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PUBLISHED BY THE STUDENTS OF THE COLLEGE OF WOOSTER

A COMMUNITY NEWSPAPER

Volume LXXXVI

Wooster, Ohio, Tuesday, June 9, 1970

Number 26

-Johannes B. Metz

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, ar range group meetings for evaluation of the plans in various sector of the college constituency, and seek financial support for a pro gram to occur in the year 1971-72

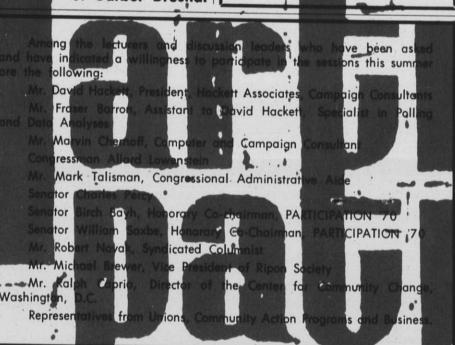
We took a second option: move quickly to try a program which would, even in this summer o 1970, provide a ray of hope fo those now "turned on" about elections and the democratic pro cess. We wanted to show that "the system" or, if you will, "the es tablishment" can move as quickly toward educational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

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



college they ave: a demoreact which is a gamble blanned ummer. esponse per Drushal

Sen. William Saxbe, Ohio: "A workshop like Participation '70 offers young people the chance to learn about politics at the grass roots level. Thave been urging the hundreds of students visiting my office in recent days to go back and work for the cun their vie s who share his is one way of dem ing 'that the system



Support For '70 Swells As Value Is Sensed Nationally

By Kent Weeks

Conceived during a studentfaculty discussion of a focus group ticipation '70 would be successful. 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 educational institutions to provide 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 day, to discuss an ongoing program guide the ims into mporary Ar politics

ndertaking igantic; stopped wo ic weeks agnitude of the endeavour we might have pr

institution to these difficult moments in American history, Par-

freedom and of justice is too great

for indifference not to constitute a

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 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 Frifor 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.

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.

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.

if not conscious many people, students and fa 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 com mitment to the moral uses of knowledge-not least of which are function in ways in which they 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 To interpret an event before it 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 so-

> I am not arguing here that a curriculum at a liberal arts col-

ust telle deva f. fr rm. e inte uctures to fully capable of functioning.

Participation '70 thus may well become a means, of 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 lege should focus exclusively on such a question. I know that my current problems. This, were it sense of what my students are, of in effect, would do little more than what they are feeling and thinking, reinforce the general sense of de- of the harassed state of their privisymptomatic of a need felt deeply try. Rather, I would suggest that estimations and intimations of stu- no choice but to be-students.

m- 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 eliciting such responsiveness from 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 ing will go a charge: You have being a student is a profession, the listened to our mutual needs, and only one they've been allowed to we ask you to respond. Recognize 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 be. And it may teach students pendency on academe for any in- leged lives-my sense of such host of academic goals their teach- that knowledge does have uses, tellectual life and action, which is things changes daily, and I am ers may set for them. Students are both political and moral. Yet Participation '70 is to me too often the case now in this coun- never very sure how accurate my experts in being what they have

To this end it may well be one of the ironies of American education that its system has worked in 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

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 listenyour 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

What is Participation '70?

Many of us can't wait to see.

PROCESS



"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:



"We are trying to channel the

energy of the students to some-

thing constructive, to work within

the system to achieve their aims."

Al Unger, Member

Steering Committee

Participation '70



"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

Try the Politics of **Participation**

Develop the techniques for effective political action at all levels of

The College of Wooster offers its resources for aining courses in practical politics focusing on the

The workshop goals are to enable the partic o return to their campuses and communities to: fore effectively voice student expression;

June 28-July 10 July 12-July 24

Help us reaffirm our commitment to

ed the participation of serious student JOIN USI

"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

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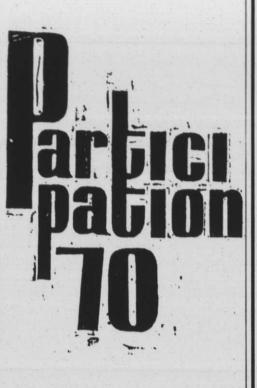
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KERRY STROUP

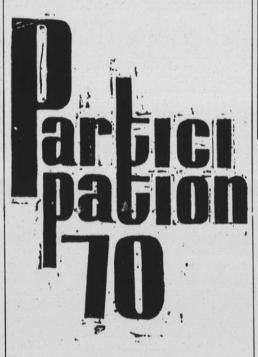
Contributing Editors

LOU YOUNG



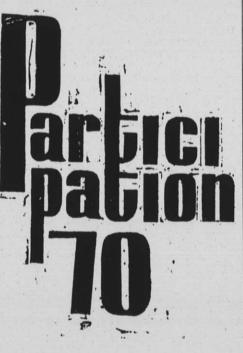
Quotes from Reston in the Times:

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 . . . "



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 . . . "



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

Question and Answer Period Small Group Discussions Suggested Workshop Topics Afternoon: 2-4 p.m., Lecture: THE TECHNIQUES OF THE ELECTORAL

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

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 ith Response

Students from across the country the November elections but focushave 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. 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 par-ticipating 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 '70 because I have to work. Please believe me, this is no cop-out, I want to help America, please help

Enthusiasm mounts daily as a far indicate that a promising and Wooster this summer.

MORE ON

Detroit Meeting

(Continued from Page 1)

ing 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 constituen-

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; you can. I can't attend Participatin 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 steady flow of mail reaches the the country, for possible curricuoffice. The inquiries received thus lum change, and for the establishment of communication among exciting group of people from students. It is an exciting advenacross the nation will gather at ture; we welcome your participation in Participation '70!