

Editorial Opinion

Do It Yourself Gifts

A few years ago, the University, like an over-protective mother, gave the graduating class the money with which to purchase the class gift.

Then mother cut the apron strings, most probably because the University was beginning to expand rapidly and no longer had the time or the patience to dispense funds each year for a gift to itself.

In order that cutting of those ties should not be too traumatic and permanently injure the psyches of the senior siblings, the University weened its young seniors gradually by matching funds for a time.

According to the program set up, the class of 1962 is the first to be completely self-sufficient with respect to purchasing a gift for their Alma Mater.

In a University where students ritually decry the "paternalistic" methods of the administration, we think this measure of independence, and the potential for initiative it allows, are altogether commendable.

Commendable or not, however, the class of '62 is left with \$4,350 for its gift, one of the smallest sums ever. To augment this fund, we suggest that the Senior Class Advisory Board intensify its efforts to collect unfulfilled pledges of money.

The class board has already come up with two suggestions for a gift which make up in practicality what they lack in originality. These are a revolving loan fund to be dispensed through the Office of Student Aid, and an unrestricted gift to the ever needy Pattee Library.

The current seniors will soon be balloting on these two proposals. It should be noted that the first is justified by the jumping cost of education and the second by the needed expansion of University facilities.

There can be no great controversy here since both are responsible choices which will provide valuable assistance. The decision is left to the seniors who may have a scarcity of funds but who are the first to have done it themselves.

Memo to Congressmen:

Tonight is the first meeting of the USG Congress. It is at 7:30 in 203 Hetzel Union building. Be there.

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 281 State College, Pa.

Member of The Associated Press

JOHN BLACK Editor

WAYNE HILINSKI Business Manager

City Editors, Lynne Corefice and Richard Leighton; Editorial Editors, Meg Teichholtz and Joel Myers; News Editor, Paula Dranov; Personnel and Training Director, Karen Hyneczek; Assistant Personnel and Training Director, Susan Eberly; Sports Editor, James Karl; Assistant Sports Editors, Dean Billick and John Morris; Picture Editor, John Beauge.

Local Ad Mgr., Marge Downer; Assistant Local Ad Mgr., Martin Zonis; National Ad Mgr., Marcy Gross; Credit Mgr., Ralph Friedman; Assistant Credit Mgr., Kathy Notopoulos; Classified Ad Mgr., Kathie Ibbotson; Circulation Mgr., Mason Chealer; Promotion Mgr., Jane Trevaakls; Personnel Mgr., Anita Holl.

CAMPUS COMEDY



"LET'S SKIP THIS NEXT CLASS AND GO GET A BEE.....OOTIFUL DAY, ISN'T IT PROFESSOR SNECK?"



Letters

Dirty Wash

TO THE EDITOR: While we're on the subject of food service and its failings, I'd like to add a pet peeve of my own.

As much as I might enjoy my dorm dinner, I don't like to see remnants of that dinner crusted on the trays and silverware at the next morning's breakfast.

Nor do I appreciate lipstick smears on my fork or white crust on my knife. These things happen too often to be ignored.

Last year in Simmons the trays and silverware were immaculate. I wonder what the problem is in Pollock?

Cecelia Halbert, '64

Letter cut

the megaphone Careful, Bub

by meg teichholtz

If the pile of mail awaiting me each day is any indication, this newspaper is on every sucker list in the nation and some from abroad.

The letters, pamphlets and releases include such things as immortal utterances from the president of General Motors; the text of a sales agreement signed when the University sold a pedigreed bull, pictures of the Shakespearean theater at Stratford-on-Avon and what had been my favorite joke book—the National Review.

I say that magazine had been my favorite because last week everything on my top-ten, best-seller list moved down to make room for a folksy comic book gloriously titled "WE THE PEOPLE..."

Something or someone called the "Louisiana State Sovereignty Commission" sent this to the Collegian in a misguided attempt to convince us that racial or religious discrimination in all phases of life is a right guaranteed by the tenth amendment to the Constitution.

Printed on newsprint (as is any comic book worth its jokes) this is a dialogue, with pictures, between Upstanding, Self-righteous "Pop" and Tow-Headed, Freckle-Faced "Son" on the Facts of Life in the U.S.A.

Just what are those facts? Son asks Pop: "Is that (the tenth amend-

ment) important?" "Very Important, Son. There are some people who think even our state-owned schools, and a lot of other things, all ought to be run out of Washington..."

"You mean like in Little Rock, Pop? But colored people have nice schools. Lots of them are better than ours. Wouldn't it be fair to have separate schools just so long as they were equal?"

"That's exactly what a federal court held, for many years. And we all got along just fine."

At this point I continued reading only out of some sadistic urge to uncover other perversions of the Constitution or more insidious euphemisms about those "Crackpots and Federal power grabbers" in Washington.

Yes, Bub (I forgot to mention that Son's real name was Bub) listen to Pop who is older and knows better. Listen, also, to Rogers and Hammerstein—"You've Got to be Carefully Taught."

Then, Bub, if you want more copies of this comic to give your friends as commencement presents, write to the Louisiana State Sovereignty Commission, State Capitol, Baton Rouge, La. Save one to give to your own kids, Bub. It may be harder to educate them to these things by then.

On Other Campuses

Faculty Poll on Quarter System

REDLANDS, Calif.—Statistics compiled from a faculty opinion survey at the University of Redlands, indicates the faculty might prefer a quarter or "middle semester" system.

The following answers were received during the survey:

Should we seek ways to reduce the number of courses taken by a student at one time? Yes, 32; No, 6. Most suggested three or four courses at a time.

Should we seek ways to reduce the number of courses for

which an instructor must prepare during a given semester? Yes, 38; No, 7. Most suggested two to four courses.

Should we seek to eliminate the post-Christmas "lame-duck" period? Yes, 25; No, 12. Thirteen recommended the 13-5-13 program (two 13-week semesters with an intervening five week "middle semester" beginning right after Christmas vacation), seven suggested the quarter system and two suggested a 12-4-16 arrangement.

Grad Eyes Youth's Non Commitment Policy

TO THE EDITOR: I have attended The Pennsylvania State University for five months and feel called upon now to express my views to the student body on a matter of the greatest importance. I don't know whether you shall publish this letter since the American people are healthier on pabulum.

However, I have been moved to pen the following for which I take full responsibility, since the views expressed are certainly not those of the student body, either graduate or undergraduate, nor of the faculty or administration.

Although for a long time I have experienced a vague feeling of uneasiness, never, before my stay at Penn State, had it crystallized into the realization of the complete emptiness of modern American youth as it has now.

They radiate lack of commitment—a total non-involvement in any matters of lasting human concern. They can be excited only by sex, money, booze, or Thanksgiving recess—and then no more profoundly than had they been tickled.

Never before have I been so pessimistic about the future of the United States. If the students in the major state supported university in one of the most educated communities in the country are so irresponsible and detached, how must it be in those areas of lesser "sophistication?"

And if students are not concerned about human problems, who will be? Around the world, in Africa, Asia, Latin

America, it is they who are leading the struggles for freedom: witness Turkey, Korea, Japan, etc. They are active and working for what they believe in—whatever that may be—while ours have faith only in the ability to live without faith!

While they are the vanguard of humanity, ours are the dung on top of the heap.

No wonder the American people face the world with fear and trepidation; no wonder we view with annoyance national strivings for liberty and independence.

The leaders in Africa speak like Jefferson and Madison; ours act like England and King George. They have the determination to do something—to make life meaningful; while we judge it by consumer statistics.

The United States of America had a unique mission in the world: to bring the message and the reality of racial individual freedom and human rights; of human development of unlimited potentialities; of hope and work on earth; a pioneer experience, unique in history, confident in its ability to free mankind.

This we brought into the world in the 18th and 19th centuries. And now in the 20th we have disowned it; we are fighting a rear guard action against humanity. Yes, we repeat the same slogans; but the meaning has gone out of them.

Could this be more evident than at Penn State? Why

don't we have a student committee for national liberation? Why not an organization of 3,000 actively supporting the U.N.? Why not a vast uproar for greater individual freedom in the spirit of the Bill of Rights?

Where are our students active in seeking to rid the country of the HUAC? Why not an active movement on campus in support of civil rights? (The only area in our country where any students show any concern; and then almost only those directly affected.) Why no large student committee working for education?

Why, in short, not a renewal of the old battle cry: To hell with the privileged and complacent; give us life, liberty, and purposeful activity? Why don't we respond?—Because WE JUST DON'T CARE!!

We are sick, perfect examples of a society rapidly becoming as empty inside as it is gaudy outside. I might challenge the entire student body to respond if I thought it might be meaningfully done; but the most I am likely to incite is some statistics from some computer, vague charges of downgrading America, and allegations of communistic sympathies.

Let us face the realities: we are not losing the cold war; We are just becoming too cold to care about anything which might make the conflict meaningful!

—David A. Sprintzen Grad Student