

Perils of Permissiveness

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When this is read, we shall be approaching the beginning of another college year. What can the Selective Service System expect to meet in problems of deferment this coming college year?

Some of the problems will be old ones, recurring ones, some experienced last year, and some new this year, particularly in the area of what has been the graduate school deferments.

The Selective Service System will continue to be faced with problems as the reflection of the problems faced by those who administer, teach and presumably learn in the colleges and universities. In other words, the problems of the presidents, the faculties, and the students of our educational institutions.

It is foreseeable that the new legislation in the several States and the new Congress of the United States will inquire far more searchingly into the objectives of educational institutions, and how these objectives are related to the funds furnished through a wide variety of methods for the support of these institutions. What the results of the inquiries will be is not certain.

I am convinced that the great majority of the institutional presidents, administrative officers, faculty members, and students are the kind of people

this country needs and has. Unfortunately, through the technical efficiency of our means of communication, that is not the kind of college and university presidents, administrative officers, faculty members, and students that the public, the silent public, has been hearing about and from. It is a tragedy that the image of our educational institutions is being created by the few, loud and irresponsible that they are. There is a great danger that the silent, long-suffering members of society will place restrictions on all for the image created by the few.

The financial support of educational institutions depends to a very large degree upon other than those who are enjoying the privileges and repaying by dissatisfaction and, even worse, by creating chaos which deprives the institution of its ability to perform the functions for which it is being subsidized by Nation, State and other sources of support.

Few of the presidents and administrators have abdicated their responsibility. But some well-advertised ones have. The great majority of the faculty have accepted their obligations as leaders, but noisy, irresponsible, even unlawful ones have not and the press, the television, and the radio have featured the members of faculties in their shortsightedness, their direct and indirect efforts to encourage lawlessness, and their prostitution of teaching ethics by such artifices as giving all students "A" to evade their plain duty to determine the satisfactory scholarship of the student.

The outcries from the faculty members, and even presidents, who certainly should have known

better on reclassification of students who openly disobeyed the very laws by which they were deferred, is an example of the depths to which control has fallen in the operation of some institutions. The complete loss of control which followed could not be other than inevitable.

The question for the coming year is what has been learned by administrators, faculty members, and students. Will the education institutions be operated by the administrators? If not, there will be a sharp decline in means for operation from whatever source they have come. With frequent interference in operation, how long will students who want to learn frequent such an institution? How can the Selective Service System find a student satisfactorily pursuing a full-time course when he is prevented from doing so by others, or he prevents others from doing so?

Will faculty members who believe that academic freedom covers disrespect for our Nation and disobedience of its laws be allowed to continue to prey on students even to require them to attack the actions of government officials at the price of passing grades?

I believe there are encouraging indications that the silent citizens are nearing the end of their patience and such faculty members will reform or cease to be subsidized in their attempts, realized or not, to destroy the United States we have known and loved. I cannot help but believe that the root of the difficulty of rebellious students came directly from the affirmative efforts of some of the faculty members and the negative failure of others.

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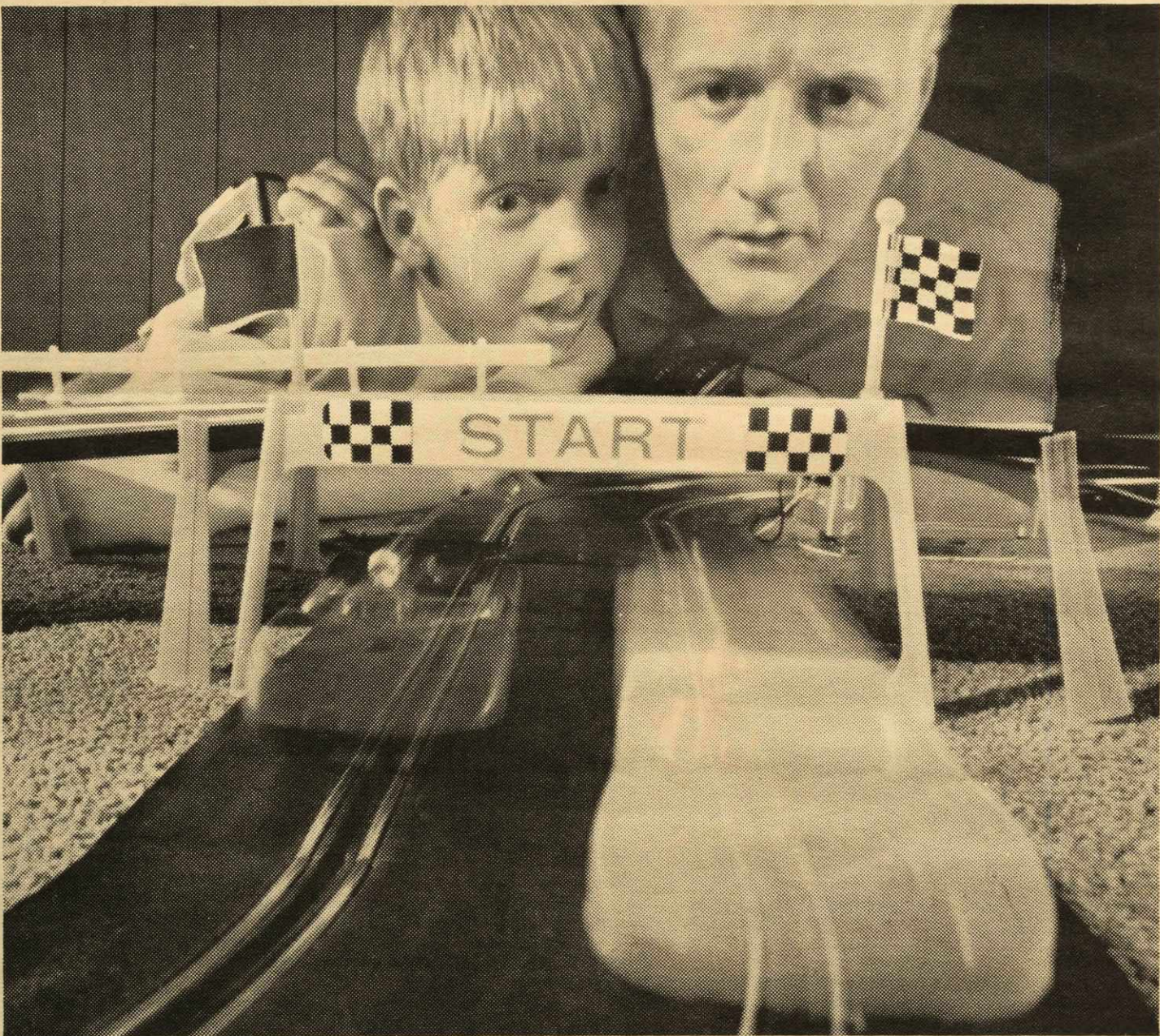
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