



—George Zimbel (Monkneyer).

## COLLEGE STUDENTS—THE NEW BREED

By JAMES L. JARRETT, *Professor of Education at Berkeley, former President of the Great Books Foundation and college president.*

**E**IGHT AND TEN YEARS AGO the worry of faculty groups, especially those who had come of age in the tumultuous Thirties, was student apathy. Over and over the complaint was heard: The students don't care, not about anything—except a good job, a good marriage, a nice home. War and peace, poverty and affluence, oppression and equality, rights and duties: these were *words* and they didn't want to be bothered. It seems a long time ago, for now they care. Yet, one should not say "they," for college students, especially now that going to college has become so overwhelmingly popular, are a very diverse lot. For instance, on the Berkeley campus of the University of California, where massive student demonstrations erupted last fall, with its more than 27,000 students there are of course many who are politically apa-

thetic. There are many whose genteel traditions require them to avert their glance from beards, uncombed hair, and raucous harangues. There are still those exclusively interested in conformity and security. There are nearly all types—except the stupid.

That a great many students do care, Berkeley may now be said to have demonstrated, for what began as a small movement last September spread with considerable speed to a sizable portion of the student body, and those who were brought along were not just along for the ride. They carried banners, they picketed, they sat down in public places, they got themselves arrested and taken off to jail. Furthermore, the letters and telegrams poured in from all over the nation, from student groups expressing sympathy and from faculty groups saying Bravo! Also from enterprising recruiters asking Berkeley faculty if perhaps they were ready for a move to quieter quarters.

The question to ask is: How much longer will the other quarters remain all that quiet? Or, as the student in another

state university recently put it in a forum: "The Berkeley Fallout: Will It Contaminate Other Campuses?" The answer is yes, although the lead shield of apathy is still thick in some places.

But change is afoot: in student concern, in willingness to employ the devices of protest—petitions, resolutions, mass meetings, pickets, massive mailings, sit-ins, litigation. The particular cause is and will be highly variable. If now racial issues and restrictions on student freedoms are prominent, tomorrow the sky's the limit, including not only all the political and social controversies that agitate community, state, nation, and the wide world, but also the whole range of problems hitherto thought to be the exclusive prerogative of faculty and administrations: budget, curriculum, grades, degrees, library, dormitory hours—yes, and the hiring, advancement, and firing of members of the faculty.

Curiously, the *in loco parentis* idea even managed to survive, with only minor scrapes, the onslaught of student veterans after the war, but in recent years the paternalistic functions of col-



lege officials have been evaporating with extraordinary rapidity. At campus after campus it has been decided that what goes on in the fraternity and sorority houses is subject only to civil authority, and is not the college's business. Dormitory hours have been liberalized, along with visiting privileges. Student ratings of faculty members, with or without permission, are becoming common, sometimes resulting in scathing criticisms that may strongly affect the size of course registrations, and perhaps even the promotion and tenure of those weighed and found wanting. Student legislatures no less than special student groups increasingly send letters and telegrams supporting and opposing this or that person, law, action, institution. Student delegations lobby in legislative halls and call upon government officials to air their judgments.

It would be a grievous mistake to suggest that such changes have come about without fuss or bother. In general, each has been opposed on campus and off. Not to underrate the intrenchment of deans and presidents and professors, student demands for ever-increasing leniency, more and more room and time in which to operate, greater and greater independence have perhaps, on the whole, been even less appealing to the citizenry off campus than to those closer to the scene of action and passion. Each new demand has elicited the comment from alumni or indignant taxpayers or writers-to-the-editor that now the students have gone too far, that the time has come to put them firmly in their place, that in the old days . . .

Early in the recent series of Berkeley demonstrations, I was surprised to hear at a social gathering adults not connected with the University denounce with unaccustomed heat the student leaders of the protest movement. "They ought to be smacked good and hard," was the reaction. When I said, "But what you are now seeing is only the beginning. A few years hence student political opinion will be a constant force to reckon with, and student power to shape virtually every aspect of collegiate education will be almost incredibly greater than now," I was, as I then thought, exaggerating a little for effect, and indeed the effect was traumatic on my companions. Still not content I pushed the needle in a little deeper: "Confess it, you don't *want* college students to be serious. You're afraid of them: You'd prefer panty-raids to political demonstrations." The remark was not thought funny, but when a middle-aging alumna said with touching wistfulness, "I do wish some of that enthusiasm would make itself heard in the rooting section," I thought my point won.

What was said then in partial jest, I'd say now with seriousness. Not nor-

mally an historical determinist, I confess in this region to a sense of the inexorable march toward student power so expanded as to be different in kind rather than degree only.

What I am suggesting is that the Berkeley happenings are not primarily explained by 1) off-campus Communists furnishing the brains and impetus; 2) the amazing acumen of two or three student leaders; 3) mistakes of the administration; or even 4) the way-out characteristic of the Berkeley student body. About the first point I have no reliable information: it seems equally stupid to assume that Communists are behind every public disturbance as to assume that anyone who says they are is a Red-baiter. However, whatever the inception of the movement, it quickly spread beyond those bounds, and without any doubt whatsoever, the vast number of the students who became involved were wholly innocent of any association with revolutionary political groups. As to the other points, I am saying that they are details which certainly affect the timing of events but have little to do with the ultimate outcomes.

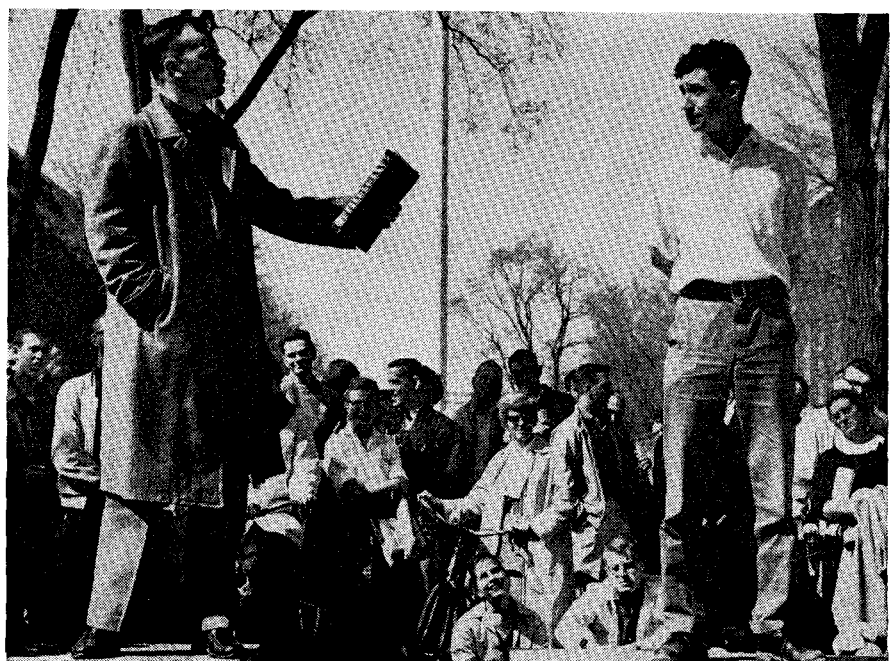
**T**HE increase in student power is paralleled on most campuses by increase in faculty power, and when these two surges have collided as in public student criticisms of their teachers, I suspect that in general the faculty has backed down. They could do so with the better grace because of the recognition of their own gains in matters of curriculum, admissions, operating budget, building priorities, tolerance of off-campus emoluments, appointments, advancements, and dismissals of their own members, and much

more. The extent of faculty participation in governance still varies widely, of course, but in my observation the following rule is roughly accurate: the more power a faculty has, the keener their consciousness of the intolerable power remaining to the administration.

At Berkeley we see two recent happenings of major importance: 1) the growing recognition by the students of the extent of their power, actual and potential, particularly as they have sharpened the tools of public protest. Students who have spent a summer in Mississippi or Alabama are not likely to be timid or unpracticed in the techniques of non-violent civil disobedience; 2) the discovery of each other as allies by faculty and students.

This discovery appears to have been, on the students' side, a matter of rather pleasant surprise. When they saw the faculty stirring sympathetically to their protests, they responded by calling for the surrender of power by administration to faculty. The faculty in its turn has discovered the student in a blaze of self-guilt—guilt, for instance, over the fact that it was not tenured members of the faculty but graduate teaching assistants subject without recourse to instant dismissal, who took up the banners and marched in protest against the massive, rough, and perhaps brutal arrests on campus. Guilt, too, over neglect of the teaching function in favor of research, committee work, community and government service, and much else. So far as I can judge, the extent of this self-blame has not yet been widely publicized beyond the campus.

The students, of course, do what they  
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**"There is a growing recognition by the students of the extent of their power, actual and potential."**



# A TRANSATLANTIC VIEW OF AMERICAN EDUCATION

By MONROE WHITNEY, *American Master, Fettes College, Edinburgh, Scotland.*

**T**HERE IS much that is wrong with American education. No one knows this better than I. After eighteen years in schools in the United States, I went to Britain to teach. My experience over the past fifteen years has included two grammar schools (corresponding roughly to good American high schools) and two public schools (similar to our best college preparatory schools).

This experience has been a happy one. Perhaps that is why I have been so quick to extol the British system and so ready to see only glaring weaknesses in the American one. From the beginning I was impressed by the high regard in which schoolmasters (somehow this word in itself commands more respect than "teachers") are held on the eastern side of the Atlantic. Stricter discipline and greater regard for authority were pleasant changes. Last but not least, the opportunity offered to the brighter and more talented students to reach their full stride was most gratifying.

When I revisited American schools last spring, I found these British assets still lacking. But I also discovered merits I had failed to appreciate when I taught in the United States.

The first class I visited was in a high school in a middle-sized town. The pupils were doing social studies, a combination of history and current affairs. The subject under discussion was labor unions and strikes. The topic was appropriate, for trouble was brewing in a small factory not far away. In the same class were the sons of labor and the sons of management. Although these young people would be playing on the same team that afternoon or going to the same dance that evening, they were on opposite sides this morning.

What impressed me most forcibly, coming from a rather long teaching assignment in Britain, was the lack of bitterness and class warfare. In fact, mutual respect ran high. From time to time I would hear one boy say to another against whom he was arguing vehemently: "I see what you mean" or "I'd never thought of it that way before." Some of them had even worked during the summer vacation in factories similar

to the one where trouble threatened. They reported on their own experiences, what they had seen and heard.

When I lived and taught in the United States, I took—as all Americans do—what I have just described as normal and natural. I certainly minimized the educational advantage afforded in a society where practically every boy and girl goes to the same kind of school for at least a large part of his schooling.

I must add, of course, that a discussion or debate on the subject of capital and labor would take place in a British school. What is more, it would be of a more intellectual nature. But in a stratified society there would not be the cross section of opinion or first-hand knowledge. On my return to Britain I tried to explain this to one of my students, an outstanding young man who had just won a history scholarship to Oxford University. "But I do know something of the labor problem," he replied, not at all arrogantly, "there have always been servants in our house."

For the benefit of my British friends, I asked a teacher in a large high school to what extent students with different social and economic backgrounds saw one another outside school. "A great deal," he replied, "and it's surprising how much they learn from visiting back and forth." Then he told me how one of the less privileged boys had become interested in art as a result of seeing some good paintings in a friend's home.

Then I asked the question that has been put to me so often by British friends: "What about the boy who already has high standards, aren't his pulled down?" All the teachers to whom I spoke felt that in the social and cul-

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