

Editorial Opinion

# The Governor's Challenge

The Republican Party officially claimed its position in Pennsylvania state government yesterday with the inauguration of William W. Scranton as governor.

Perhaps, never has an incoming governor faced as many serious problems as Scranton faces today.

The Commonwealth is clearly a declining state. It has lost its position as the second most populous state in the nation. It is losing its century-long name as one of the leading industrial states in the union.

It faces challenges in health, education and welfare services it provides.

Scranton's inaugural address yesterday clearly showed that he recognizes these problems. He mentioned the moods of the citizens of this state:

- The lack of hope among youth of the state and their desires to move to other areas of this nation where a more promising future lies.

- The determination of the unemployed and the wives of the unemployed who are not willing to give up this state but who sincerely wish that new industry or revitalized old industries would present them with a new challenge to face.

- The businessman, too busy to find the solutions himself, but anxious to go along once someone starts the ball rolling.

- The farmer, an industrious worker, proud that he is still doing a day's work.

Governor Scranton mentioned all of these citizens. He recognized the problems of each of these groups.

His job in the next four years will be to begin solving these problems. We say begin because even a superman could not completely solve all of them in one four-year term. Most are long-range problems requiring long-range solutions.

While we are mindful of the problems confronting the adults and elderly persons of the state, we believe that Pennsylvania's future lies in its youth. An atmosphere must be created in which the youth of this state do not express hopelessness.

This requires an all-out state effort in the field of education—from kindergartens to graduate schools.

We strongly believe that the school reorganization act passed by the state legislature must be retained with clarifying amendments. We believe it will go far in helping to solve many of the problems of elementary and high school education which should be of primary concern.

We strongly believe a coordinating body must be created to direct the higher education facilities of this state. Pennsylvania spends a huge amount of money each year on higher education. We do not believe it is deriving maximum benefits from its expenditures.

The facilities are either available or planned for. Direction is needed to best use these facilities. Such direction may lead to a diminishing importance of this University in relation to its present position. But, we do not believe that the self-importance of Penn State should stand in the way of a general improvement of the state.

In the words of Scranton in his inaugural address: "We must have the wisdom to keep what should be kept; the courage to change what should be changed."

A Student-Operated Newspaper  
58 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, 1931 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.

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# An Educational Utopia?

by joan mehan

It is the year 1994 and we are touring Pennsylvania's most automated university. The student union, many times expanded, was recently torn down. Gone are the football field and tennis courts. The snack bars and vending machine areas have long since been replaced by concentrated study areas.

The place seems deserted until a shrill bell coming from the central tower echos through the campus. As this happens thousands of students dressed in dull grey uniforms leave classrooms and walk in single file to their dormitory niches. A morbid silence penetrates the body. There is no time to speak or laugh — the once traditional "hello" is gone.

At this very moment in other parts of the campus, the second shift of students is walking as the third shift is leaving assigned study areas to enter classes. This university which specializes in unthinking precision has devised a system whereby three shifts of students can attend while

only occupying as much class and dormitory space as one shift. In this way three times the tuition is paid. Times and places for sleep, study and classes are designated to each student at registration.

Each class is eight hours long — one per day — and a course is finished in four days. Classes are taught by old educational television films (made in the '60's). Professors were eliminated several years ago climaxing their long battle to attain higher salaries.

Immediately after leaving classes, students are permitted a 10-minute break at a designated play area. After this they must go quickly to a designated study area.

There are no longer any educational frills such as concerts, lectures or extra-curricular activities. Only the hard core of memorization is left. The university boasts that its students are just members of a happy intellectual family (of about 100,000). To insure personal autonomy students are known by their social security numbers (a practice started in September '63). Now even to reveal your name is an offense meriting dismissal.

No time is even wasted on food since at registration students are given enough food capsules to last the term. Yes, I said term. This

system had its humble beginnings in the four-term system back in 1961. It is truly a masterpiece of engineering genius and student apathy. Students can graduate in less than a year now.

As we roam this austere campus, suddenly five bells are heard and students march out of every building. They gather around a large television screen. As a face appears on the screen a dead silence comes over the group. The man is the head of the university family and it is a dismissal offense to speak when his presence has been made known — and as students know, he is always watching them. He begins to speak: "In an effort to prepare the university family even further for the hard world, my advisors have decided to eliminate the traditional one-day Thanksgiving vacation."

Student silence continues. A card with the words, University pep and spirit "cheer" appears on the screen. Three cheers each lasting one second are given and students turn to march silently back to their Designated Areas.



MISS MEHAN

Letters

## Grad Student Cites Trouble With Advice of Do-Gooders

TO THE EDITOR: The chief difference between a do-gooder and a doer of good appears most clearly in the matter of offering advice. The do-gooder exudes that commodity, like a dandy trailing cheap perfume. He not only volunteers advice; he denies your right to reject it. His specialty is to make an easy simplicity of a life not his own. The trouble with the do-gooder is that, when all is said and done, he does so little good.

A wise man's dislike of advice and his reluctance to offer it arise from modesty born of experience. He does not even think

that he can solve your problem. Why, because he is probably unable to solve his own. He sees that you are not solving them; and if you can't, who can? What, for a simple fact, can he know about your intimate worries? He cannot even feel them the way they feel to you. Certainly he is too far away from you to offer you peace of soul or even to offer you peace of mind.

But if he is too far, you yourself may be too near. Overnearness can impair vision as well as heighten the hurts that hurt so much.

The chief factor, indeed, that limits our aid to one another is neither distance nor difference — neither distance between us nor difference in our problems. It is, rather, that the plain cure for our ills is hard to take. The soul's medicine is always bitter.

All of us want enlightenment in general; but how we do resist enlightenment is particular! Knowing that it's not troubles themselves that kill but how we take them, most of us subscribe to the task of getting a better attitude until some critic pointedly tells us what's wrong with the attitude we already have.

Then we rush to our own defense, though only a moment before we had admitted ourselves defenseless! What we want to be told is how civilized we already are before we listen to how much more civilized we need to become.

Yes, all of us have our problems and are likely to have them to the end. We've got to learn to live with them, and in achieving this goal certain decent confidences may go quite away, toward yourself, that is:

I ask for no meaner pelf  
Than that I may not  
disappoint myself.  
—George Rossmann  
Grad Student

### WDFM Schedule

- WEDNESDAY, JAN. 16, 1963
- 4:15 "The Philadelphia" Brahms; Hungarian Dances 17-21 Debussy; Afternoon of a Faun Schubert; Unfinished Symphony
  - 5:00 Dinner Music
  - 6:00 News Analysis: The day's important news analyzed
  - 6:15 Weatherscope with Joel Myers
  - 6:20 Virtuoso: Tonight featuring Val Shochman
  - 7:180 Weekend Preview: Ruggiero Ricci and John Coltrane
  - 8:00 Classical Interlude: Light classical music
  - 9:00 Campus and Religion
  - 9:15 Mostly Music: Tonight the accent is on show music
  - 10:00 Symphonique Notebook: Brahms: Piano Concerto No. 3 Chopin: Piano Concerto No. 1 Mozart: Symphony No. 38



Letters

## U.N. Action In Katanga Opposed

TO THE EDITOR: The United Nations, an organization supposedly devoted to peace, has invaded Katanga (a supposedly independent country) with crushing military force to settle an internal dispute. Three times in 15 months the world organization that was set up to prevent war and preserve the peace has started a war in the Congo.

The true story of the U.N.'s occupation of Katanga has been a ghastly saga of rape, pillage, atrocity, confusion, treaty violation, and contempt for the entire international code of military ethics. The U.N. forces operate under diplomatic immunity and, therefore, have no higher controls over them. An investigation by the International Red Cross confirmed the previous charges.

U.N. officials have said that the time for negotiation has ended. This is absurd.

Despite these facts, the U.S. has continued to be the main supporter of the U.N. operation in the Congo and of the disgraceful conduct of U.N. forces operating in the name of law restoration and order.

The U.N. intervention into an internal matter in the Congo would, in theory, enable the U.N. to intervene in the internal affairs of the U.S. (e.g. Send U.N. troops into Miss.). The present action in the Congo is the same as if a world organization had prevented the U.S. from declaring its independence from Great Britain in 1776.

In the past our country has supported the right of people everywhere to self-determination. Yet in the Congo we crush a pro-West Katanga government seeking self-determination while in Cuba we permit the existence of communist activity directed against our Latin American allies and our own country.

The U.S. lost its important nickel-cobalt processing plant at Moa Bay, Cuba, and had to turn to Katanga for these minerals. Katanga has 75 per cent of the world's cobalt and 60 per cent of the uranium of the West. Our interest in Katanga is not for a central government or for the welfare of the people, but for these resources. Without them our national defense would be in jeopardy.

With policies such as the current U.S. policy in the Katanga, it is no wonder that the U.S. is continuing to lose the Cold War and that we are hated throughout the world. Why don't we give food to the Congo instead of military weapons?

—Gomer Williams '63