

# Barrier To Progress

President Walker told a group of North Halls residents last week that he was disturbed with the University's preponderantly middle-class enrollment.

Looking back at the University's beginning as a land-grant institution Walker commented, "We were established to teach practical things to the disadvantaged. It hasn't turned out this way, and this is unfortunate. I think we've lost our character."

One of the reasons the University no longer ministers to the disadvantaged is because it is prohibited from doing so by state law.

Of course, the University provides various opportunities for financial aid through numerous scholarships, loans and work opportunities. But the hard-core disadvantaged are those whose opportunities for a college education are crippled not merely by a lack of funds but by adequate preparation caused by the substandard education of many inner city schools.

These are the disadvantaged whom the University cannot aid.

"We can't admit the disadvantaged because we would have to discriminate in favor of them in our admissions," Walker said. "We are forbidden by state law to do so."

It is ironic that a law designed in all good faith to afford fair treatment for all applicants has become an effective barrier toward the solution of one of the nation's most pressing problems—aiding disadvantaged minority groups in fulfilling their rising expectations and needs for higher education.

It is doubly ironic that a law intended in the best democratic spirit should force the University to turn from the spirit of public service in which it was founded.

At the time of the enactment of the Morrill Land-Grant Act in 1862 the development of methods leading to increased agricultural production and the development of sophisticated technologies were among the nation's chief concerns.

The University was established to meet such needs and it met these demands well.

Today agriculture and technology are American giants. The nation's problems have shifted to the cities. We must find ways to make them livable. We must find ways to rescue those whose futures are constrained by the inadequate education offered in ghetto schools.

As the needs of the nation change, the University, if it is to maintain its traditional link with society, must understand the changes, adjust to them and meet their demands.

Successor to The Free Lance, est. 1887

## The Daily Collegian

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PAGE TWO TUESDAY, JANUARY 16, 1968

Unfortunately, the University's ability to meet the changing needs of the nation has been stymied by a well-meaning but back-fitting law.

So while private institutions ranging in size and scope from Harvard University to small but prestigious Grinnell College in Grinnell, Iowa, move ahead with programs such as those in which, academically promising students are brought to campus for summer remedial programs or in which admissions requirements are eased for students from slum schools, Penn State, a pioneer in meeting society's needs, is powerless to join the battle.

In the past campus groups have made a start in dealing with the problem by arranging campus visits for city students in order to acquaint them with opportunities here and to encourage them to seek a college education.

The effort was well-intentioned but the effectiveness of programs such as these is effectively stifled by the inability of the University to make allowances for the bright but educationally-victimized applicant.

The only effective change must come through the authority of the state legislature.

It is imperative changes be made in the admissions procedure here and throughout the state which will allow the academically promising student crippled by the deficiencies of inner city schools to compete with the applicant bringing all the advantages of education in a wealthy suburban school district.

It is time a distinction was made between discrimination against and discrimination for.

## Letters To The Editor

### He's Switched and Here's Why

TO THE EDITOR: In regard to Philip N. Klopp's letter, I agree that there seems to be a "lack of meaningful dialogue taking place on the war in Vietnam." It seems that too many people are unwilling to take the time to educate themselves as to the facts of the Vietnamese war, facts which will not be found by merely following reports of how the war is progressing.

With the use of research on the Vietnamese war in regard to its origin, its present course, the policies followed by the Johnson administration and Hanoi, Red China, loss of U.S. credibility etc., I have changed from a "hawk" to one who feels the war is accomplishing little and that negotiations should begin at once.

The basis of my argument centers around the following facts:

(1) We are engaged in Vietnam because of containment policies originating in Europe after World War II. This containment worked in Europe because the problem there was primarily a military one. However, the problem in Vietnam, as well as in most of Southeast Asia, is political. These countries are weak, having unstable governments and societies which provide opportunities for communist subversion.

(2) Red China is the dominant force and influence in Southeast Asia by virtue of her geographical location, her size, and her power. If we are to try and contain this influence we must attack China herself. However, not wanting to start a nuclear holocaust, we cannot attack her with nuclear weapons, yet, not to would only set back China's development, not change her influence. It is a well known fact that we cannot fight a mass land war in Asia. Therefore, we have chosen to set up a military periphery around China in Thailand, Laos and South Vietnam. China, realizing her immunity from U.S. attack, challenges us where we are our weakest, in the military periphery.

(3) The Johnson administration is operating on the assumption that there is a monolithic Communism. This is false. Communism is a national force. One could hardly say the Red Chinese Communist and Soviet Union are a unified force, or that Yugoslavia could be considered in the same breath with either, as much as France could be considered an extension of U.S. policies in Europe. North Vietnam will not become a Red Chinese satellite unless the U.S. continues to force it to be dependent on Chinese aid because of the war.

## BERRY'S WORLD



"Don't be frightened! This is a promotional gimmick for the 'Bonnie and Clyde' fashion revival..."

reportage

## Suspend Those Who Disrupt

by Laura Wertheimer

Editor's Note: From time to time, senior reporters on The Daily Collegian express their opinions on various topics in a "reportage" column.

Miss Wertheimer reports on Young Americans for Freedom and gives her defense for Ernest C. Pollard's recent suggestion that "anti-war demonstrators who disrupt the operation of the University by their protest actions should be suspended."

Opinions presented in "reportage" columns are not necessarily those of the Board of Editors.

Students for a Democratic Society threw a sit-in at Old Main last year. Student activism can be fun.

On the eve of the event, the general membership spent hours considering various courses of action and the probable penalties involved in each. Rationally, they chose one whose risk seemed relatively small.

To deny that the threat of suspension is a deterrent to students who would otherwise join violent demonstrations is unrealistic. An effective demonstration involves large numbers of students, and most activists are less than totally committed. If presented with an either-or choice, most students would prefer keeping their matric cards to indulging in a disruptive gesture. But, given the uncertainty of the University's non-position, that hope which springs eternal could encourage many sympathizers to join the ranks and gamble on convincing President Walker that charity is the best policy.

SDS is, at times, a rational exponent of the New Left. It also adds local color. Unfortunately, as Phillip Abbott Luce, a former member, said: "It tends to vacillate between the rational and the irrational as if it were a living Marxist dialect."

To protect academic freedom from SDS's manic phase, or to be fair, the disruptive zeal of any student organization, Ernest C. Pollard, head of the biophysics department, proposed adopting a policy of suspending students who participate in violent demonstrations.

That the University has the right to suspend students for disruptive demonstrations is clear. The problem is one of advisability. The major objective of the University is to educate the students. As that purpose is best served by discouraging riots, it is the function of the University to discourage them in the most effective manner.

Disruptive demonstrations, i.e., demonstrations that interfere with the civil rights of any person on campus, or damage property or violate civil laws, cannot be condoned by the catch-all phrase, Academic Freedom.

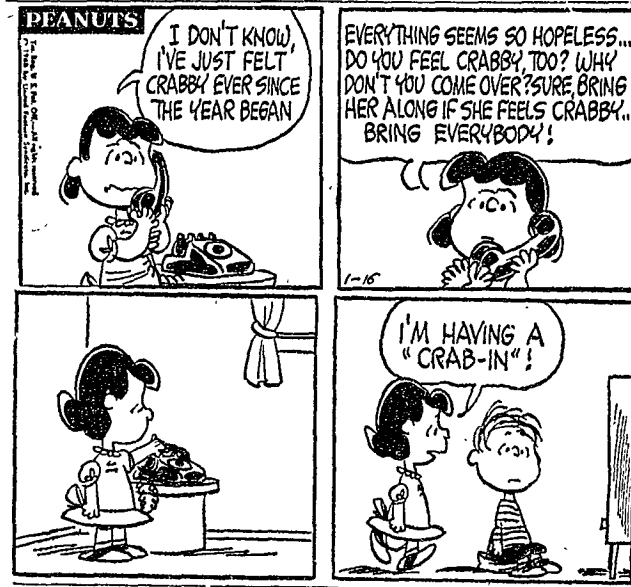
Academic Freedom is defined by Prof. Richard M. Weaver of the University of Chicago as "... the freedom of scholars and researchers in institutions of higher learning to teach and to publish the results of their scholarship without interference from the institution itself or from outside interests."

This asserts that Academic Freedom is, first, the prerogative of a special group, and second, an earned prerogative. It is a special immunity from harassment or reprisal granted by the community to scholars which enables them to do their duty, which is to pursue truth.

By this definition, students cannot claim a right to this immunity. As Aristotle suggests, the student has come to learn, not to teach.

Therefore students have no right to disruptive demonstrations. The purpose of a demonstration is to show the powers that be that a significant number of people are committed to a given course of action, and are willing to mobilize to prove it. A demonstration functions as an exclamation point. It is not a statement itself. A violent statement may be defended as 'free speech', not so a violent demonstration.

I think that the University should seriously consider Prof. Pollard's recommendation. It would serve as an inducement to civility.



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# TIM COUNCIL ANNOUNCES MIXERS FOR WINTER TERM

Simmons Hall says:

JANUARY 17 --- Simmons (Tomorrow Night)  
 JANUARY 24 --- Wolf  
 JANUARY 31 --- Packer  
 FEBRUARY 14 --- McElwain  
 FEBRUARY 21 --- Curtin  
 FEBRUARY 28 --- Schulze

All Mixers held in Rec Room of Dorm.  
 6:30 to 8:00 p.m.

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