

Editorial Opinion

Land-Grant Centennial Ends

While the ending of 1962 will be marked by traditional year's end festivities, it will also terminate the centennial celebration of the passage of the Morrill Land Grant Act.

This act, which proportioned land among members of Congress from each of the states, brought about the founding of this university.

It outlined basic studies in agriculture, mechanics and military training for the institutions of higher learning it set up. At the University, these provisions subsequently led to the Colleges of Agriculture, Home Economics, Mineral Sciences, Chemistry and Physics and Engineering and Agriculture.

And while the University is not indebted to the act for its financial benefits—only about \$30,000 is granted annually—it is indebted for the responsibility it encouraged in the state legislature to take on appropriating funds for the continued growth and maintenance of this school.

This designation was stated in a legislative bill of April 1, 1863. In the bill, which referred to the Morrill Act, the state pledged to carry out the provisions stated in federal legislation.

Throughout these years, the state has accepted its responsibility, and in turn, the University has grown and achieved recognition as one of the leading institutions of higher learning in this country.

As the celebration of this 100th anniversary closes, we pay tribute to the far-sighted men who made this growth and educational opportunity possible.

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Letters

Indian Med Student Requests Finances To Continue Study

TO THE EDITOR: Through your paper I wish to reach some American gentleman or organization who can help me realize my study plans. I am a youth of 25 like most of you. My subjects at college have been microbiology and chemistry in the senior years. I am working as a Medical Laboratory Technician at a hospital in the western suburbs of Bombay.

My aim is to take a degree in medicine and surgery. My first need is to earn money for the ensuing years of medical studies.

I believe America is the best country to approach to assist a student gather money for his planned studies. I further believe that the U.S. shall ever be ready to educate the people of the world to create a better world with free thinking people.

We in Asia have infinite faith in America that she will always be ready to help uplift the Asian countries by educating the people and by raising the standard of living through industrialization.

I have come to learn that one of the best places for medical studies, besides the U.S., is West Germany, which gives an added advantage of moderate expenditure. So, I plan to take my medical education in West Germany.

I may please be offered a hospital, a laboratory, a pharmaceutical concern or anywhere else.

This is an Indian asking for American assistance in his intellectual development. Would the American people, with their traditional belief in human freedom and in the need for unsuppressed development of the human mind oblige him?

It would be an act of mere ingratitude should I forget to mention what a friendly spirit was found in American hearts when she came to our aid in our conflict with Communist China.

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Letter cut

Dorm Resident Criticizes Time, Method of Fire Drills

TO THE EDITOR: When is the housing department going to wake up? Do they really believe that the only realistic time to have fire drills is between midnight and 2 in the morning? If they really wanted to be realistic they would have fire drills at 4:30 a.m. because people are sleeping soundly at that hour also. It would also cause the students more discomfort and inconvenience, which is all the sadistic administration is after, in my opinion, because they aren't having these fire drills at 1:15 a.m., for example, out of concern for our safety.

No indeed, for if they were concerned about our safety, they would discontinue these useless, juvenile fire drills late at night. If after three years I couldn't remember to jump out of bed, grab a coat and some shoes, go down to the end of the hall, down the stairs, and out the side door, then I'd deserve to burn in my bed, for this is the same drab, useless routine that I and my dormitories go through every month at the same ugly hours of the morning. Even an idiot would know to do as much after going through this routine just once. Certainly one fire drill of this kind per term would be more than enough.

And if the administration must have a fire drill each month, let's have some that would really be helpful in preparing students for possible fires. For example, if there were a fire in the dorm during the night, I'd hate to think of the consequences if the students followed their regular routine only to find their usual route of escape blocked off by burning material.

Never once that I can remember have we been instructed or drilled to follow an alternate av-

enue of escape in the event that our regular one was unusable. The result, I'm afraid, would be chaos.

And never once that I can remember have we been drilled during mealtime, as has been suggested by other people. Does the administration realize that there are more people congested in a dining hall who have only two or three doors to exit through as compared to the overall dormitory area and the number of exits available at any given time? This is, of course, if you don't count the windows in a dining hall. The result again, I'm afraid, would be chaos.

Also, at no time have we had drills during daytime hours when students are usually anywhere in the dormitory but near their regular route of escape. Fires do occur during daylight hours also, or am I mistaken?

Fortunately, there have been few, if any, dormitory fires at Penn State, for if there were and if these fires were serious, the administration might very possibly find out, too late, that its students were not properly prepared for such a disaster unless, of course, the fire happened between midnight and 2 in the morning.

-Randy Thompson, '64

Senior Protests Disciplinary Action

TO THE EDITOR: Eyes glazed and throat choked, I write in protest of the puritanical publicans of the Old Main Dynasty. Not since the inquisition has such dastardly judiciary action been taken.

I am, of course, referring to the disciplinary action taken against students who entertained female non-students Saturday last. No doubt, like most good academicians here at State, the boys had nothing but the purest of intentions; Saturday night seminar on Byzantine art, perhaps.

And even if their intention were a bit more lascivious and the evening did degenerate into a game of spin-the-bottle, an attack by the forces of the dean of men's office splintering through the trailer door in steely-eyed indignation was uncalled for.

A doctor's examination of the girls and conviction of a major violation of the moral statutes (Anti Sex League, 1957) will serve as a sterling example to other lewd-minded students who may be planning a similar foray.

However, I suspect that any day now USG will have that old rule about women in apartments abolished, since it was a big plank in their platform, and vice will blossom forth.

One more foggy detail—the student who was not a student and had a disciplinary hold put on his record for when he comes back—that's like the army throwing a civilian in the guardhouse for being A.W.O.L.

-Joe Modzelewski, '63

Advertising Student Defends Gossage's Teaching Methods

TO THE EDITOR: After having read your uninformed attack on Howard Gossage, and in view of your concern for the students under our journalism department's tutelage, I feel obligated to correct and reassure your disconcertions.

As an initiate to the teaching profession, Mr. Gossage (and the department he represents) is to be commended, for he has avoided a serious fault in contemporary education. All too many departments and professors teach a series of uninteresting, unstimulating and sometimes unrelated facts which a pupil memorizes twelve hours before the exam, and then after regurgitating the superficial data on the pages of the blue-book, forgets it.

Gossage has succeeded in teaching his class an intangible far more important than a collection of numbers, dates, and names—he has taught us to think. In truth, I have been more provoked to more thought about advertising than in any other course at this University. I have found myself in constant evaluation of the profession, its goals, practices, practitioners and social awareness.

Gossage does not "close his eyes to the positive side of advertising." Rather, he looks truthfully at the more crucial, negative side. He stands aside from the profession, and from his experienced vantage point he suggests many, many intelligent, objective, and—most important—honest evaluations of the field including many needed improvements, and perhaps even the salvation of the industry if it can bring itself around to seeing it with the same intelligence, objectivity, and—most important—honesty.

I encourage you, Mrs. Barash, to try to view advertising with this same intelligence and honesty (forgetting that it pays your family's bills). And most impor-

tant, for anyone who is exposed to revolutionary ideas, don't seal your mind shut with a collage of isolated, biased facts. Instead, open your mind and think. For only through thought do we learn; and it is the function of a good critic, philosopher or professor to provoke us to this thought. In view of this function, Mr. Gossage is one of the most important, respected and vital figures in the advertising profession.

Our journalism department and its competent faculty are to be applauded, not reprimanded, for provoking its students to intelligent thinking instead of merely exercising the biology of the brain. In the light of this, their aim, Mrs. Barash, I contend that it is your standards of advertising that require serious reevaluation, not theirs.

-Jim Williams, '64

Senior Says 'Take A Break'

TO THE EDITOR: Is there something basically wrong with Penn State? Perhaps so. But then again, there may be something wrong with the Penn State Student.

It is true that the term system sets a hectic pace and allows no time for excessive frivolity or procrastination, but no matter how bad things get, the indomitable student spirit still shines through. People are laughing, joking, smiling, or being happy everywhere around us.

At least I thought this to be true. Obviously I haven't been looking deeply enough. Beneath this apparent optimism lies a cold, hard core of dissension and depression; the small faction of the student populace who fail to see the sun beyond their gloomy over-casts. These students have no "safety valves" and therefore

fail to relieve their emotional pressures periodically. Eventually one of them is strained beyond the limits of his endurance and the results are catastrophic, to the point of ending one's life.

Assuredly, I would be the last person on campus to tell you to give up studying in order to enjoy yourself, but these can be the best years of your life if you give them half a chance. Certainly you should be studious and industrious all week long, but take an hour on the weekends to forget your problems.

Whether it be a record hop, gin rummy, dates, or ping-pong, let your safety valves function normally. Try my philosophy whenever possible and "live, love, laugh, and be happy." One hour can make the entire week worth living.

-Joseph Lasusky, '63

