

- NUC

PORTLAND STATE COLLEGE
CHAPTER -- NEW UNIVERSITY CONFERENCE

1-30-69

Dear Colleague,

What do you think of student-faculty rebellions and strikes on college campuses? What would you do if one occurred here? How about college administrators who make arbitrary decisions contrary to the wishes of the faculty? What about leapfrog hiring that penalizes those of you who started work here last year? Or, for that matter, how about the \$1,000 salary differential between PSC (PSU?) and UO and OSU? What about pollution, racism on and off the campus, militarism everywhere, taxes, etc., etc., etc. . . . ?

PSC now has a faculty group which considers these and other subjects suitable for discussion and action. The time for change is not in the next academic year or fiscal biennium -- the time for action is now. Therefore, some of us have formed a chapter of the New University Conference, a Chicago-based national organization of faculty, graduate students (some undergraduates, too), and college-oriented intellectuals dedicated to developing programs for social change both on and off the campus. NUC is unashamedly radical in outlook and method and can count many ex-civil rights workers and former SDS and otherwise radical campus activists among its growing list of members. Locally, our group includes mainly faculty with some graduate and undergraduate attendance. Numbers at our meetings have ranged from 10 to 60.

At PSC this year, among other things, we have:

1. Confronted President Wolfe in order to find out what makes him tick. (We didn't find out.)
 2. Protested the meaningless choices offered for election to the President's Advisory Council.
- (6)

3. Rejected a national NUC statement on unconditional faculty support for student rebellion of any kind.

4. Sent a letter of support and encouragement to the striking faculty at San Francisco State College.

5. Offered to appear before the Commission on Institutional Goals.

6. Commended President Wolfe for his letter to the Oregon Congressional Delegation urging restoration of Fulbright-Hays funds.

Attached you will find material concerning our chapter's basic philosophy, principles, and some areas of projected research and action. If you are in agreement with us on many of these issues perhaps you should consider joining with us. Our next meeting will be on Monday, February 10th at 4:00 p.m. in Room 229 College Center.

We are most anxious to discover how many of you are interested in our group. If you cannot attend the meeting but wish to receive notices of future meetings or events, please return the blank below to Steve Kosokoff in Speech. Again, we hope to see many of you on Monday, February 10th at 4:00 p.m. in Room 229 College Center.

Peace,

Frank S. Giese, French
Steve Kosokoff, Speech
Jon Johanning, Philosophy

NAME:

DEPARTMENT:

COMMENTS:

PSCNUC
STATEMENT OF PRINCIPLES

War and counterrevolution overseas, injustice and repression at home are among the defining characteristics of American society today, and no institution is free of their stain. This is no less true of the universities, despite their official protestations. Increasingly the giant institutions of this society--government, military, corporations and foundations--call upon the universities to supply the experts and expertise of social manipulation and international coercion, and increasingly the universities are flattered to comply.

At the same time higher education has proven incapable of meeting the human needs of our society. Too often it discourages students from thinking critically, and does not afford them the means to understand either their personal frustrations or the crucial issues confronting mankind today. Bound to the existing power structure, and handicapped by modes of thought fostered by the business, industrial and military establishment, by concensus politics, and by the mass media, universities are generally unable to consider freely and objectively the cultural, economic, and political forces so rapidly transforming the modern world. Universities in fact defend the status quo, perpetuating its evils and dangers. They are too seldom receptive to meaningful change.

However, on the campuses of this country a spirit of revolt has arisen, manifested not only in the direct action demonstrations of recent years, but in the less dramatic ferment which has emerged at virtually every college and university. This revolt includes 1. a movement by black students for full cultural recognition on white campuses; 2. a movement by humanist and radical white youth to end the complicity of the university with war and imperialism, with racism and domestic colonialism, with bureaucratic values and corporate interests; and 3. a movement of great numbers of students for full citizenship in the university, for recognition of their adult status, for a curriculum which is useful to their search for personal meaning and social relevance, rather

than one which is useful to corporations and the state in their search for trained, not educated, manpower.

The Portland State College chapter of the New University Conference is fully committed to the support of this campus revolt. We announce our commitment to a new kind of university in America, a university which will work towards a society based on reason and organized for freedom.

To this end we affirm:

1. That the first step towards radical change is the ability to think critically and independently. It is not, therefore, to develop programs of specialized training.
2. That education which has no consequence for social action or personal growth is empty.
3. That the treatment of the youth in our society subverts real education, and that the young are not too young to teach, nor the old too old to learn.
4. That each student must be encouraged and helped to generate his own most vital questions and program his own education, free from central control by administrative and disciplinary bureaucracies.
5. That education is not a commodity, and should not be measured out in units, grade points and degrees.

In working for these aims, we reject the view that political tactics which have proven effective in producing justice in society at large are inconsistent with the "rational decision-making procedures" that are supposedly characteristic of the campus. We know that a university is a politically organized body, just as is the society at large, that it has its ruling class and its subjugated class also, and that therefore the demand, "which side are you on?" is as relevant on the campus as it is off. We further believe that such tactics as strikes, sit-ins, and other forms of pressure, while temporarily disrupting an institution, can in the end improve its academic quality if they succeed in bringing about

the proper changes in the functioning of the institution. Therefore, when we consider it necessary and effective, we shall support and engage in such activities.

We expect to work actively on such issues as the following:

1. An effective limitation on the arbitrary power of the PSC administration.

While the State Code guarantees this power to the President, we believe the faculty should exert much more pressure than it has in the past in order to safeguard its rights, e.g., in tenure decisions, where decisions by departments have often been overruled by administrators, and in curriculum planning, where unreasonable rejections of faculty-approved courses have occurred.

2. A thorough revision of academic requirements. Here also too many decisions have arbitrarily been made by administration with little or no faculty protest.

3. Abolition of entrance requirements and institution of an effective tutoring program. A public institution should be open to the whole public. But it is not fair to admit students and then immediately flunk them out. Therefore, the opening of PSC to all high school graduates should be accompanied by adequate tutoring services to give all students an equal chance at success.

4. A meaningful Black Studies Program. Such a program should not be adopted merely to avoid the disruption which has occurred on other campuses, but should recognize the legitimacy of demands for a genuine share in its control.

5. General adoption throughout PSC of a 15 hour--3 course full student load. It is a serious handicap for students to have to carry five or more different courses at once, and the conversion of the entire system to five-hour courses is the most practical way to solve this problem.

6. Improved relations with the local community. PSC is repeating on a smaller scale the expansionist aggression against the surrounding community that has long been a blight on the reputations of urban institutions such as Columbia and the University of Chicago. It is time to call a truce and work out a relationship on a basis of equality.

7. Radical reform or abolition of the grading system.
8. Reduction of class size to a reasonable level for proper education.
9. Freedom from entanglement with the military establishment.
10. Positive effort by PSC to help end poverty and racial discrimination in the community.

Misc-local

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