opposed compulsory ROTC at Penn State.

I think not. I would rather think that these Collegian editors agree that 1940 is not 1937 or any other year; that in 1940 compulsory military training is desirable where in 1937 (when Collegian last seriously attacked ROTC) and before, it was not desirable.

All of them must hope that America can now become strong enough quickly enough to save democracy, but they must hope still more that sometime somehow the threat to democracy will pass and we can return to the days when military might is unessential and undesirable.

That was the position of the editors who attacked compulsory ROTC. Time has proved it a false one, false since Adolph Hitler ascended to power in 1933, valid before then.

The problem of 1940 is to stand ready, to be prepared to fight, to fight if necessary, and to be able to win when the fight comes.

There is a weakness in compulsory military training that makes us all hope and that has made Congress recognize that it should be impermanent. Compulsory military training is democratic only as long as it is temporary, only as long as a crisis lasts.

That we, a great democratic nation, can marshal our forces and our morale when it is necessary to do so is a brilliant reply to charges of inefficiency and inability to act in an emergency that have been leveled at democracy.

We have proved that we have the will and the power to fight if fight we must. We do not like to fight, we do not want to fight, but we will fight rather than lose what generations past have won for us.

Democracy is something somebody is always dying for, but it is better than starving and goose-stepping for fascism and then dying for it, too. Democracy is the government of an enlightened people, fascism of a muddled race.

If we are enlightened enough, then, to recognize that we need compulsory military training to defend ourselves, it is to our credit.

"The young man or woman planning a career should begin to point toward it in high school or even earlier. He should learn which fields interest him, which he seems to be fitted for, which will call for capacities he seems to have. He can develop his talents along these lines, and if his interests shift he can change his goal. But he should be pointing toward something, talking about it, reading about it, working at it in his spare time, if possible. Then he will come out of school with some understanding of what he wants to do, what he can do and why he thinks as he does. He will be ready to start a career." Walter Hoving, writing in the New York Times, restates an old-fashioned truth.

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PENNSYLVANIA AND DEFENSE

By EDWARD STEIDLE, Dean School of Mineral Industries

EDITOR'S NOTE: This is the first of six articles prepared by the School of the Mineral Industries and released to the Collegian. The articles will appear in this column on consecutive Fridays.

One of the outstanding lessons of the World War was the importance of minerals in the conduct of military affairs as well as in the normal activities of the country. At the same time certain deficiencies in domestic supplies were emphasized and the public became conscious of the complex international relationships involved in supplying our industries with mineral raw materials.

Enormous advances in technology have been made since 1918. These are reflected in the strategy of the present conflict. Mechanized warfare employs the machine to an extent undreamed of in the past. And the machine is essentially a mineral aggregate powered and lubricated with mineral products. Coal, petroleum and steel are the irreplaceable elements of national defense. They are also subjects of fundamental concern in the curricula of instruction and research of this School.

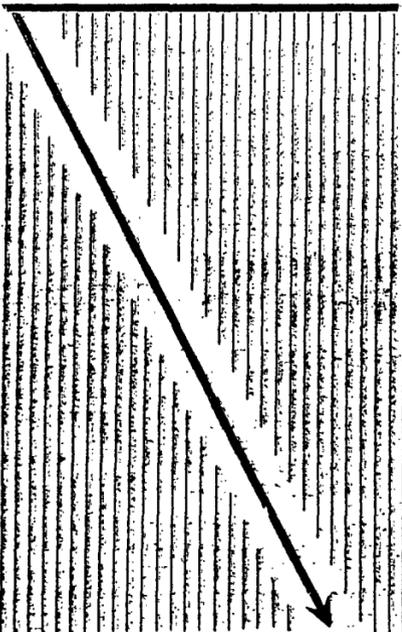
That the mineral engineer and mineral technologist will play a leading role in the program of national defense now under way is certain. His responsibility will extend from the securing of adequate supplies of raw materials to their reduction to useful form and if necessary the development of substitutes for mineral products which no longer can be imported from foreign sources.

Pennsylvania will be called upon to carry a large burden of the defense program in the mineral industries since it is the leading mineral industrial commonwealth.

Pennsylvania's School of Mineral Industries and Experiment Station has a staff and facilities for instruction and research in all phases of the mineral industries which are second to none in the country. The unified program of the School embraces all branches of the earth sciences, mineral engineering, mineral economics, and mineral technology. In view of the well established program of construction, both resident and extension, and of research, the School has much to contribute to the national defense.

The staff of the School feels a certain gratification pride in the thought that the long list of successful graduates now form a group of diversified technical skill competent to assist in so many activities upon which the future of the Nation may depend. It is hardly necessary to state that the School offers its services in the direction of any national defense projects on the campus, instruction or research, for which the staff is particularly qualified.

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Lose Something? Try Student Union

To freshmen who have lost something — umbrella, notebook, raincoat, bow tie, books. If you have, the chances are you'll find the mislaid article in the hands of George Donovan, Student Union director.

Every year hundreds of articles are turned in at the SU desk and are restored to their original owners. No matter what you have lost, the chances are that, sooner or later, it will turn up at the Student Union office.

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Despite all tales of absent-minded professors, Donovan will tell you that the student body is far ahead of the faculty in number of lost articles.

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