

Campus Rebellions

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presidents, deans of students, student body presidents, student newspaper editors, and chairmen of faculty committees on student affairs at 800 participating institutions.

They limited their definition of academic freedom to "the freedom to organize new student groups or to utilize established student groups to express views more or less actively concerned with the issues which divide our society." And they found, first of all, that the impression of increased student clamor is not a myth: "Students are experiencing a great awakening of interest in political and social issues."

Students are not, however, taking more extreme positions, and the number of activists is still proportionately small—fewer than 10 per cent of the students on more than half the 800 campuses, according to the presidents. The possibility of labeling the remaining students as "apathetic" was countered with the likelihood "that many students are active in political or social causes without generating noise on the campus or focusing their attention on issues which are controversial."

Turning to specific aspects of freedom, the authors wanted to know how free students are to discuss controversial issues, to invite controversial speakers, and to participate in organized protest action.

They found that political organizations "do not appear to be prominent in campus life" and thus speculated that participation in controversial matters "may be largely individual and unstructured rather than channeled through formal student organizations." Only the Young Democrats and Young Republicans were active on a meaningful number (about three-fourths) of the campuses, and "conservative groups . . . appear to be more prevalent than their liberal counterparts . . ."

Along with the sparsity of sociopolitical organizations in general, the study found a "wide but unutilized freedom" to form such groups, "even the more unpopular ones."

Analyzing a list of 14 issues ranging from abolition of interracial marriage laws to federal aid to Yugoslavia, students and administrators agreed there is widespread freedom to discuss controversial issues. On this, as on many other questions, however, students perceived less freedom than did administrators. The authors speculated that "in the struggle to increase their freedom students may attempt to appear more oppressed, and administrators more permissive, than they really are."

On the question of inviting controversial speakers, students were found to have considerably less

freedom than they have to express unpopular views on divisive issues. Speaker policy was considered a better index of freedom because "views expressed on the campus by public figures extend beyond the campus in their impact."

George Lincoln Rockwell, least popular of 17 speakers, would be granted a platform on only 23 per cent of the campuses, while Chief Justice Earl Warren could speak on 93 per cent. And "the finding is significant that even the most reputable of speakers may be refused the platform on some campuses." Only 35 per cent of the schools had a written speaker policy.

The freedom to extend unpopular views into unpopular action, viewed as "less clearly relevant to the educational mission" than freedom of discussion, was found to be "highly dependent on the purposes, timing, and methods of the demonstration." Picketing, sit-ins, and resolutions without referenda were least acceptable methods; political campaigning and resolutions passed after referenda were most acceptable. Only 10 per cent had written policy covering these situations.

The book also contains a somewhat confusing chapter applying the three freedoms to civil rights, the dominant social issue at the time the study was under taken, and another chapter on the role of the student leader. In the latter, the student newspaper editor was found to be "seldom a free agent" who often operated under the heavy hand of the administration and often clashed with it; the student body president, on the other hand, "almost never gets into trouble," probably because of his more conservative outlook.

Responses to all questions were presented according to geographical region and 10 kinds of institutions. Overall, private universities and liberal arts colleges and large public universities rank as "most open" with respect to the philosophy and practice of academic freedom. Protestant universities and liberal arts colleges are "average" and Catholic institutions and teachers' colleges are "least open."

In presenting this abundance of data, the authors have used a style which is, by their own admission, "frequently statistical," but they make no apology because "the language of fact is that which has been so noticeably absent in recent controversies about student rights."

They attempt some interpretation of the facts, but such interpretation is sparse and speculative. The result is a book which definitely is not for leisure-time reading but is a valuable reference for students, administrators, and commentators who want to lend credibility to their analyses of student freedom. It should also provide a base for further, more qualitative studies.



NBMT CLUB

Do not forget the NBMT Club. The original point of poor food and poor food choices has been made. Less than fifteen per cent of the Mercer students eat in the meal ticket cafeteria line this quarter. Support the SGA in its efforts to secure basic changes in the cafeteria.

No longer does one see the long lines of fall and winter quarters pictured at the left. No longer are Mercer students willing to pay more for poor food. No longer will the cafeteria serve as a social hour. No longer can the conditions remain stagnant. Please reply to the Cluster office if you believe a change to a food service would improve conditions. We have information on several food services and need to sound student opinion on this matter.

Join the munch for lunch munch. Join the NBMT Club.

International

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The program will last for fifteen months and will enroll approximately twenty students. With this small number it will be possible to provide intensive counseling for each student and to devise a training program tailored to his or her interests, leading naturally toward the kind of international career desired. It is expected that the School will be in an excellent position to assist graduates of the program to obtain career placements.

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Applications for the program will be accepted from anyone holding a B.A. or B.S. degree. Formal study of any aspect of international relations will greatly strengthen a candidate's application, as will overseas experience of any kind, but neither are prerequisites for admission. There is a nonrefundable application fee of \$15. For application forms please write the International Career Training Program, School for International Training, Brattleboro, Vermont 05301.

Bernstein

but produces examples — via tapes of the Beatles and a song by youthful Verve-Folkways singer-composer Janis Ian — to augment his commentary. Throughout his time on camera Bernstein attempts to answer two questions about "pop" music: "1. Why do adults resent it so? and 2. Why do I like it?"

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Mercer Music Department

Organ Students Go To Atlanta

The Mercer University Chapter of American Student Guild of Organists and the Agnes Scott Chapter presented a program of organ wedding music to the Atlanta Chapter, American Guild of Organists. The program was presented on April 10, 1967 at Agnes Scott College.

Organ music appropriate for wedding processions, recessions, and the recital preceding the service was performed by the students. Compositions as these illustrated the type of music that can be used for the wedding service: "The Heavens Declare the Glory of God", "Trumpet Tune" (Stanley), "Prelude and Fugue in C" (Lubeck),

"Elevation" (Couperin), "Suite Breve" (Langlais), Bach Preludes and Fugues, and "Choral-Prelude, Now Thank We All Our God". A very unusual selection was presented by twins from Agnes Scott who played "Duet for Organ-Allegro", a composition for four-hands on one organ that would be recommended for a double wedding.

Members of the Mercer Chapter who participated in the program were Redonda Lawrence, Randy Booth, Harold McManus, Jr., Jim Price, and Sam Smith. Others attending the program were Claudette Walls, Robert Markwith, and organ instructor Jack W. Jones.

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