

Expected violence has not developed

WASHINGTON — (CPS) Like the star too distant to be viewed clearly through a telescope or the germ too small to be seen through a microscope, the U.S. college student has remained an unknown and therefore enigmatic quantity since the start of the 1969-70 academic year.

This fall, he has scurried about busily preparing for the Oct. 15 Vietnam War Moratorium, protested the University of California's dismissal of a communist instructor, launched rent strikes at four schools, and held a boycott of classes at the University of Michigan in support of demands for a student-operated bookstore.

Despite this bit of empirical evidence and despite the postulations and predictions offered by sociologists, psychologists, the commercial press, government-commissioned task forces, etc., it's anyone's guess as to whether the issues of the war, the draft, racism, and educational and social reform on the campus will incite this year's student to the same level of frustration and dissent as occurred last year.

COLLEGES AND universities across the country braced for the new year according to their perceptions of reality.

Some apparently saw the student's nature as being close to innately evil. The City College of New York, for example, stationed armed security guards in the building where students were registering for classes. Temple University formed its own 125-man campus police force.

The University of Wisconsin and University of Michigan both have developed over the summer civil defense plans to employ in the event of building occupations or violent demonstrations. Michigan also fire-proofed and bomb-proofed files containing important documents.

Cornell University, which endured an armed building occupation by militant blacks last year, added a disciplinary clause prohibiting "misconduct sufficiently serious as to

constitute a violation of or threat to the maintenance of the public order." The clause covers faculty members as well as students, and the maximum penalties are the dismissal of the former and expulsion of the latter. A 21-member hearing board with four student members will have jurisdiction in misconduct cases.

THE UNIVERSITY of Illinois sent a letter to parents of undergraduates warning: "When a student is found to have knowingly engaged in a disruptive or coercive action, including knowing participation in a disruptive or coercive demonstration, the penalty will be dismissal or suspended dismissal." Other schools, including Ohio, Indiana, Purdue, and North Carolina have released similar conduct statements.

At the State University of New York at Stony Brook — the scene of several mass drug busts during the past two years — students now face suspension for an arrest on a drug law violation and expulsion for a conviction. On many campuses, including Stony Brook, students have demanded in recent years that administrations stay out of the policing business, particularly when drugs are involved.

In Ohio, Gov. James Rhodes said he would send state troops or National Guardsmen to quell campus disturbances, whether or not the university administrations asked for them.

Returning students were greeted with curricular and structural changes, as well as warnings, at many schools. Whether they were intended as appeasing gestures or in sincere recognition of the students to relevant learning and self-determination is a matter for conjecture.

Black studies programs have burgeoned across the U.S., paralleling an increase in the number of blacks attending colleges. Dartmouth, a school that has graduated fewer than 150 blacks in its 200-year history, has 90 blacks in a freshman class of 855.

Letters Disagrees with film review

Mr. Charness' critique (University Daily, 29 September 1969) of "The Learning Tree" by Gordon Parks seems superficial at best. He implied that the "only really good thing about this film" is the photography, which "is the only area of production not handled by Gordon Parks. . . . There is ample evidence (see "National Observer," 4 August 1969) that Parks was a vital force in filming most of the scenes in the movie, despite the view taken by Mr. Charness. To me, "The Learning Tree" was a dynamic movie in its own unique manner. It is essentially an autobiography (although not stated as such in the movie) of Gordon Parks who grew up in Fort Scott, Kansas. Autobiographies frequently depict such "cliches and stereotypes. . . ." as teachers, ministers, love, hatred, and many other "naive" things. How these various subjects are presented is the mark of a good movie. Thus, I must totally disagree with Mr. Charness and highly recommend this film.

Robert E. Martin
Box 4653 Tech Station

Cites IFC generosity

I was impressed by the Intrafraternity Council's generous action in helping a family recover from overwhelming medical expense. Most affected families won't be discovered by an IFC or other concerned group. The warm feeling that comes from helping one is tempered by the obvious need to deal with the social fabric that places a family in such a position.

Private hospital room rates in the Boston area are now in the \$85-\$95 per day range, with semi-private and ward rates only slightly lower.

Ralph E. Macy
99 Brattle Street
Cambridge, Mass.

Questions editorial implication

Your editorial of Oct. 2 assumes that a teacher who publishes is not teaching well, that he must be obliged to teach poorly in order to do research. This is illogical. To my knowledge, many of the best teachers publish regularly, and surveys among students on various campuses show this to be true.

Why doesn't The University Daily make a survey here to come to a sound conclusion on the matter? One gets tired of this cliché.

(Name on file, but withheld at writer's request)

About letters

Letters to the editor of The University Daily should be sent to Editor, The University Daily, Journalism Building, Texas Tech, Lubbock, Texas 79409.

Letters should be typed double space on a 65-character line. The editor reserves the right to edit for length. Letters will be published as often as space permits.

All letters must have sender's name and address in order to be considered for publication. However, the sender may request that his name be withheld from print. In that event, the name will be withheld from publication.

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college administration or the Board of Regents.

The University Daily, a student newspaper at Texas Tech University at Lubbock, Texas is published by Student Publications, Journalism Building, Texas Tech University, Lubbock, Texas 79409. The University Daily is published daily except Saturday and Sunday during the long terms, September through May, and weekly (every Friday) during the summer session, June through August, except during review and examination periods and school vacations.

The University Daily is a member of Associated Collegiate Press, Southwestern Journalism Congress and National Council of College Publications Advisors.

Second-class postage paid at Lubbock, Texas 79409.
Subscription rate is \$10 per year.

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