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Drushal Terms '70 A Needed Gamble

When there is a flood, our social agencies move almost immediately into necessary action to bring relief to victims of the raging currents.

Winds from a tornado or hurricane are barely calm before the machinery of rebuilding gets underway. The needs are sensed almost on the instant, and quick and effective actions get to the problem at once.

In recent weeks, we have sensed on the Wooster campus what appears to be a widespread need: the critical necessity to understand how to participate effectively in the democratic processes of the nation.

Identifying and sensing the need, we had two alternatives. First, we could appoint numerous committees to review all aspects of the problem, work through a coordinating committee to arrive at working papers and proposals, arrange group meetings for evaluation of the plans in various sectors of the college constituency, and seek financial support for a program to occur in the year 1971-72.

We took a second option: move quickly to try a program which would, even in this summer of 1970, provide a ray of hope for those now "turned on" about elections and the democratic process. We wanted to show that "the system" or, if you will, "the establishment" can move as quickly toward educational goals as in clearing the tracks after a train wreck.

To this end the summer program of Participation '70 will attempt



to give several hundred college students an experience they thought they could not have: a practical workshop in the democratic process which can react quickly to survival needs.

Such a program, for which funds are not yet in hand, is a financial gamble. It is a gamble of time by people who had planned to do other things this summer. We hope for a favorable response to our efforts.

J. Garber Drushal

Sen. William Saxbe, Ohio:
"A workshop like Participation '70 offers young people the chance to learn about politics at the grass roots level. I have been urging the hundreds of students visiting my office in recent days to go back home and work for the candidates who share their views. This is one way of demonstrating that the system works."

Among the lecturers and discussion leaders who have been asked and have indicated a willingness to participate in the sessions this summer are the following:

Mr. David Hackett, President, Hackett Associates, Campaign Consultants
Mr. Fraser Barrow, Assistant to David Hackett, Specialist in Polling and Data Analyses
Mr. Marvin Chernoff, Computer and Campaign Consultant
Congressman Allard Lowenstein
Mr. Mark Talisman, Congressional Administrative Aide
Senator Charles Percy
Senator Birch Bayh, Honorary Co-Chairman, PARTICIPATION '70
Senator William Saxbe, Honorary Co-Chairman, PARTICIPATION '70
Mr. Robert Navai, Syndicated Columnist
Mr. Michael Blevier, Vice President of Ripon Society
Mr. Ralph Caprio, Director of the Center for Community Change, Washington, D.C.
Representatives from Unions, Community Action Programs and Business.

Support For '70 Swells As Value Is Sensed Nationally

By Kent Weeks

Conceived during a student-faculty discussion of a focus group topic on effective representation, expanded during a late Sunday night meeting in Dr. Drushal's home, and announced by an ad in the *New York Times* on Sunday, May 17, PARTICIPATION '70 holds promise of being one of the most exciting and influential educational ideas of the times.

Designed as a series of experimental workshops in political action, Participation '70 has grown out of the realization that we can no longer simply ask students to be committed; educational institutions must provide them with a methodology and technique by which their commitment can be deepened and implemented. From around the country groups and individuals are urging the students of America to involve themselves in politics, yet few students are comprehensively trained in the techniques for effective political action that will adequately guide their aspirations and dreams into positive forms in contemporary American politics.

The undertaking was gigantic; if the committee had ever stopped working during these hectic weeks and fully considered the magnitude of the endeavor, we might have thrown in the towel. And yet we knew the risk we took; we announced the workshops in the *Times* before we had staff, funds, or a program. Yet we acted deliberately on faith that if students, participants and donors could see that the program was a sound and timely response of an educational

institution to these difficult moments in American history, Participation '70 would be successful.

Senators William Saxbe and Birch Bayh enthusiastically agreed to serve as honorary co-chairmen of Participation '70. Senator Percy, who almost simultaneously with our own announcement encouraged educational institutions to provide workshops such as Participation '70, has enthusiastically endorsed the program.

Inquiries have been received from many individuals; some have written deep and personal letters indicating that Participation '70 is what they have been looking for. High schools have called seeking to know if their students are eligible. Other colleges have inquired about the program out of interest in establishing similar workshops this fall. Meetings with representatives of three college consortia have occurred, and were continued in Detroit this past Friday, to discuss an ongoing program for students—not just aimed at

(Continued on Page 2)

Sen. Birch Bayh, Indiana:
"An America faced with myriad and complex problems needs the idealism, energy and intellectual contribution of its youth if our political system is to provide the needed solutions. Programs such as Participation '70 will help direct the idealism and energies of concerned young people into the political system."

Participation '70: Adventure In Education

By Paul Christianson

What is Participation '70? As a name given to the experimental workshops in politics planned at Wooster for this summer, Participation '70 signifies on this campus a host of educational plans and ideas emerging daily in increasingly complex form. And as a name, Participation '70 registers here also accompanying emotions; we are a witness daily to the excitement of its evolving connotations. What Participation '70 is or will become however, remains an intriguing question, and its answer may well prove prophetic for American education.

To interpret an event before it occurs is to court folly in about every way I know, but to me something of such genuine meaning seems involved in this program that to "wait and see" is not enough. It is important to anticipate now what this program may come to mean for a college such as Wooster and for its students.

Wooster, like its counterparts throughout the country, has been a liberal arts college with certain commitments, most notably an intense involvement with knowledge and what it may signify, and an abiding respect for the life of the mind. That such commitments have worked so well for American colleges in the past has created compelling precedents for the future of liberal education.

Yet Participation '70 is to me symptomatic of a need felt deeply

if not consciously by many people, students and faculty alike, a need to find a somewhat fuller set of commitments in order for education to survive. What those commitments may be, of course, is the redeeming question for educators to ask. But one such commitment that students and their teachers are increasingly turning to is a commitment to the moral uses of knowledge—not least of which are also the political uses of knowledge.

In the past, American liberal arts colleges have readily acknowledged the worth of intellectual training, of disciplined study, and of humane learning for a student's later life. But only rarely have they given a student much sense of how it is a liberal education "works". To be sure, almost every school, at least in its catalogue and in its public stance, has assumed the productive worth of liberal education. But all too few schools have had a binding commitment to ask what that worth is, how knowledge works, and how intellectual people actually may function in a complex democratic society.

I am not arguing here that a curriculum at a liberal arts college should focus exclusively on current problems. This, were it in effect, would do little more than reinforce the general sense of dependency on academe for any intellectual life and action, which is too often the case now in this country. Rather, I would suggest that

our teaching must reflect a commitment we feel deeply that knowledge must be put to work, that people of trained intellect must, as Theodore Roszak has said, "intervene in society for the defense of civilized values: free speech, free thought, free inquiry for the sake of reform." To this list I would add the intervention in our political structures to demand that they function in ways in which they are fully capable of functioning.

Participation '70 thus may well become a means, on this campus, for the ordering of such new educational commitments. And insofar as Wooster's model touches the lives of students and faculty on other campuses, Wooster will, indeed, participate in a new direction that American colleges may be taking in 1970.

Yet what of the students themselves—for whom the personal reality of education must always contend with the professional and institutional abstraction we call American Education? In what sense may Participation '70, and what it represents, touch their lives?

In many ways, no one who is not a student has a right to answer such a question. I know that my sense of what my students are, of what they are feeling and thinking, of the harassed state of their privileged lives—my sense of such things changes daily, and I am never very sure how accurate my estimations and intimations of stu-

dents are. But to the extent that I hear correctly what they are saying, I hear them say that they want to respond to their society in clear and direct ways. In sum, they want to use their knowledge; and they wait and listen for the society at large to call them to such use.

Yet the society has not really responded with any calls for help from students. And perhaps the call has not come because the society at large has chosen to hear students only as demanders and petitioners, calling across a chasm of age and interest, insisting that the world respond to them as students. This, I feel, is to err tragically and fundamentally in understanding what students are all about.

Students are not selfless people, nor do they lack loud voices to articulate their views. But I think it is terribly important that our society recognize that students are also very adept listeners. By the nature of their profession—and being a student is a profession, the only one they've been allowed to have since they entered the first grade—students are experts at responding variously to demands: the demands to prepare assignments, to read for examination, to argue and debate on cue in the prescribed rituals of the classroom, to channel their curiosities to the host of academic goals their teachers may set for them. Students are experts in being what they have no choice but to be—students.

To this end it may well be one of the ironies of American education that its system *has* worked in eliciting such responsiveness from so many students. But because it has "worked," students now are increasingly ready—and because of the world situation many find it imperative—to respond to a much wider range of demands and at a much earlier age. This is, of course, to oversimplify. But that students are looking for pertinent ways to respond—and hence to learn—should affect us all profoundly. That students have become increasingly frustrated in finding new avenues for response, in their schools and in their society, should surprise no one but us.

Participation '70 is no more than just this: It is a call to our society, and especially its students, to respond—to listen to the needs of labor, of business, of government, of politicians, of our interrelated society itself. And with the listening will go a charge: You have listened to our mutual needs, and we ask you to respond. Recognize your knowledge and the uses it may have. And as people of trained mind—act.

To anticipate this kind of education is, for me, exciting. For it may teach us as teachers what some of the uses of knowledge may be. And it may teach students that knowledge *does* have uses, both political and moral.

What is Participation '70?

Many of us can't wait to see.



"There could be no greater folly than for the government to be drawn into a frontal conflict with the best youngsters of our time."

I. F. Stone



"We're not going to aid the cause of peaceful co-existence by demonstrating that we cannot even co-exist peacefully with our fellow citizens. So long as we can still speak and write and preach and march and demonstrate, it is our duty to our country and the world to try and do so in a way which will persuade, not provoke. We must appeal to kindness and to reason."

I. F. Stone, Journalist

Comment on the October Moratorium's door to door campaign for peace from the VOICE, Oct. 17, 1969:



"There was a lot of thought in this town last Wednesday, and an equal amount of frustration..."

THE NEW YORK TIMES, SUNDAY, MAY 17, 1970

ARE YOU TIRED OF DEMONSTRATING?

Try the Politics of Participation

Develop the techniques for effective political action at all levels of government.

The College of Wooster offers its resources for training courses in practical politics focusing on the November elections.

The workshop goals are to enable the participants to return to their campuses and communities to:

- More effectively voice student expression;
- Provide leadership in political techniques such as polling, voter registration, media utilization, and community organization.

2 Sessions: June 28-July 10
July 13-July 24

Help us reaffirm our commitment to the democratic process.

We need the participation of serious students.

JOIN US!

For further information write to:

Kent Weis, Coordinator
J. Garber Drushal, President
The College of Wooster

Participation
The College of Wooster
Box 519
Wooster, Ohio 44691

Name _____
College _____
Present Address _____
Legal Address _____

"Higher education must respond positively to the desires of young citizens on the college campuses to participate in the democratic process."

J. Garber Drushal, President
The College of Wooster

VOICE

Published weekly during the academic year except holidays and examination periods by the students of The College of Wooster. Opinions expressed in editorials and features are those of the community and should not be construed as representing administration policy.

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KERRY STROUP

Contributing Editors

LOU YOUNG

Participation '70

Quotes from Reston in the Times:

May 5, 1970: "What is needed now is a few days of calm serious talk in the universities about where we are after these latest presidential spasms of caprice, and the careful and massive organization of the students to work seriously in the congressional elections..."

Participation '70

Reston:

June 2, 1970: "Accordingly, it will be interesting to see what the students do over the summer. They can separate and philosophize, or they can think through their problem..."

Participation '70

For further information concerning Participation '70, call The College of Wooster, area code 216, 264-1234, ext. 571, or write Participation '70, P. O. Box 3180, College of Wooster, Wooster, Ohio 44691.

PARTICIPATION '70

First Session

June 28 - July 10, 1970

SUNDAY, JUNE 28

Arrival and Registration: 9 a.m. - 5 p.m.

Opening Address: 8 p.m.

INTRODUCTORY REMARKS

STUDENTS & POLITICS: WHERE WE HAVE BEEN AND WHERE DO WE GO

MONDAY, JUNE 29

Morning: 9-11 a.m., Lecture: THE ELECTORATE

Question and Answer Period

Small Group Discussions

Suggested Workshop Topics

Afternoon: 2-4 p.m., Lecture: THE TECHNIQUES OF THE ELECTORAL PROCESS

Question and Answer Period

Small Group Discussions

Suggested Workshop Topics

TUESDAY, JUNE 30

Morning: 9-11:30 a.m., Workshops: POLLING AND DATA ANALYSIS

Afternoon: 2-4:30 p.m.

WEDNESDAY, JULY 1

Morning and Afternoon Workshops: POLLING AND DATA ANALYSIS

Evening Address and Informal Discussion

THURSDAY and FRIDAY, JULY 2-3

Morning and Afternoon Workshops: Speech Writing

Advertising

Election Day (Election Laws)

Storefront Organization and TV

Campaign Funding

Evening Address and Informal Discussion

SATURDAY, JULY 4 — HOLIDAY

SUNDAY, JULY 5

Afternoon: 2-4:30 p.m., Lecture: THE MEDIA

Model Press Conference (Videotape Replay, etc.)

Evening: 8-10 p.m., Informal Meeting with Visiting Congressmen

MONDAY and TUESDAY, JULY 6-7

Morning and Afternoon Workshops: LARGE INTEREST GROUPS AND THE NEW CONSTITUENCY

Evening Address on July 7 and Informal Discussion

WEDNESDAY and THURSDAY, JULY 8-9

Morning and Afternoon Workshops: COMMUNITY ORGANIZATION

Evening Address and Informal Discussion on July 9

FRIDAY, JULY 10

Morning and Afternoon Workshops: CAMPUS ORGANIZATION:

MOBILIZING THE NEW CONSTITUENCY

3:30 p.m. Conclusion: Remarks by Kent Weeks

Director of PARTICIPATION '70

Students Quick With Response

Students from across the country have responded to the news of Participation '70. Inquiries about the proposed summer workshop number over 160 from 28 states at time of this writing. Most of those interested learned of Wooster's program through press releases or the *New York Times* ad of Sunday, May 17.

Many of the responses have been accompanied with letters of support for the program, expressing the belief that it is time to "work within the system." Often their writers have had little previous political experience. One letter from a Kent State University student expresses the frustrations many have felt in trying to influence the system from the outside. He writes, in part, "Never before have I been politically active. I have a basically cynical outlook on American politics and politicians." He continues that he feels "alienated from the mainstream of American political thought." But his conclusion is, "Now I'm going to try and alter that course by participating in your workshops."

Other letters from students who cannot attend because of previous plans ask for any booklets or lecture notes that might help them when they return to campus in the fall. A letter from a student at Iona College in New York expresses this concern emphatically. "Please send me any information you can. I can't attend Participation '70 because I have to work. Please believe me, this is no cop-out, I want to help America, please help me."

Enthusiasm mounts daily as a steady flow of mail reaches the office. The inquiries received thus far indicate that a promising and exciting group of people from across the nation will gather at Wooster this summer.

MORE ON

Detroit Meeting

(Continued from Page 1)

the November elections but focusing on a continuing electoral program as well as community organization.

Many problems remain. The program committee has invited politicians, representatives of various student movements, experts in political campaigning and members of the business and labor communities to participate. These speakers will discuss the ways in which students can communicate with members of their constituencies.

Financial support is also needed. We intend to charge the students only a modest fee, for we believe that the students who come here will be making sacrifices to come and in coming have committed themselves to continuous organization at their college and in the large community.

The selection of participants is an additional problem. We need students who are imaginative, creative, and willing to discuss, argue and think through the ways in which their constituency might become a real force in American politics. It is our hope that students will formulate ways in which campuses might be organized and will develop materials which would be useful throughout the United States. Many campuses are going to close down for a period of time preceding the November elections; these campuses need material and ideas for a supportive program for their students.

This is an adventure in education. Participation '70 is the testing ground for future projects around the country, for possible curriculum change, and for the establishment of communication among students. It is an exciting adventure; we welcome your participation in Participation '70!