

JUNE 1970

### On Student Protest

Student protests will continue. The majority of the protestors will want to be peaceable, but a minority of militants, impatient with the official indifference toward peaceful protests, will, as they have in the past, use violence. The targets of their violence will be any buildings or offices that symbolize official power, whether campus, city, state, or national. All the world has heard our presidents, from Nixon, to Johnson, to Kennedy, to Eisenhower, to Truman, assert that the only argument the enemy respects is force, or the threat of force. Whether the enemy is the Soviet Union, China, North Vietnam, or Cuba, he responds, we are told, only to the threat of nuclear annihilation. The militant protestors have absorbed this doctrine. To them the present enemy is the Nixon administration and all the satellites of this administration, including the universities. Instead of the intimidating threat of nuclear power, however, they have rocks, clubs, bottles, and Molotov cocktails (off campus, working underground, are the nihilistic terrorists manufacturing and being blown up by dynamite bombs). They smash a few windows, demolish some offices, burn a few buildings, confront the police and the National Guard, and finally are jailed. In the process hundreds of non-violent demonstrators are clubbed, tear-gassed, and Maced, and, in one of the latest demonstrations, some are shot to death. The administration, together with all its satellites, continues undeviatingly (but deviously) its policies; its power is undiminished, and it is openly contemptuous of the "bums" who don't appreciate how lucky they are.

Well, as some campus signs ask, what comes next? The question is inseparable from another question: what do they want? What the protestors, violent and non-violent alike, want is not only withdrawal from Cambodia and Vietnam, not only an end to our adventuring in Southeast Asia, not only a reduction in the power of the industrial-military complex, not only an end to the pollution of earth, air, and water, not only the abolition of poverty, not only full and equal participation by citizens of all colors in the social, civic, and political life of the community and the nation, not only influential student participation in university government. They want all these, yes, but they want something more, something that exceeds the sum of all these separate but related wants. They want such a revolution in values as will do away with the present moral squalor, the cheating, the lying, the hypocrisy, that characterize business and political life. They do not want to see university-trained automotive engineers forced to prostitute their talents by designing cars that appeal to the adolescent mentality; they do not want university-trained scientists lured into the kind of research that produces horrifying chemical and bacteriological weapons or, in the realm of the absurd, the ingredients that add a new sales gimmick for producers of tooth paste, deodorants, mouth washes, etc.; they do not want law-school graduates corrupted by devising ways for huge corporations to evade tax and other laws; they do not want to see graduates in humanities and social sciences sell themselves by using their talents to invent more effective ways to induce consumers to buy more and more superfluous trivia.

So what comes next? How is this revolution in values to be achieved? How can honesty, integrity, decency, good taste, intelligence in industry and government be substituted for the prevailing dishonesty, charlatanism, vulgarity, and cunning?\* Moral persuasion will not do it. Mass demonstrations will not do it. Letters to congressmen will not do it. (Granted there are many honest, intelligent, concerned men in Congress, but their power and influence are limited. The career of Senator Eugene McCarthy is an illustration.)

And so we come back to the use of force. As the use of force by the militants increases, the use of force by the government will increase. More and more armed troops will be called upon to quell the violence. It is not beyond belief that tanks will patrol city streets, curfews will be imposed, search of individuals at air and rail terminals will be conducted, FBI and CIA agents will sit in classrooms and churches, infiltrate PTA groups and other organizations, and various government agencies will compile even more elaborate dossiers of anyone suspected of subversive intentions.

Then what? The vast majority of white citizens, from the lower middle class to the upper middle class, will experience little change. Their taxes may be heavier, their feeling of insecurity may be intensified somewhat, but their government and business leaders will assure them that all is well, that freedom and democracy have prevailed, that the country is sound.

Most of the dissenters will have been jailed. The news media will have been prevailed on not to give publicity to their cases. A new generation of students, numbed by propaganda into acquiescence, will prepare themselves for careers in business and industry. After twenty years or so gas masks will have to be worn by those outside air-conditioned buildings; but after another five years somebody who wanted to show his power will have pushed a button and most of America and most of Europe and a large part of Asia and a bit of Africa will have ceased to be.

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\*Documented evidence of dishonesty, charlatanism, etc. may be found, to name only a few sources, in C. Wright Mills, The Power Elite; Joe McGinnis, The Making of a President; Senator William Proxmire, Report from Wasteland: America's Military-Industrial Complex; William MacGaffin and Erwin Knoll, Scandal in the Pentagon; the speeches and published writings of Ralph Nader; and almost any TV commercial.

*E. A. Schroeder*

E. A. Schroeder  
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May 13, 1970

## PROPAGANDA and ENLIGHTENMENT

Consider for a moment the difference between propaganda and enlightenment. Propaganda is a technique which can be used by any individual or organization to spread specific attitudes, doctrines or practices. It is the art of influencing others to behave as you wish them to behave. It denigrates the individual and ideally would turn people into conditioned animals who react blindly and in unison to cues. Its goal, in essence, is to convert mankind into a mob.

Unlike a group of individuals, a mob can be manipulated. A mob reacts; it does not think. It emotes; it does not reason. It responds to stimuli by action. It can be constructive, but usually it is destructive. Its principal effects upon those who are part of it are a loss of personal identity, a suppression of critical faculties, and a feeling of intense emotional involvement. A mob is irresponsible, tyrannical, inherently uncontrollable, and potentially very dangerous. What is worse, the propagandized individuals who form a mob have an abiding tendency to be mob-thinkers who parrot doctrine and slogans rather than express thoughtful opinion based on unbiased consideration of facts.

Enlightenment, on the contrary, involves individual judgment based upon the individual's own abilities and talents. It is the antithesis of a mob and is essentially a constructive process. It promotes rational behavior. It produces situations where the individual thinks for himself and becomes more of an individual in the process. It is, perhaps, the highest form of learning, and the most difficult, for few of us can resist the slothful temptation to become propagandized, to let others do our thinking and make our decisions.

To lead our own lives and to form our own judgments is not easy. Yet this must be done if the human race expects to progress. Advancement is an individual thing, and human advancement in general is the sum of individual efforts. No mob, however noble, has ever made any significant contribution to human progress.

Just because one person has managed his life well and as a result has become outstanding in some aspect is no proof that he can manage anyone else's life except his own. Any assumption that anyone can dictate the precise course to be followed by others is belief in authoritarianism, which has been an outmoded doctrine for over a generation. And anyone who today applies such a dictum to others is an arrogant propagandist. Those who teach should enlighten. It is the duty of an educator to present true and unbiased facts, to avoid

propaganda and to explain how to solve problems. It is not his province to give predigested answers, complete with slogans and cues.

I think that this is what bothers me most about all this recent fearful unrest in our nation and in the world. In my value system, mankind must develop. It cannot stagnate or stand still. It must grow and evolve to cope with its technology. It can only evolve through enlightenment.

Propaganda is a hopeless method through which to improve the human race. Yet everyone seems to be trying to propagandize. We are so busy correcting everyone else's faults that we pay no attention to our own. And somewhere along the line we have lost our sense of humor and the ability to laugh at our pretentious asininities.


Reason appears lost in a deluge of slogans. Judgment seems to have vanished under a horde of trampling feet. Emotion has apparently replaced thought, and discussion has been supplanted by glib obscenities. Belief in mutation has overthrown the idea of evolution.

This last idea is completely terrifying. Consider for a moment that major mutations in living organisms are better than 99% lethal or detrimental. What, then, is the probability of human survival in a mutating social and political environment, where changes are dictated according to the slogans of mobs responding to propagandists?

Note that I am asking a question. I do not know the answer, but I am apprehensive that it is not good.

May 19, 1970

Date

  
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Jesse F. Bone, D.V.M.  
Professor

### A Proposal for Faculty Action

This paper relates to the university and to the faculty. It is motivated by the developments, attitudes, actions, and issues that are dividing and debilitating the nation. The turmoil has increasingly focused in and around university campuses. We observe student groups, for a variety of reasons and on a variety of issues, taking stands and making choices. As their choices have involved the universities, administrations have had to make choices. In terms of the university triad, i.e., students, faculty, and administration, student groups have taken the initiative with administrations following. Recently we have heard a fourth voice, the public, and they seem prepared to make choices. As I see it, university faculties have tended to assume an ever weaker role in the turmoil solution process, and it is costing us. Each time a party to this university-public controversy makes a decision, the faculty loses a degree of freedom. If the faculty remains silent, a degree of freedom is lost when students make a choice, when the administration reacts, and when the public voices their views and takes a stand. This reduction in degrees of freedom--reduction in choice--is a sacrifice we, the faculty, need not make. I ask your indulgence as I make some observations and a suggestion.

On campuses where the politics of social change has been associated with a breakdown in the traditional education, research, and public service missions of a college or university, and where there has been physical destruction and intimidation, there seems to be at least two common characteristics. These are (1) the lack of an explicit statement from faculties regarding their position on the proper role of a college or university in the nation's politics and an expression of their attitude toward the use of violence in facilitating change and (2) the lack of an established, operating, and relevant mechanism that provides an opportunity for dialogue on matters not found in the traditional curriculum and that allows for on-going appraisal of the intra-university or college functions and the relation of those functions to society. On campuses where the students have felt the established procedures for expressing protest were inadequate, or that the people in authority were unresponsive, and where on-campus challenges to established authority and acts of physical violence have been most noticeable, the faculties have not only been divided on the social issues, but they have also been divided or unprepared on what constitutes the role of the university and on how complicit they will be in attempts to utilize the university as a political instrument.

There is increasing evidence that the public, the "silent majority," is becoming more intolerant of the on-campus activities of students and faculty. There is every evidence that the public and their legislators will not continue to pay the bills without demanding and getting more control of intrauniversity activities. Even in Oregon, where the level

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of campus turmoil has been moderate to say the least, the public protest over the apparent "lack of discipline and responsibility" on the part of students, faculty, and administrators is reaching ominous proportions. It seems to me that the threat of both intervention by the public into university affairs, and the prospect of continuing internal turmoil, should provide adequate motivation for this faculty to make a positive contribution toward compromise of the present dilemma.

I think this faculty could make such a meaningful contribution to the university and to the State System of Higher Education if they would do two things. These are:

1. Join together and unanimously endorse a statement which:
  - a. Philosophically accepts the right of individuals, both students and faculty, to express their opinions, engage in dialogue, and challenge established procedures, values, and institutions.
  - b. Simultaneously repudiate the use of violence on campus as well as other acts that serve to disrupt the regular functions of the university.
2. To make the faculty statement on academic freedom and the repudiation of violence meaningful, I propose that we develop a safety valve--a mechanism, probably a committee or commission, through which we can provide for on-going and systematic evaluation of the activities, functions, and role of the university. This mechanism should allow for examination of such questions as relate to:
  - a. The role of ROTC on campus and the cost and benefit to the university and to society of banishing this program.
  - b. The role of government contract research on campus, and the cost to the university, the state, and society of refusing to accept this kind of research.
  - c. The relationship and relevance of the various curricular designs to the "real world."

I regard these two initiatives as politically interdependent. The statement on violence, intimidation, and academic freedom would provide information to the public, the students, the administration and, equally important, to ourselves. The provision of a safety valve mechanism is absolutely essential if the statement on philosophy is to appear an expression of "good faith," i.e., apparently honest and credible. If this faculty would follow through on these challenges, I think we could

do three things. First, student activists and the public would know where the faculty stands with respect to the use of violence and intimidation on campus. In the event outside student activists attempt to make Oregon State University a "more respectable" center of social protest, this will provide the administration with more certainty about one element in the equation of university control. Second, we will have provided a viable and meaningful mechanism for evaluating proposals for change. And third, we can, in the process, attempt to improve the environment in which the university attempts to achieve its more traditional missions.



Gary W. Sorenson  
Economics  
May 20, 1970

## SILENT FACULTIES

On May 6, 1970 the following telegram was sent to President James M. Hester of New York University. It was signed by Oregon State University Acting President Roy A. Young along with the presidents of the other six publicly-owned colleges and universities in the State of Oregon.

"The chief executives of all seven state-supported Oregon colleges and universities would like to join you in a telegram to President Nixon advising him that it is time for direct communications with him to clarify the status and causes of unrest in American college and university campuses.

"We believe a meeting should take place promptly in order to open lines of communication between the White House and many campuses where students feel their points of view are being ignored and their motives overgeneralized and misinterpreted.

"This lack of communication contributes seriously to the wave of unrest tragically racing from coast to coast.

"We believe the tragedy at Kent State and the many planned campus memorials scheduled for this Friday would be an appropriate time for leaders of Western, Mid-Western and Eastern universities to join with the President in making a specific effort to relieve these dangerous tensions which threaten this nation."

A similar telegram was sent to President Nixon.

Two days later on Friday, May 8, the OSU Faculty Forum was convened, having been called by petition of twenty faculty members in order to discuss the interrelated topics of "Violence and Disorder on Campus" and "The War in Southeast Asia". At that meeting I introduced the following resolution, which was adopted by a vote of 71-56. (The total of 127 votes cast is out of approximately 1100 resident faculty members eligible to attend and vote in a Faculty Forum.)

"In response to the appeal of a bipartisan group of five U.S. Senators, including Senator Mark Hatfield of Oregon, we support and endorse Amendment #609 to H.R. 17123 which states that unless there is a formal declaration of war, all U.S. troops will be withdrawn from Cambodia within thirty days after the passage of this amendment. Furthermore, if troops

are still in Laos or South Vietnam as of December 31, 1970, no further funds shall be spent in Southeast Asia for any purpose other than the safe and systematic withdrawal of United States military personnel and the termination of military operations, the exchange of prisoners, and the arrangement of asylum for any Vietnamese. It is provided that withdrawal of U.S. military personnel should be completed by June 30, 1971 unless Congress approves a finding by the President that additional time is required. We urge that every possible effort be made to insure the passage of this amendment."

The motion to adopt the resolution included a stipulation that the resolution and the vote by which it passed should be transmitted to each member of the Oregon Congressional delegation and to President Nixon.

These separate actions by the President of the University and by a portion of its faculty are extraordinary events, as was correctly pointed out, in regard to the latter action, by Professor Emery Castle in a letter of May 14 distributed to the members of the OSU Faculty Senate.

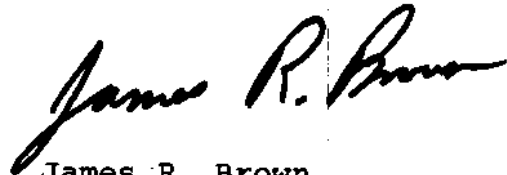
During the month of May, six college students have been shot to death during police actions on college campuses in this country. During the month of May, the President of the United States has launched an invasion of the sovereign nation of Cambodia, without so much as informing the Congress of his intentions. Massive protests, principally on college campuses, have arisen, and counter-protests against the protesters are now being undertaken. Violence against people and against property has occurred on both sides. Hundreds of college campuses have been closed or struck, either temporarily or for the remainder of the academic year. These, too are extraordinary events.

A letter writer in the Oregon Statesman of May 17 quotes President John Kennedy as saying "there comes a time when there are priorities over and beyond that which we have traditionally considered the fundamental purpose of the institution". I must confess my ignorance as to the institution to which he was referring, but I submit that the wisdom of the statement, whether or not it is an accurate quotation, cannot be overlooked and bears special relevance to the current discussions regarding "misuse of the Faculty Forum".

There are times when the faculty of this university has the right - has the obligation - to meet together as a whole, to discuss - in the words of the Faculty Senate Bylaws regarding the Faculty Forum - "any matter of general faculty interest", and if they are so disposed, to pass resolutions and to make their opinion known to others, whether on campus or off. Recognizing that

we are responsible for our actions and our words, and that these must not be undertaken lightly, we must also acknowledge that we are responsible for our inaction and our lack of words. We must not now or at any future time emulate the silent faculties of Adolf Hitler's Germany. If the OSU Faculty Forum is not the proper vehicle for the faculty to meet together in this fashion, then the proper vehicle must be devised.

If current efforts in the Faculty Senate to rewrite the by-laws concerning the Faculty Forum result in more efficient and precise rules for convening and conduct of the Forum, then these efforts deserve the support of all of us. On the other hand, if it is the intention of the Senate to restrict use of the Faculty Forum to Senate business, then we as faculty members need to know that something is being taken away from us. We need to insist, and to let our Faculty Senators know that we are insisting, that a proper substitute be provided to us by the Senate.



James R. Brown  
Faculty, Mathematics  
May 21, 1970

## Curricular Reform Through Flexible Time-Credit Arrangements

As a university and its administrative units grow in size and complexity, there appears a tendency for faculties to change curricular offerings to favor administrative convenience and to neglect underlying educational goals. The tendency appears even among teachers of the greatest dedication and competence, one of the results being what is perceived by many as an inflexible, "lockstep" program of course offerings. Moreover, the result is that students are obliged to forego a full assimilation of knowledge in any one field in order to "carry a full-time load" of five, six, or even seven course "packages" at a time.

During the winter and spring terms of 1969-70, the Student-Faculty Council on Academic Affairs devoted a substantial fraction of its meetings to the consideration of existing curricular offerings at Oregon State University. The Council concluded that a reduction in the number of course modules to be handled by the typical student in a term, by whatever means, has a high probability of increasing the quality of education at Oregon State University, particularly for undergraduates.

Currently and in the recent past, discussions at OSU about reducing courses per term without reducing credits per term have centered on the concept of a University-wide change from 3-credit to 5-credit courses. The Council wishes, with this paper, to urge recognition of the many other alternatives to such a lockstep solution for a lockstep problem.

In addition to often-mentioned 5-credit course proposals, there are other possibilities based on various changes of credit and/or changes of duration to be associated with an offering. One example would be the presentation of the core of a course (probably as three lectures per week) for three credits, the option being available to the qualified student to add 1 or 2 credits to the value of the same course with the successful completion of appropriate additional work satisfactory to the instructor. (In a sense, this plan is already available in those areas where lecture and laboratory courses are closely but not mandatorily associated) A second example would be the offering of courses with more limited scope for fewer numbers of credits and of proportionately shorter duration, say six weeks for two credits. The obvious results may be seen in the comparison of two hypothetical programs for a term:

5 courses @ 3 credits	2 courses @ 5 credits
	1 course @ 3 credits
	<u>1 course @ 2 credits</u>
<u>15 credits in 5 packages</u>	15 credits in 4 packages

Aside from the reduction in the number of modules from 5 to 4, the student electing the second program would have only 3 modules to handle during the last third of the term.

In full realization that any fundamental change necessitates costs and inconveniences, the Council urges consideration of three points. First, the inconveniences involved in curricular change of the sort suggested here would be, and should be, handled at the departmental level, and thus remain at the discretion of the department. Second, in the Council's opinion, the benefits clearly exceed the costs in terms of the criteria associated with quality education. Finally, in view of the action of the Faculty Senate on May 21, the academic year 1970-71 seems an excellent time to discuss these alternatives.

*R. Charles Vars, Jr.*

R. Charles Vars, Jr.  
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## Faculty Voting

How would the entire faculty vote on today's questions? Why not find out?

Maximum thoughtful participation in any faculty vote could now occur through the medium of the punch-card employed in a recent poll of student opinion. This modern channel of communication provides a highly desirable expression of the faculty's considered judgment. It can also assure faculty decision as to the questions which deserve faculty commitment and academic involvement.

We propose the formal recognition of the "Faculty Convention of OSU" as a voting body with all who have academic appointments at OSU to have votes in it. Regular or special Faculty Forum meetings would provide for verbal arguments on the questions appearing on the punch-card Faculty Ballot. Members would receive the ballots by mail and would return them by mail or personal delivery a day or so after the Forum meeting.

On each question proposed by a specified number of members the voters would first indicate whether to announce any result of the poll at all, thus deciding whether to accept the question as an item of business for the Faculty Convention. Also, in addition to the pro or con votes on the question itself a voter would have the third option of voting to abstain. Decisions will occur in a calm and reasoned manner and in a deliberative atmosphere at a time chosen by the voter free from parliamentary manipulation and confrontation.

We expect to present this proposal to the President of OSU for authorization. We hope that our colleagues support this concept of intellectual democracy which retains faculty control of the issues in terms of faculty relevance.

Those who wish to see such a plan implemented may endorse it by signing in the space provided below and sending this sheet to any one of the sponsors signing this proposal:

I endorse the foregoing proposal.

(Signed) \_\_\_\_\_ (School) \_\_\_\_\_

18 May 1970

*Fred W. Decker*  
*Keith J. Alva*  
*Olaf A. Bredtner*  
*Joseph Boyer*  
*Gene ...*