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A Reply Student As Nigger

I gladly accept the invitation to reply to the recent spate of articles, "Student as Nigger," as published in Veritas. I do so partly because I think the words of Gerard Farber are too often vulgar and illogical to stand unopposed. (Among other things I found them esthetically repellent). The tone of his remarks is antagonistic and inflammatory. In all three articles his approach is pontifical in the extreme. He appears to have all the answers, not just to the one area of faculty-student relations, but to all of the problems facing education in the United States today. In my opinion, it is dangerous to allow such remarks to go unchallenged, as silence may be taken for assent. As Eric Hoffer recently warned on a national television network, when the insolence of an Eldridge Cleaver is applauded by the very audience whom he has insulted, we are confronted with the kind of explosive situation which made possible the nightmare of Adolf Hitler. One of the lessons of history is that dictatorship is always preceded by anarchy. I take it that Farber is an advocate of anarchy. Certainly he would abolish—at least in educational institutions and I suspect in any institution in which he found himself—all authority and degree upon which institutions are organized. "Take but degree away, untune that string/And, hark, what discord follows," Shakespeare wrote over 350 years ago.

It is Farber's simplistic assumption that any society can and should be based on total egalitarianism that really bothers me. His picayune objection to separate toilet facilities for faculty and students—may I inject parenthetically that it has been my own experience that faculty toilets are invariably more hygienic?—is simply the logical culmination of the egalitarian hangup which has for so long beset the federal bureaucrats, who recently decreed it unlawful to specify sex in most help-wanted advertisements. Farber's brand of egalitarianism, by obliterating all authority and degree would also obliterate all individuality, would indeed spawn the faceless blob, who is already being spawned in frighteningly large numbers by increasing computerization. In the last of his articles Farber mumbles something about students "dancing on the IBM cards." Farber's apparent call for a kind of Giant Spiritual Copulation (GSC) involving all the students and faculty would lead to precisely an IBM anonymity, though I doubt that Farber is aware of this. Let's face it, he has a simplistic mind. Indeed, it is hard to cut through all his spurious nonsense to know for certain just what he wants to see transpire in our educational establishments. Like most of his breed of campus radicals, he proposes no concrete positive programs to take the place of the existing state of affairs, which admittedly is far from perfect. Those things which really come through in Farber's articles are his wild-eyed vituperations, his vague preachments on the repressions of students and the tyranny and ineptitude of the faculty. (He regards it as intolerable that students should address the faculty holders of the doctorate as doctor or even as sir). All of this in miserable prose without one iota of humor! This is intellectual arrogance of the first water. It is also untrue. Dr. S.I. Hayakawa has spoken eloquently of the pitfalls of the two-valued orientation. I know of no place where we can see them more clearly than in these articles. Of course there exist members of college faculties who lord it over their students. Let us hope they are in the minority. But to indicate that all faculty members are this way is no more logical than it would be for me to say that all students are cheaters or that all people with red hair have violent tempers.

In the absence of positive programs Farber can only conclude by counselling all concerned students to stay on in college "and raise hell." By raising hell he means organizing and demanding their freedom now, insisting "on participating in their own education." He says that the students "could make academic freedom bilateral." Whatever that means. Education always involves a give and take, or it ceases to be education. If students do not participate, then they are obviously not being educated in the first place. It is hard to make sense out of this man's words. But one thing is certain, and that is that Farber is fomenting resistance to the educational process as it now exists. I think we can all agree that much is wrong with that process as it now exists, but I have refrained from criticizing it because I think it is now laboring under the weight of excessive criticism and I do not wish to add to that weight at this time. In addition, I do not pose as a critic of our educational system.

I should like to conclude these remarks by saying that our educational institutions have served us well through the years, some of them long before the founding of this republic. They are all we have and we should cherish them even as we try to improve them. In my opinion, the administrations of our colleges and universities have the moral, if not the legal, obligation to protect the right of the serious students enrolled therein to pursue their degree programs in an environment of order. When a small minority of extreme radicals is allowed to halt the educational process, those in

(See NUMBER 5, Page 2)

Escap Instituted

There is at Elon a new program for the students to participate in. It is not run by the college or by the S.G.A. It is run by the students themselves. It is called ESCAP (Elon's Student Community Action Program).

Along with advisor Dr. Ben Williams, the students travel to Glen Raven to help a group of children with their schoolwork. After only two weeks of existence, the group has already enlarged to include almost twenty Elon students. The group goes every Monday and Tuesday from the hours of five to six. The program has received much praise from participants of Elon.

In the future, it is hoped that the activities of ESCAP will expand to include not only tutoring these kids but also planning recreational programs with them. Much closer plans include the possibility of bringing these kids to the college to show them more about us.

The program is, at the moment, still looking for more students to join. It will gladly receive any new students who want to come. If anyone is interested, he can get in touch with the coordinator, Bill Swartz, at either ext. 348 or leave a note in box 3571.

"We hope that more students will participate in the program," Mr. Swartz stated. "I think they will really enjoy it."

Forum Presents Scholarly Lectures

On Thursday Feb. 13, the Liberal Arts Forum presented two scholarly lectures. The first, at 3 p.m., was delivered by Dr. Osborne Bennett Hardison, Jr., professor of English at Chapel Hill. Mr. Hardison who recently received appointment to Director of the Folger Shakespeare Library in Washington D.C., addressed the sizeable body on the topic of "Through College Catalogue with Gun and Camera." This was the second in the series of six lectures to be presented by Mr. Hardison which will ultimately be published in book form under the auspices of the Liberal Arts Forum.

The second lecture was delivered at 6:30 p.m. by Dr. Alfred G. Engstrom, Alumni Distinguished Professor of Romance Languages, also at Chapel Hill. His address was entitled "A Rebour, Huymans and The Decadent Way". This is the fifth in his series of six, also to be published in book form upon the conclusion of the six during the Liberal Arts Forum Symposium Week.

BRAVO

BOX TOPS!



Senator Proxmire To Speak On Campus

Friday, Feb. 21, 1969, U.S. Senator William Proxmire will speak in Whitley Auditorium at 8 p.m. Senator Proxmire is a Democrat representing Wisconsin.

Senator Proxmire is one of the busiest and most energetic men in the U.S. Senate, and possesses one of its quickest and best-informed minds.

The coming speaker is Chairman of the Joint Economic Committee of Congress, a ranking member of the Senate Banking and Currency Committee and

serves as Chairman of its Financial Institutions Subcommittee. He is a member of the powerful Senate Appropriations Committee and of the Joint Committee on Defense Production. Sen. Proxmire serves as Chairman of the Great Lakes Conference of Senators. He is a member of both the Senate Democratic Steering Com-

mittee and of the Democratic Senatorial Campaign Committee, which puts him in a very select handful of Democrats in the Senate who serve on more than one of the three leadership committees.

The Senator has been in politics since 1950, when he was elected to the Wisconsin State Assembly. In 1957, he won an upset, landslide victory for the seat left vacant by Sen. Joseph McCarthy. He was re-elected in 1958 and again in 1964.

Senator Proxmire earned his undergraduate degree from Yale and holds degrees from both the Harvard Graduate School of Business Administration and the Harvard Graduate School of Public Administration. He taught government at Harvard and worked for J.P. Morgan and Company on Wall Street. He is the author of a book published in 1964, *Can Small Business Survive?*



A Welcome

This week Dean Moore began his work acting "for the President in matters involving academic and student affairs" for an interim period while Dr. Danieley devotes his full energies to the E-4 program, a project which appears to have had considerable success. The editors would like to express best wishes to Dean Moore in his new position and hope that out of this change a new rapport can develop between the administration and students.

The Editors