



THE COVER:

FACES OF PROTEST

Carnegie Hall, Dec. 10, 1969.

Photo by Robert Elliott

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This issue of the Alfred News is devoted entirely to a single topic, one that was important enough to halt all normal campus activity by students and administrators for two days last December and prompt a continuing round of special meetings. On the premise that all members of the University family who live off-campus are entitled to full information about events vitally affecting their institution, this article examines the causes, the issues, and the outcomes, from the viewpoints of a number of persons who were most involved. The authors, Alan Littell and Robert Elliott, both former newspapermen, are respectively Director and Assistant Director of Public Information at Alfred University.

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The 14 Propositions

1. The abolishment of the present administrative policy of "en loco parentis" and in its place the respect and responsibility due mature students in a mature intellectual community.

2. The recognition of the validity that attendance at the University is no longer to be construed as a privilege, but rather, a responsibility to be met by the students with the fervor and maturity that is inherent in the intellectual community.

3. The University rescind the privilege to demand the separation of a student without a substantial violation of stated rules and regulations and without the constitutional right of due process.

4. The Student Conduct Committee, which as professed to be following due process of law as stated by the Constitution of the U.S., has proven in a number of incidents its complete lack of respect for the rights of the student and, therefore, it is contradicting the Constitution.

A. Therefore the Student Conduct Committee shall be dissolved immediately and in its place a committee composed explicitly of students elected solely by the students shall replace it.

B. Any student accused of or convicted of violating a civil law outside University property or jurisdiction shall not be subject to University discipline.

In the case of violations of civil law on the premises of the University, the accused student shall not be tried by the Student Conduct Committee prior to the decision of the civil authorities.

The Dean of Students or any other administrator shall not invoke immediate temporary suspension prior to the decision by the Student Conduct Committee.

The reasons for suspension at any time, expulsion, and social probation shall be made explicitly clear and public in order to avoid all personal prejudices.

5. By the law of the State of New York, any licensed driver shall be allowed to operate a motor vehicle on public thoroughfares, and, therefore, any student in this category shall be allowed to operate a vehicle on this campus.

6. The regulations determining class attendance are to be decided by the individual professors according to their appraisal of the students' academic standing in class.

7. The immediate institution of an honor system for all University examinations, a student-elected committee comprised of students to punish all academic dishonesty with academic punishment.

8. In installment of unrestricted intervisitation privileges with any necessary regulation to be decided upon by individual dorm voting.

9. The abolishment of all curfews.

10. The raising of tuition and fees with undeniable assurance that the students will benefit from this with such things as an improved standard of education, better housing, and higher quality of food in the dining halls.

11. The stifling academic requirements now demanded in order to obtain a degree be reviewed and revamped by a joint-faculty-student effort.

12. That the University buildings be left open 24 hours a day in order that creative pursuits are not limited to a 9 to 11:00 routine. Creativity has no time limits; therefore it is imperative that the tools of creativity (eg. libraries, and other buildings) be at the students disposal continuously.

13. The student revamping of all housing regulations, allowing for the greater comfort in the University dorms which will allow for greater intellectual and empirical growth.

14. That the possibility of greater student participation in policy-making be examined, with the thought in mind that the University is dealing with responsible people.

PROTEST and **RESPONSE**

*In the wake of discussions,
"a mood of confusion and even resentment persists."*

By Alan Littell and Robert Elliott

THE decade of the sixties was the decade of youthful revolution in America, revolution against an affluent past, against established values and mores. And, perhaps, of all the symbols of these values, the university has emerged as the most prominent and the most vulnerable. Education itself has been called into question. The nature of the university is the subject of monologue and dialogue. Is the campus a sanctuary for scholarship or a training ground for the professions? Is it a cookie-cutter for the manufacture of establishment men or a social service-station? Peter Brooks, an assistant professor of language at Yale, in a recent issue of *The New York Times Book Review* defines higher education as a "prolonged moment of transition in which the student tests styles of thought and action according to the Socratic dictum that the unexamined life is not worth living." But he says the American university is an empty caricature of this ideal. Joseph Tussman, professor of philosophy at the University of California at Berkeley, describes the educational system today as a "farce." But to let students tell you how to remake it, he adds, "is equivalent to letting the sickest patients take over the practice of medicine because doctors make mistakes." Conversely, the Massachusetts Institute of Technology's Noam Chomsky, a linguistics scholar and student of social change, sees youthful challenges as normal and justified. "If any rational person looked at the world and had the freedom to think about it," he says, "there would be no question about why students rebel. The question is why others don't."

A spirit of rebellion, an intense questioning of the nature of education and of the university, and of the student's role in the university, has belatedly caught Alfred in its grip; and the institution moves into the 1970's nursing wounds of confrontation campus politics. For a 10-day period in mid-December Alfred University abandoned the role of relative acquiescence in a process of gradual and liberal change and opted for the blunt, tough style of disruption and demand. What the outcome of this shift in emphasis will be, no one is quite sure.

The story began last October when the University's chief disciplinary body, the nine-member Student Conduct Committee, ordered the suspension of two students, a man and a woman, after the man was discovered in the coed's dormitory room in violation of visitation rules. There was strong sentiment on campus that the penalties were too harsh, the visitation limitations themselves outmoded. Campus tension deepened on Dec. 8, when Richard Garcia, a popular 20-year-old liberal arts junior from Brooklyn, was suspended by the committee two weeks after his arrest by police on a drug charge.¹ The next evening about 200 students, many of them freshmen, thrust upon University President Leland Miles a 14-point list of propo-

¹On Jan. 19 the Allegany County grand jury, sitting in Belmont, indicted Garcia on counts of third-degree criminal possession of a narcotic substance and sixth-degree criminal possession of a narcotic substance. On Jan. 21 Garcia pleaded innocent to the charges before County Judge William W. Serra. A trial date has not been set.

sitions or demands [see box page 2] for what they termed removal of "restrictive conditions" at Alfred University. The president refused to discuss the list without first having an opportunity to study it; he set aside a block of time on Dec. 11 for an open forum on student grievances. Impatient of any delay, the students on Dec. 10 began a 21-hour sit-in at Carnegie Hall, the administration building, throwing the University into turmoil.

Once they had occupied the building the students drew up a list of six non-negotiable demands. Prominent among them were the reinstatement of Garcia and a three-day moratorium on classes to discuss "restructuring of the University." The demonstrators dispersed on Dec. 11 on threat of legal action; Garcia was not reinstated; and the moratorium was held, not for three days, but for two, Dec. 18 and 19. From the discussion days, in which less than 100 students formally participated, have emerged accelerated programs for change at Alfred—vastly liberalized visitation rules, a more open approach to student disciplinary proceedings, and proposals for major shifts in social regulations, curriculum, and methods of governance. Still, the words "unification" and "polarization" are bandied about with equal stress. The near-violent rejection of established values at Alfred University by a segment of the student body disturbs the students themselves and bewilders many among the faculty and administration. A mood of confusion and even resentment persists.

Keynard Meacham, the University's proctor or official chiefly responsible for campus security, is a big-boned six-footer who gazes at a visitor intently as he speaks, and is quick to smile. His words, while spoken softly, are blunt and uncluttered by subtle disclaimers. A native of Wrights, Pa., and a graduate of Canisteo High School, Meacham attended Alfred following war service in the Navy. Before joining the University's administrative staff in 1965, he was a member of the New York State Police for 10 years, seven of them in the Bureau of Criminal Investigation. He espouses traditional virtues of American life, and sees the recent sit-in as stemming from the "permissiveness that has been shown by the United States Supreme

Court and other courts over the years." Meacham cites specifically the High Court's 1966 Miranda decision, which in essence mandated that police inform criminal suspects of their right to have a lawyer present during interrogations. In Meacham's view, decisions such as this have made it more difficult for people in authority to do their job. And society, he says, "needs people to work for it."

The emphasis now, Meacham adds, "is placed on defending the individual and valuing what's best for the individual as opposed to what's best for society. These [Alfred] kids lack respect for constituted authority and it's a contributing factor to the sit-in."

Meacham finds some validity in specific student grievances. But he disavows the methods used to seek redress. He feels there has been considerable change at the University and that incoming freshmen are far too impatient. He says they are unfamiliar with the easing of restrictions that has taken place at Alfred, are more interested in disruption, and are "spoiled."

Insofar as the Student Conduct Committee is concerned, Meacham argues that it represents the "ultimate authority on campus, and students are attacking this. No committee operates with perfection, but this one has operated under the due process clauses of the Constitution of the United States. And any student who has a sense of being handled unjustly can in the last analysis take his case to the civil courts for redress of grievances."

For the future Meacham doubts that any one campus demonstration will effect substantive change. "The new generation, which I've labelled as spoiled, will change the situation as parents. . . they'll be as selfish as parents as they were as students; they'll place rigid controls on their children where they reaped the harvest of liberalism from their own parents.

"Alfred University is a small school in a large society, and nothing that changes at Alfred will change the world. The moratorium is polarizing this campus because it's dividing the faculty, the strongest group on the campus. It also divides the students themselves and puts the administration in the impossible position of not being able to satisfy both extremes. The students want the philosophy of in loco parentis—[the University acting as a surrogate parent]—completely abolished, and yet since the moratorium I've had some students who backed the abolition demand come to me for help after they were apprehended and arrested for crimes. I explained that their plea for help was a plea for in loco parentis, and in each case they said they wanted this help. If indeed we are eventually to have 24 hour visitation rights for students, as has been proposed—and this would be the absence of all in loco parentis—then I think it would tend to eliminate in our graduates one of the facets I consider to be a product of education: character. I feel too that the parents of our students should have some say in this particular regard, because in most

"The emphasis now is placed on defending the individual and valuing what's best for the individual as opposed to what's best for society." . . . freshmen are far too impatient and are "spoiled."

cases they assume that the University does have rules and regulations, and they are the ones paying for their children's education."

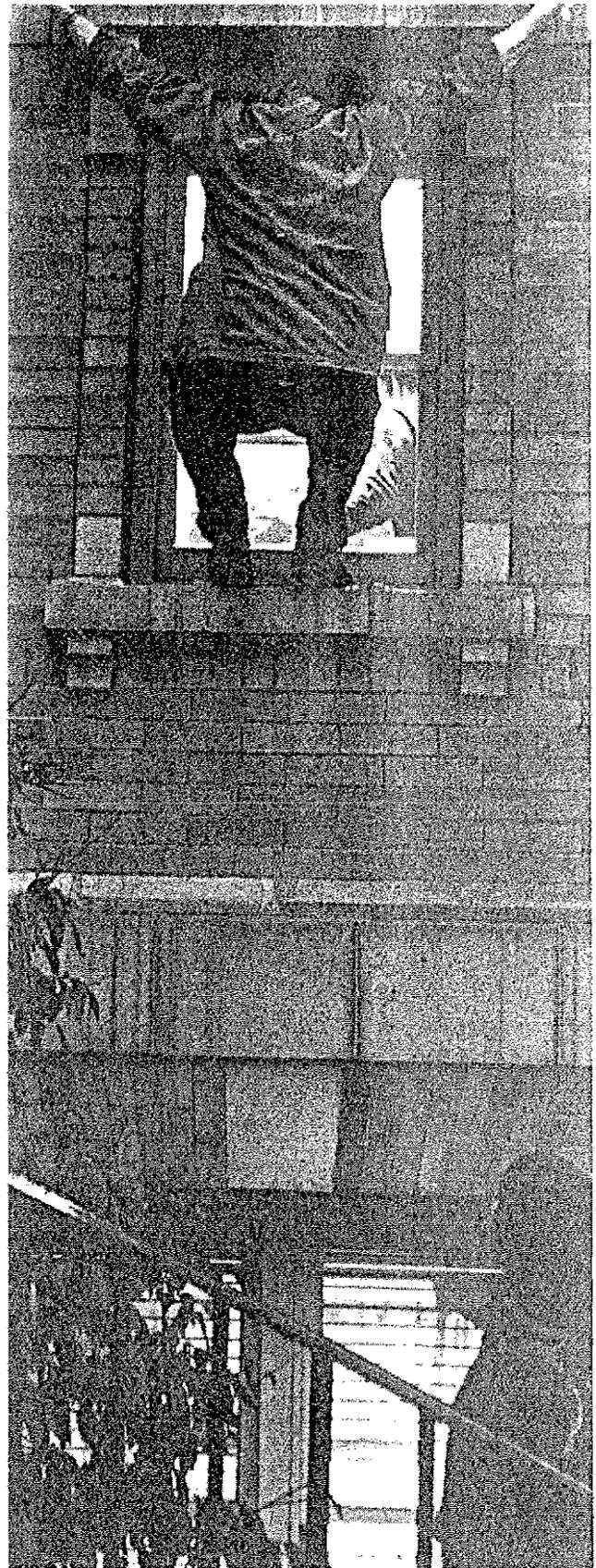
Meacham holds the opinion that the "demands" elicited wide interest among students, but that no more than five per cent of the student body "felt strongly enough about them to take the law into their own hands by voicing the intention of breaking into Carnegie Hall. If the rules were too restrictive here, this would have been reflected by a higher percentage of students participating in the demonstration and subsequent moratorium." Meacham reasons that since students did not turn out in great numbers, the majority of them are satisfied with "the way the University is equipped to handle change."

One of the changes that Meacham personally would like to see made is the addition of a campus security guard. It would, in his view, relieve the student personnel deans of the burden of apprehending violators of campus regulations. He would also like to see the faculty "show more interest in classroom activities and less in social issues." He thinks, too, that students must begin to accept responsibility—he deplors what he calls the extent of student absenteeism from University administrative committees to which they are assigned. "Students must recognize their own student government leadership and place faith in the leaders they have selected," Meacham says. The only proper way to effect change, he implies, is for students to act through formal governmental and leadership channels.

Gary Horowitz, an assistant professor of history, may well be one of the faculty members Meacham has in mind when pleading for a deemphasis of interest in "social issues." At 27, Horowitz is a round-faced, red-bearded jovial campus gadfly, one of four professors to sign statements during the sit-in supporting the student action. Horowitz holds a doctorate from Ohio State University. He has been an Alfred faculty member since 1966, and director of the University's Summer School since 1968.

Horowitz considers the chief cause of the sit-in to have been "frustration engendered by the inability of students and faculty to talk with the higher echelons of the administration about campus problems. Half of the issues raised by the students during the sit-in should have been solved 10 years ago. There is general student distrust of the University administration and its ability to deal with problems at Alfred. There are wrongs here that almost everyone is aware of, yet there is an attitude of 'why upset the applecart—don't discuss these wrongs publicly.' There is also a prevalent paternalism here which fosters the idea that if you are good we will take care of you, but if you are bad, then you're out. This seems to be the basic problem here, one that promotes student distrust of the faculty and of administrative intentions."

Horowitz supported the sit-in as a political method because of the precedents he finds in history. American



When all discussion fails, it is historically legitimate to apply force: "But force should not be used until all other avenues have been explored."

society, he says, is controlled by force and counterforce. When all discussion fails it is historically legitimate to apply force: "But force should not be used until all other avenues have been explored."

Horowitz believes the sit-in could have been avoided if the dean of students' office "had taken a positive attitude toward students instead of punishing them." In saying this, he alludes to the fact that the deans' office has a responsibility to apprehend violators of campus rules and to press charges against them before the Student Conduct Committee. Horowitz predicts that the sit-in will result in a change of future operating policies at Alfred. He sees students now as "willing to go to extremes to let their opinions be known. The University has to recognize that Alfred students are breaking out of their slave mentality and are no longer willing to say 'yes massa' to everything they are told. Hopefully, this will also mean that students will put the faculty on the spot in the classrooms by probing more deeply." And Horowitz foresees a refocusing of the university's image as a result of the December unrest. "There seems to be a direct ratio between student activism and higher intellectual atmosphere," he says. "Eventually Alfred might become recognized as a better educational institution."

Horowitz is convinced there was far greater sympathy among students for reform than is generally believed. And he takes the measured overview that Alfred's problems are the broad problems of higher education today. But when discussing President Miles, Horowitz is caustic. He accuses the president of lacking respect for the faculty, and charges him with "forcing the [recently-inaugurated] Division of Business Administration down the faculty's throat without giving them a voice as to whether or not they wanted it. In a University," adds Horowitz "a faculty should have a primary voice on curriculum." The major change that Horowitz would like to see made at Alfred is one of attitude: "The entire University community has an inferiority complex; many have the attitude that Alfred will be a second-rate institution forever. We copy changes made at other schools instead of building on our own attributes. We should say to ourselves, 'we are a good liberal arts college, and we will work to make Alfred a better liberal arts college.'

Presently, we are just diluting what we have to follow examples set by other schools."

Wayne Donnell, 21, married, a former sergeant in Army Military Intelligence and a freshman transfer student from Wagner College, was one of the leaders of the sit-in. He subsequently joined a coalition of 12 students, comprising moderate as well as radical campus opinion, which helped draft ground rules for the moratorium days and campus-wide discussions that followed. Donnell wears his hair long, has a sandy beard and straggling moustache. He speaks heatedly when discussing what he considers injustice at Alfred University, and ascribes the sit-in's cause to "ineffective standard channels of communications." Students, he insists, are not heard when they work through the normal committee structure. "Confrontation was the only way to get President Miles to listen to the students. The students had to make their presence felt physically since no one in the administration would really listen to their problems when expressed within the system."

Donnell echoes the commonly held view that the Garcia incident was the "catalyst" for the sit-in. But he stresses his belief that there was student concern about "problems facing them at the University before the Garcia incident. What Garcia's trial did was to symbolize the administration's indifference to students." But despite this incident, he feels, the sit-in could have been avoided if the University president had had "an understanding of the students' frustration, and would have considered the student demands immediately or at least expressed an opinion on the demands in Howell Hall Dec. 9." By refusing to discuss the demands at that time, Miles, according to Donnell, did not "act in good faith."

Donnell is plainly disillusioned with the results of the moratorium. He finds "nothing substantial in the way of reform" to have come from the discussion days. He doubts that real change at Alfred will occur, and gloomily predicts the eventual possibility of outright violence. "The university should be a forerunner of social and political change. Changes at a university should be able to be implemented immediately; a university should be flexible enough to change when a situation makes change necessary. Alfred University does not do this; there are instances in which Alfred lags behind in social changes that have already occurred in the nation."

He concedes that social changes have been made at Alfred, but he calls them "petty." "The liberalization of on-campus drinking, liberalized curfews, and the opening of the Pub are all changes that Miles calls attention to, but they are not the most important ones that should be made. The most important changes are academic improvements and reforms, the opening of constructive dialogue with students, faculty and administration. The power of the University should be shared. The president should be on the

campus more to spend some time with students and to learn what their problems are."

Donnell is ambivalent in his attitude toward the president. He urges Miles "to make himself more available to students outside of his office," but then articulates his own "distrust" of the president. "Miles pretends to listen to the students, but he never considers what the students say. Miles is the figurehead of Alfred University; Miles fosters a repressive attitude here." When asked why students often fail to attend committee sessions or forums for the airing of grievances, Donnell responds with a question of his own: "Why go to a president's forum when nothing will come of it?" In Donnell's view, the president refuses to take students seriously, talks down to them, "and always speaks with rhetorical jargon." "The ideal president, says Donnell, would address students "with respect and would avoid meaningless rhetoric."

Of the University freshmen, who played a major role in the sit-in, Donnell says "they are a new brand of student. They have been interested and involved with social and academic problems and confrontations in high school. Issues like the war in Vietnam have made these students more aware and more active in deciding their own fates."



Wayne Donnell

"Changes at a university should be able to be implemented immediately."

Not all freshmen fit into Donnell's exclusive pigeon-hole. Nineteen-year-old Mitchell Shedlarz of Leonia, N. J., wrote and circulated a petition during the sit-in calling for a "more conservative outlook" among students at Alfred University. Shedlarz claims the petition was signed by some 300 students, many of them freshmen. It stated "the minority of radicals... are accomplishing almost nothing towards the cause of Alfred University's betterment." The petition, which was subsequently handed to President Miles, went on to charge the radicals with "following tactics that do not have the support of the majority of those affected."

Shedlarz is convinced that half the freshman class inclined to his conservative view. He offers as evidence the fact he was one of two freshmen elected by the class to the 12-member student coalition. But the second of the freshman coalition members, William Carr, more nearly approximates Donnell's "new brand of student." Before the sit-in Carr, whose home is in Albany, was perhaps best known for his versatility as an actor in Alfred theater productions; he recently appeared in a reading of Ray Bradbury's "Dandelion Wine" over a Rochester television station. It is as a student activist that he is now more readily identified.

At 18 Carr seems older, for his face sprouts a thick walrus moustache and he wears round granny glasses. He sees the sit-in as a calculated action caused by "a general dissatisfaction with certain academic and social aspects of Alfred University." In his view, the sit-in's specific purpose was to "gain publicity and draw attention to the problems of the University—you don't get into the newspapers and get this exposure of campus problems by working through the bureaucratic system," which, in his mind, student committees exemplify. He feels, therefore, that the sit-in, through the agency of extensive media coverage, informed the general public and the alumni of problems at the University. "The sit-in was a non-violent but physical action. It was a unifying force that got almost the whole student body involved in one way or another." Carr describes the Student Senate and the Student Conduct Committee primarily as "vehicles for the administration—these committees allow the students to be appeased, and in reality the students have no say at all in reforming the institution that they attend." He agrees with all of the original demands "on a general level," saying that if President Miles had "acted sincerely and recognized the immediate importance of the demands presented to him at Howell Hall, the sit-in would have been avoided." The students in Howell Hall Dec. 9, says Carr, felt that the University president was simply employing a delaying tactic in refusing to discuss the demands as soon as they were presented.

Carr views the president's attitude as one of "tokenism—Miles will throw a bone to the students, but will

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not sincerely listen to students as mature people in deciding their academic and social positions on campus. The president is a good politician who wants things the way he wants them; he would be willing to reshuffle the existing power structure only if his own power is not decreased."

Carr agrees substantially with Donnell's contention that Alfred lags behind most universities in areas of academic and social reform. "I would like to see the students have a greater voice on this campus, and actually have decision-making power concerning their own fate here." Self-determination of this magnitude could be put into practice, says Carr, "by having students vote on issues. And if, say, two-thirds of the student body favored a proposal, then the proposal would be implemented." Such a procedure, Carr is sure, would end the "University's policy of *in loco parentis*."

With the virtual elimination of dormitory curfews and campus-and-village social restriction, the policy that Carr speaks of has, in fact, been all but abandoned. In its heyday it was largely administered by the personnel deans, chief among whom is Paul Powers, dean of students at the University since 1963, and prior to that time dean of men for four years. Powers has been a professional educator all of his adult life. He holds a bachelor's degree in physical education from Springfield College and a master's degree in education from Alfred. Before joining the University's student personnel office, he was director of physical education at the Alfred-Almond Central School for more than a decade. His teaching career in physical education dates to 1938. A native of Hornell, Powers is a trim, courtly man who wears his white hair in a crew cut. When discussing the sit-in he weighs his words carefully, as if testing their effect. It is his judgment that the cause of the sit-in is to be found in Garcia's suspension. "I think that situation triggered the unrest on campus," he says, "the unrest by a certain group."

He expresses the belief that students at Alfred fail to use channels of communications traditionally open to them. "There are many means of communication whereby students can discuss change," Powers argues, and he gives the Student Life Committee as an outstanding example. The committee includes students,

administrators and faculty members, and is a major source of recommendations for social change. The staff of the personnel deans' office, too, in Powers view, "is always available to discuss proposed changes and to interpret regulations currently in effect."

Powers doubts that the activist-student demands reflected majority opinion on campus. "I think the main concern of the majority of students is getting on with their education and not becoming involved with radical ideas. It seems to me that Alfred has come a long way in changing policies—alcohol and curfews, for example—and it does take time to study changes and their future effect on the University as a whole. I must say I was disappointed in the number of students taking part in the moratorium after such a large number [843] voted to hold it. But for the future, I feel that additional channels of communication have been opened and that all students at Alfred should avail themselves of these new opportunities to discuss issues. And by this I mean student attendance at University Faculty Council meetings, in the Student Senate, at meetings of the Student Life Committee. It would be my hope that students and faculty and administration will bring us back to our primary mission, which is education."



Students fill third floor corridor.

“My opinion is that sit-ins are on the way out as a method of achieving change. I also think the time has come when faculty and administration are going to be saying ‘no’ to some of the changes that students are requesting.”

While lauding the opening of new communications channels, Powers is unhappy about the methods used to achieve them. The sit-in and moratorium, he says, have produced a negative reaction in some parents, alumni, friends of the university, and many students. “Petitions were submitted to the president and dean of students stating they did not condone the action of those who occupied Carnegie Hall. My opinion is that sit-ins are on the way out as a method of achieving change. There is no need or reason for any president to be presented with demands, and there is no need for the occupation of University buildings. I also think the time has come when faculty and administration are going to be saying ‘no’ to some of the changes that students are requesting. We are in fact in the process of change at Alfred, great change. Some students have no means of comparing what this University was 10 years ago with what it is today, and this is a cause of unrest. Many of the students want change immediately.”

Powers is particularly sensitive to criticism of the operation of the Student Conduct Committee, a committee in which he has played a major role. He agrees that one of the issues leading to the sit-in was the committee’s composition. But he defends the committee as “duly constituted,” and having “student representation” [originally four of the nine members were students; currently the figure is six of 11 members]. The fact of student representation, Powers says, guarantees to students appearing before the committee “fair treatment and due process.”

For the future, Powers favors a recent proposal by the University president for a University Assembly, or preeminent policy-making body composed of students, faculty and administrators. “If this goes through,” says Powers, “we have a good chance of cementing relations on this campus.”

To Don Cooper, coalition member, senior, and president of the Student Senate, a triumvirate policy-making structure has similar appeal. He concurs in the notion that decision-making power should be parcelled out equally among the three branches of the University, what in some other time would have been

called estates of the realm. Cooper, who was once known as Dou Q. Gee, and whose entry into this country from China was facilitated by then-Senate Majority Leader Lyndon Baines Johnson, is steeped in campus politics; he attempted to act as mediator between student activists and administrative figures before the sit-in took place. He believes the activists’ demands reflected the views of a majority of students, and that “the sit-in was caused by an accumulation of many things, including the operation of the Student Conduct Committee, the inability of committees to clarify rumors, and the alienation of students.” Cooper also believes that had the Student Senate possessed the power to generate faith in itself among students, and had the students, faculty and administration looked to the senate as the voice of student opinion, then the sit-in would not have occurred. The University, he feels, is now confronted with the choice of either giving more day-to-day decision-making power to the senate, or of letting a crisis lead to increased student activism. But in Cooper’s view, a more vital role for the senate would not preclude a wider sharing of governing power among students, administrators and faculty.

Andrea Taylor, 20-year-old sophomore from New York City, and member of the University’s drug committee, mirrors the sense of confusion and pessimism that is endemic in some quarters of the campus. She agrees that the Garcia incident catalyzed activist sentiment. But underlying the Garcia case, she says, was the feeling by students that “their individual rights were taken away, and the students were tired of being put down.” She complains of a lack of unity on the campus, and sees the sit-in as having had the effect of showing disinterested students that others are more plugged in, so to speak, and “would not just sit back and do nothing.”

She says the sit-in and the moratorium have disillusioned her. She was disappointed by the small number of students who participated in the moratorium; and she is critical of the sit-in leaders. Andrea feels that the University president is “working for the students,” but wishes “he would do more to communicate with them.” There is a great opportunity for communication at Alfred, a small college in a small community, she says, and expresses the strong belief that the road to equanimity and mutual trust can be traversed if “everyone would just open their minds and listen to other points of view—we have to meet each other half-way.”

John Anson Warner is a youthful, dynamic assistant professor of political science and a newcomer to Alfred. He holds degrees from Whittier College and Princeton, and is a Ph.D. candidate at the latter institution. His first book, on the nature of power in the United States, will be published by Beacon Press, Boston, in 1971. Although a native of Green Bay, Wis., the heartland of American conservatism, he identifies

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himself as a member of the New Left. He is candid about his involvement in the sit-in.

Immediately prior to the event, Warner acted as an unofficial adviser to a number of student activists; he was, he says, "an intellectual sharpener of the issues." The Garcia incident, he too agrees, "tripped the sit-in," which in essence "dramatized the depth of feeling and seriousness of student intentions regarding their problems."

The causes of unrest at Alfred are diffuse, Warner believes, but one of them is that "President Miles is not surrounded by sufficiently progressive advisers. I have the feeling that the men from whom he, Miles, accepts advice are honest men whose ideas relate more to the 1950's than the 1970's. These advisers do not understand, nor are they able to cope with, the new generation of students."

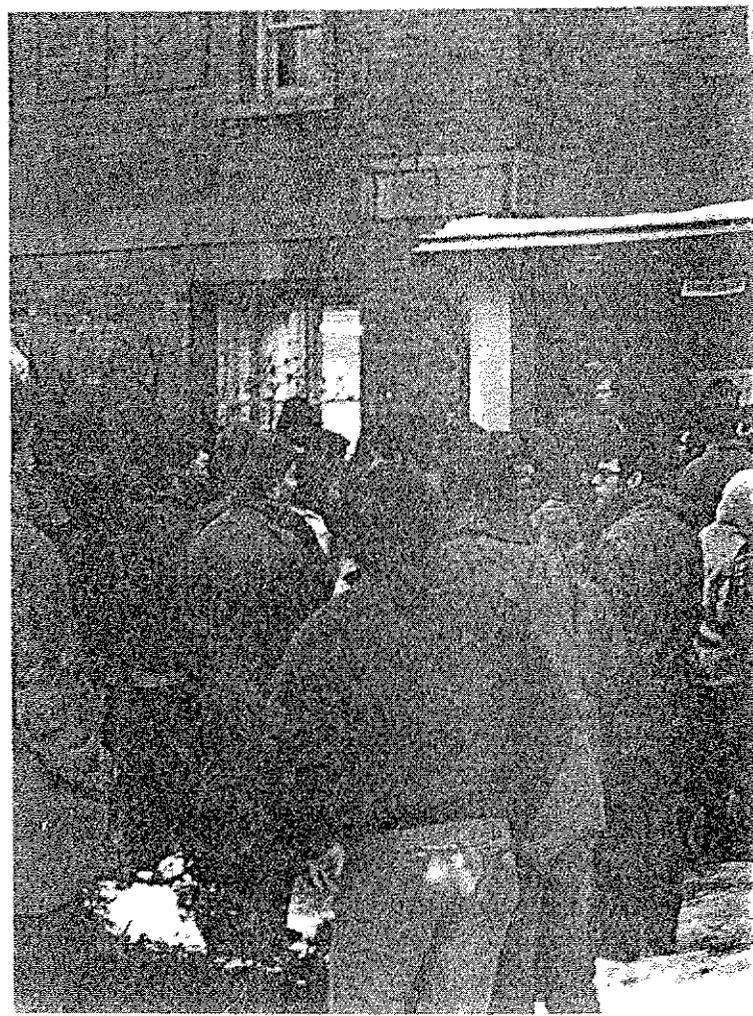
Warner rejects the idea that the sit-in and moratorium will effect substantive changes in University policy. "There is some growth toward reform," he says, "but Alfred will always be some years behind its sister liberal arts colleges in New England—mainly because the quality of the administration, the faculty, and the students is not progressive or imaginative. Alfred follows reforms made at other institutions instead of initiating reform. The changes made at Alfred are socially fashionable changes." Indeed, Warner takes a wry verbal pot-shot at the sit-in itself, describing it, too, as a "socially fashionable action." Still, he agrees with the sit-in as a political method, although he sees little likelihood that a "more progressive attitude toward education" will result at Alfred. This, he says, is "the real problem the University faces."

In Warner's view, the sit-in, far from unifying campus factions, further polarized the University "in the sense that it delineated more clearly the majority of quiescent students and faculty from the minority who are alienated and activist. The majority of Alfred students are living in the 1950's. They accept the authority structure as it is. A minority here sense there is something wrong, but they cannot verbalize it. Most of the students here are poorly read, in fact illiterate, and have only a gut feeling about what is wrong."

Warner would like to see improvements in University governance: assigning more decision-making power to the faculty and students through the device of an all-University Assembly, he says, would be an excellent step. But his blanket answer to the University's problems is, in a word, money: endowment funds "to hire a better quality faculty, a faculty less inclined to leave Alfred;" and scholarship funds "to attract good and brilliant students from all over the country."

The views of Dr. Robert Sloan, chairman of the department of mathematics, are largely antithetical to those of Warner. Sloan carries the rubric of campus conservative. A graduate of the United States Naval Academy, Sloan earned his master's degree and doctorate at the University of Illinois. Before coming to Alfred in 1965, he was variously assistant professor and professor of mathematics at the University of New Hampshire, Carleton College, and the State University of New York at Oswego. A bluff, outspoken man, he has, as chairman of the controversial Student Conduct Committee, become the target of verbal abuse, even vilification. Sloan is a firm believer that rules of social behavior should be obeyed, and that seekers of change should pursue their goals in an orderly manner. He feels the sit-in stemmed from the fact that suspension is included in the range of punishments meted out to rule violators at Alfred; and that "some students did not want anyone kicked out of school." Sloan, who

Students mass in drizzling rain d



rejects confrontation politics as a method of securing redress of grievances, and who disagrees with most of the student demands, reasons that "means are as important as the end. And if the proper channels had been used by the students to voice their grievances, the students could have moved the University just as well." At the same time he concedes that the sit-in may have been the inevitable consequence of the degree of emotionalism centering on the Garcia case. However, in Sloan's view, many of the activists participated in the sit-in simply because they "wanted power for power's sake."

Regardless of student motivation, Sloan agrees that the sit-in and moratorium had the effect of accelerating change at Alfred. But he feels that some of the policy shifts resulting from the discussion-days were made too hastily; they may, he says, lead to much more discontent in the future than would have arisen from the original policies. He is particularly disturbed over a decision resulting in the partial elimination of curfews for freshmen women.² "If I were a parent of a freshman female student," Sloan says, "I would be very hesitant in letting her attend an institution that did not offer her the chance of being able to retreat behind the regulation." If Sloan had had his way, he "would not have dealt with students until they behaved in a reasonable manner." He chides students for having "limited patience. They are the 'right now' genera-

many of the activists participated in the sit-in simply because they "wanted power for power's sake." / The sit-in students "gained everyone's attention, but most of them didn't act with good faith."

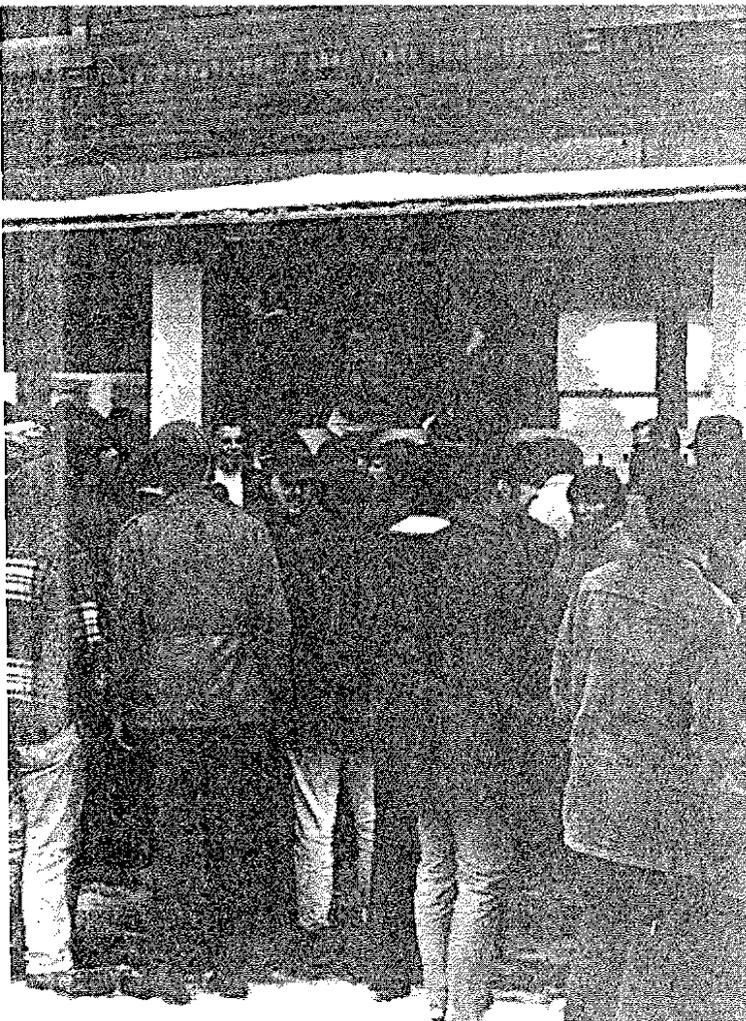
tion. I believe in evolution, not revolution." And he finds no "acute illnesses" on the Alfred campus, although he does see "chronic ones."

Sloan adds that Alfred may well be unique, "because we are a conservative school... teachers here have a tendency to be socially aloof from students, although social aloofness does not mean academic distance. Nor does it mean that teachers here are not concerned about their students. Still," says Sloan, "we should know what it means to be a graduate of Alfred University. We should know why a student comes to Alfred. The University must develop a what-we-want philosophy instead of willy-nilly activities that have neither consistent nor defined purposes."

In substantial agreement with Sloan on the sit-in is Dr. Richard Sands, professor of chemistry. A painstaking and methodical man, he has in past years been called on to chair key University committees or hearing boards. He has a reputation for fairness and for being able to get things done. It was Sands' Student Life Committee that some months ago recommended the liberalized set of dormitory visitation rules later endorsed by the University's Administrative Council and now in force. Sands is one of those who worked diligently during the discussion days to harmonize divergent views. He is plainly disappointed that so few students participated in the moratorium. "The sit-in students gained everyone's attention," he declares, "but most of them didn't act with good faith. If there were 250 students sitting-in there should have been at least 250 students at the moratorium. The faculty and administration who participated in the discussion days took their job seriously; they studied the problems. It seems, however, that the students who sat in did not do their homework concerning the changes they wanted made. Most of the demands were already under consideration before the sit-in. It seems clear to me that the students who sat in did so because they did not want Garcia suspended, and that was it. I feel that if the Student Conduct Committee had held

²The University's Administrative Council has endorsed a recommendation by the Associated Women Students for the abolition of second-semester curfews for freshmen women, and the rule change is now in force. It does not effect first-semester curfews for coed freshmen, which have been retained.

Demanding admittance to Carnegie Hall.





Brian Conley and David Abelson (right) sit in Carnegie office.

open hearings [as a result of the moratorium, it now does] and people knew the full facts of the Garcia case, the sit-in would probably not have occurred."

What the moratorium has succeeded in doing, Sands points out, is to open the channels of campus communications. "The moratorium clearly demonstrated that people in all segments of the University community are dropping the ball when it comes to communications. People entrusted with communicating to the various faculty, student and administrative committees have not done what they should have. Those who stayed around to participate in the moratorium learned a little of how the University operates—and why it takes time to make changes."

Michael Wright, a bearded 21-year-old junior from Bethesda, Md., was a coalition member representing "moderate" student opinion. During the sit-in Wright circulated a petition disavowing the sit-in, but not all of the demands. In retrospect, he feels, the sit-in drew attention to problems existing on campus, but they could have been "better worked out through the agency of existing and proper channels. I think students could have reorganized the Student Senate, or at least made sure that the senate did its job. The senate should be the most powerful group the students have, and should be used as a lever to bring student problems to the attention of the campus community."

Wright agrees with prevailing opinion that the sit-in "was a reaction to the Student Conduct Committee's suspension of Garcia." He feels a demonstration of this magnitude "should make the administration and faculty more sensitive to student ilcas, because it now can be seen what possibly might occur if student problems are pushed aside." Although Wright argues that the list of original demands did not reflect the opinion of a majority of Alfred students, he says the moratorium was a unifying force—"it got the students, faculty and administration talking." At the same time, Wright supports President Miles, feels he "is doing a good job and is sincerely interested in the University's welfare." And he cites a need for what he calls greater student awareness on the campus; he would like to see students take seriously "their role as students—and work through the proper channels, especially when problems have occurred."

Diego Merida, 23, a senior political science major from Waltham, Mass., and an independent member of the student coalition, also stresses the role the Garcia incident played in the sit-in. "The University's action against Garcia before a civil action was taken was the straw that broke the camel's back." He feels the University could not have avoided the sit-in, because the situation was beyond compromise. "Students were committed to action, and a lot of students felt action was necessary to remain true to their beliefs, which were, in fact, the demands."

But underlying the Garcia incident Merida finds more fundamental, "latent reasons" for the events of last December. "Basically, students do not have much of a voice in what is done at Alfred. Many students feel that the committees now functioning are tools to dissipate interest—the sit-in intensified student feeling. There is a general feeling of student frustration not only at Alfred University, but in the society as a whole. The students are frustrated because they cannot define their role at the University and in society."

Merida considers the sit-in a valuable lesson for the University. "It made people in the University realize the extent to which problems were felt." And he shrewdly argues that the sit-in was directed as much against "apathetic students" as against the University

"...students could have re-organized the Student Senate or at least made sure the Senate did its job. . . .Senate should be used as a lever to bring student problems to the attention of the campus community."

administration. When discussing the demands, he is critical. "Most of them were hastily constructed, and there seemed to be a confusion of priorities."

For the future, Merida is unclear as to the long-range effect of the sit-in and moratorium. He says the threat of violence has proven "the best medium for voicing discontent at Alfred." He sees improved communications among students, faculty and administration resulting from the sit-in. But he believes the question of long-term benefit will only be clarified "if an important issue arises again."

Merida, along with many others on the campus, is aware of the greater spirit of activism and concern about social ills that seem to characterize the class of '73. The American Council on Education has reported results of a nationwide study indicating freshmen are showing a greater inclination than their predecessors to engage in protests against United States military policy, campus administration, and racial policies. The study also revealed that this year's freshmen had been more involved in high school demonstrations than last year's crop of students. Merida, indeed, goes so far as to claim the existence of a generation gap between Alfred upperclassmen, "especially seniors, and the freshmen." Freshmen, he says, are a reflection of the society at large. They are "concerned and willing to take action on problems confronting them."

Soon to graduate, Merida questions the content and relevance of his education at Alfred. "Alfred is an institution which churns out diplomas," he says. "My education here is not relevant to the important problems facing society. Education for education's sake is empty. It should be the moral obligation of Alfred University to insure that students here are willing to help humanity, and that students who are so willing have the academic facilities to help their commitment along. Presently, Alfred stifles students who have a social consciousness. Alfred should be more of an innovator than a follower."

Merida's prescription for positive change would be to "emphasize a commitment to intellectual growth here—a commitment that would manifest itself in the improvement of students and faculty. If problems cannot be dealt with intellectually here," Merida adds, "then the University will remain an institution that will continue to graduate people who will not help the human condition in American society."

A different reaction—and a candid admission of the existence of a far wider generation gap—is voiced by a longtime village resident, newspaper publisher, and keen observer of student foibles at Alfred. Eugene Van Horn, bearded owner and editor of *The Alfred Sun*, was graduated from the University in 1936. He confesses to a "feeling of discouragement with the younger generation and a feeling of frustration on the part of those within the ages of 50 and 75 at our inability to understand the morality code of the present college group."

...students do not have much of a voice at Alfred. The demands were hastily constructed and there seemed to be a confusion of priorities." / "The main cause is a total lack of unity among the students themselves."

Van Horn's view of the sit-in, which is probably an accurate gauge of village sentiment, is that the incident was plainly uncalled for: "There was no basic reason for it. Having observed University administrative policies over the past two years, I feel the administration has acceded to enough student demands, ROTC for example [ROTC became an elective, rather than mandatory, course for freshmen and sophomore men last September]. Returning alumni are upset in many cases by the audacity of the student body at the present time. When we were students we had much more respect for the faculty and administration. Personally I would back President Miles, or any University president, in decisions that he makes for this reason: I feel he is the man who has access to student opinion, alumni opinion, faculty opinion and trustee opinion." And in Van Horn's judgment, the president's sources of information "should enable him to formulate a program or policy which would be advantageous to the growth of the entire University."

Barbara Bredl, a pretty 21-year-old brunette from Buffalo, would take exception to Van Horn's blanket endorsement of presidential policy. A history major who was graduated a few weeks ago, Barbara argues that Miles fails to relate to the University community. "He seems above and apart from it," she says. "We expected a leader [in Miles] and got a benevolent despot. He's done much for the school but he seems to be working with an image of what he sees Alfred becoming...and anything that doesn't fit the image—well, you can't depend on his reaction."

Although Barbara identifies her conception of Miles' attitude as "one cause of the recent unrest"—it is not the whole story. "The main cause is the total lack of unity among the students themselves." The idea of a moratorium, she finds, was a good one: a forum for students, faculty and administration to come together and exchange views. "But what was forgotten was that too few students really care and others only want to do something when there is excitement attached to it." Barbara opposed the sit-in as a political method. But she supported some of the demands. "If students had worked as a whole on any of those demands they could have gotten them," she says.

Barbara Bredl



"Alfred is unique. We're still in our little isolated valley. Everything here is self-centered. The bigger, urban schools are thinking about overall patterns while what we're talking about is whether we can have a boy in our room or not. Alfred is so poor academically, more so than when I came—and the students do not move a finger to do anything about it. The administration is willing to take in anyone to fill the enrollment quota. And I've had teachers this year who were poorly prepared and in my opinion could not have cared less about teaching. Not poor teachers—rotten teachers. I've had quite a few students tell me they are completely bored with classes. The cutting rate is tremendous. There's no challenge academically except for a few fields, such as ceramics and history. The students here are dead academically and so are the courses. It's sad when I have to say this. I really enjoyed my first two years at Alfred. I stayed on because I'm a creature of habit."

Barbara Donaldson, 20, a sophomore majoring in fine arts, is a mini-skirted blonde from Iselin, N.J. She represented the Associated Women Students on the moratorium's student coalition. She, like Diego Merida, notes the failure of student activists to assign priorities to their original demands: she believes "they should not have been all lumped together since some problems were more serious than others." "Student frustration...urgency of problems...the suspension of Garcia"—these, she says, were the causes of the sit-in. She questions the action's wisdom, but feels that "at least it got the problems out into the open."

Barbara argues that the sit-in could have been avoided if President Miles had told the students in Howell Hall Dec. 9 that talks on the demands "would immediately begin." According to Barbara, many students simply felt that Miles, in refusing to discuss the 14 points, was "putting them off." She says the subsequent moratorium unified the campus—students, teachers, administrators found themselves working together. She now declares "earnest attempts should be

initiated by President Miles to understand and solve student problems instead of listening to the opinions of alumni and people who are not living at the University." But Barbara believes future student problems "will be dealt with immediately."

Larry Friedman, 22-year-old senior from West Orange, N. J., and former editor of the student newspaper *Fiat Lux*, observed the sit-in as a stringer, or part-time reporter, for the Gaunett chain's evening newspaper in Rochester, the *Times-Union*. An English major now planning graduate study, Friedman has the curious knack of speaking with the syntactical discipline of a skilled essayist. He sees the sit-in as an outgrowth of "an accumulation of events beginning with the Professor Kay incident [Dr. M. L. Michael Kay was dismissed in the spring of 1968 for 'consistent violation of University policies' following an anti-ROTC demonstration on Merrill Field] and covering the gamut of student regulations which many students felt to be contrary to the rights of American citizens." The sit-in, continues Friedman, was symbolic: "It re-emphasized the grievances some students felt, but many students involved in it were operating under the misconception that President Miles is directly responsible for all regulations and changes that occur at Alfred University. This is not the case. While President Miles does represent the University as a whole, an action taken against him personally instead of against the people responsible for the regulations and for the way in which committees function appears to be misdirected. For instance, Dr. Sands is in charge of the Student Life Committee—it would therefore seem logical that students who have a grievance concerning student life regulations should direct the grievance to the origin instead of to President Miles." At the same time, Friedman faults the administration for failing to "discern inequities functioning in many University regulations and policies." The administration, he says, handled the sit-in well. But if it had possessed "enough insight" to "have acted to correct inequities" prior to Dec. 10, then, in Friedman's view, the sit-in could have been avoided.

Friedman believes long-term benefits will accrue from the sit-in. "Faculty and administration will be more aware of student problems and will take steps to correct them before such another collective action by students materializes. The Student Life Committee will be more aware of progress made at other universities and will attempt to make sure that Alfred moves in the mainstream of policies and liberalizations established elsewhere. The sit-in offered Alfred a challenge to liberalize itself. In my opinion, the University has to accept this challenge in good faith, to make sure that Alfred does not fall behind the times again. The sit-in proved that Alfred students will no longer be complacent."

Dr. Richard C. Martin, 37, energetic, dark-bearded assistant professor of physics at the College of Ceram-

ics, has emerged from the events of December as an adroit mediator between contending campus forces. Martin holds the chairmanship of the powerful University Faculty Council—a group drawing its membership from the University's five academic divisions. Martin mixes easily with students; he also has the ear of the University president. Martin's Faculty Council was instrumental in bringing the student coalition's moratorium proposal to the attention of the faculty at large and in winning faculty approval for the cancellation of classes on the two discussion days.

Martin has been a consistent critic of the operation of the Student Conduct Committee. Under Martin's leadership and long before the December sit-in, the University Faculty Council called for a restructuring of the Student Conduct Committee and a reassessment of social regulations. The council asked the University president to ease the suspensions meted out to the two students charged in October with violating visitation regulations. But the request was denied. Martin contends that the Faculty Council "anticipated some of the students." He feels the Student Conduct Committee and the entire question of a judicial system at Alfred precipitated the December sit-in; but that the sit-in was a "symptom." Martin is uncertain as to underlying causes. "The students won't tell," he says. "They don't really know. Perhaps it's a lack of a sense of community and broad participation in all decisions. And there is the real question whether educationally we do all that we can at Alfred." In formulating their demands, says Martin, "the students sensed there were problems and that we should sit down and attempt to solve them."

Martin points out that before the sit-in he tried to tell students change was in the wind at Alfred; committees at that time were considering the major grievance areas—social regulations and the judicial system. But the students were deaf to entreaties; what they saw was that some of their number were being suspended by the Student Conduct Committee. And it was the judgment of many students, a judgment Martin shares and articulates, that the "Student Conduct Committee was not properly constituted." Notes Martin: "A person from the student deans' office brings charges and others of the deans' office sit on the committee." The deans' office, Martin says, is a "tight knit" group, raising the possibility of intra-office discussion of a particular case before trial, with the attendant danger "of prejudgment on the part of the deans." This, he adds, "still has not been eliminated."

Under a new arrangement the deans, two of whom will continue to sit as members of the Student Conduct Committee, no longer act as "prosecutor" in disciplinary proceedings, as was once the practice. This responsibility now falls to the University proctor, who although not a dean, is a member of the student personnel office.

In developing the theme of the deans' relation to

the entire question of a judicial system at Alfred precipitated the December sit-in. . . if Alfred "takes advantage of what has boiled up, the sit-in could be one of the best things ever to have happened. . . This is not to say the students are right. But let's find out what's bugging them."

the Student Conduct Committee, Martin cites a controversy stemming from the October disciplinary action: "Dean King's not hearing all of the testimony in the case and then voting on the punishment."² Martin characterizes the incident as "obviously irregular," one that should "not have been tolerated." The University president "here had an opportunity for corrective action," says Martin, implying the president let the opportunity pass—an opportunity "to show greater sensitivity to student concerns." And this, continues Martin, "is what much of it comes down to, sensitivity to what students want." Martin deplores what he calls "a degree of insensitivity to students as people" at Alfred.

The sit-in, he says, catalyzed the moratorium, but the moratorium "had been suggested in the past." [For example, at an October meeting of University line officers Dean Powers proposed a series of discussion days for the spring semester, and was directed to proceed with plans.] Martin believes the moratorium has had some unifying effect—"this sense of dialogue we're now experiencing"—and that if Alfred "takes advantage of what has boiled up, then the sit-in could be one of the best things ever to have happened at the University; it has that potential. This is not to say students are right. But let's find out what's bugging them."

Martin feels that many students participated in the sit-in for a lark: "It was fun." And he expresses disappointment at the lack of wide student interest in the moratorium. If students voting to hold the discussion

²In the October disciplinary action resulting in suspension of two students, Associate Dean of Students Donald King, a member of the Student Conduct Committee, was late for the hearing, missing part of the testimony. King did not vote on the question of the students' guilt or innocence. He did, however, vote on the punishment. Whether his vote was for suspension or some other punishment has not been revealed; the Student Conduct Committee as a matter of policy does not reveal members' voting records. The committee's suspension ruling went to President Miles on appeal. He returned the decision to the committee for further study and consideration. The committee declined to reverse itself, and Miles upheld the suspensions.

...many students "don't know why they are here (or) where they are going. . .because of this mood and because they are questioning the entire governing process, the institution must assess its goals and purposes."

days were indeed voting for two extra days of Christmas recess, then, Martin says, "it indicts them and also the University—we must have failed somewhere." But he takes the overview that Alfred is not unique, that "nationally the real participation of students generally is meager."

For the future, Martin would like to see class size decreased in the freshman and sophomore years. "Maybe this is part of the problem," he says. Martin endorses the president's proposal for a University Assembly; he advocates increased participation by students and faculty in the decision-making process. "I think there is something new at Alfred," Martin says, "new from a structural standpoint." But what he hasn't seen, he says, and is looking for, is a "fundamental change in attitude."

Donald King, associate dean of students, is a personable young man who joined the University's administrative staff last July after two years as a student personnel officer at Brockport State College. He holds a bachelor's degree from Morris Harvey College, Charleston, W. Va., and a master's degree from Springfield College, Springfield, Mass. King has repeatedly refused to be drawn into a justification of his conduct during the October disciplinary hearing. "On the whole subject of the Student Conduct Committee," he says, "what we're getting to is the basic issue of trust. Students are questioning the integrity of individuals without even knowing the individuals' personality, and without knowing how the Student Conduct Committee functions. As to my own participation in the first case, I don't have to defend it. People are questioning my judgment in that situation. There have been accusations by faculty and students against me without knowing me and without confronting me." What King particularly deplors is that "we have become legalistic instead of sensitive as to what's best for a particular individual up before a particular hearing board, and also as to what's best for the entire community."

King sees the December disruption on the Alfred campus less as a response to the operation of the Student Conduct Committee than as a reflection of a much broader trend. King finds nationwide a "lack

of communication between students and faculties and between faculties and administrations." He notes a tendency on the part of faculty and administration at Alfred to become "defensive" when communicating with students. "We actually don't recognize the concerns of students, which are feelings of frustration focusing on the governing process of the institution. And the students," warns King, "are more reactive today."

In addition, says King, many of the students he talks to "don't know why they are here at Alfred, Society, or parents, indicate this is the thing to do. But the frustrations on the part of students today are deeper than something I would have noted four years ago." Many of these students, says King, simply "do not know where they are going."

Because of this mood and because students "are questioning the entire governing process," argues King, "the institution must assess its goals and purposes. Changes are needed. Instead of continually reacting to students and of being on the defensive, instead of waiting for students to revolt, the institution must innovate and effect changes that are educationally beneficial."

But if disruption occurs, says King, then the University must side with order. The sit-in could have been prevented "by not allowing the students to enter." If the students had forced entry, then, in King's judgment, "action should have been taken."

King questions the sincerity of most of the student demands. He believes there were only two basic issues: "The court system—Student Conduct Committee—which permits students to be suspended, and the case of Richard Garcia." The rest, he says, "were superficial." He is distressed by the failure of any appreciable segment of the student body to participate in the moratorium. But he feels that most students are satisfied with the University. However, for those who are dissatisfied King insists on orderly protest. "There must be some other means of communicating than by using disruptive measures," he says. There has to be "more relating between students, faculty and administration on basic issues that involve us all instead of this barrier, this groping for power."

When speaking of the concept of *in loco parentis*, King is plainly scornful. "We have to get out of this whole area," he insists. "For students to mature and develop they must be treated in a realistic rather than idealistic environment. We also have to educate students to accept the consequences of violating the rules and regulations of the University. But this office," he adds, "is still in the business of helping students to understand themselves and to develop their own styles of life."

The individual ultimately responsible for the enforcement of campus regulations, for leading students to an awareness of themselves, for weaving the myriad strands of scholarship, free inquiry, enrollment, fac-

ulty, buildings and endowment into a single fabric labelled university is Leland Miles, 46, Alfred's 10th president. Miles is a tall man with a pepper-and-salt moustache; he favors dark suits brightened by diagonally-striped ties, and is an inveterate pipe smoker. His formal education encompassed a restless blend of history, English literature, philosophy and religion. He was graduated from Juniata College in 1946 and subsequently earned an M.A. in English literature and a Ph.D. in English and American literature at the University of North Carolina. In 1949 he undertook post-doctoral study in philosophy and religion at Duke University. He has written extensively on the 16th century English Reformation and on two of its towering idealogues, John Colet and Thomas More. Before assuming the presidency of Alfred in 1967, Miles was a teacher or administrator for 18 years in colleges and universities in Indiana, Ohio and Connecticut.

When discussing the events of last December Miles shifts position from behind his Carnegie Hall desk to an adjoining armchair and fiddles with a pair of heavy horn-rimmed glasses. He is quick to place Alfred's problems within a national context. He points out that at both the Massachusetts Institute of Technology and the University of Iowa, to cite a few examples, students have protested current judicial systems: "At both institutions meetings of the equivalent of our Student Conduct Committee have been disrupted. At Iowa the disruptions were so bad the University president suspended the entire judicial system

and installed a retired state supreme court judge in its stead. Thus the protests against our own Student Conduct Committee here at Alfred, and against our judicial proceedings, are part of a national pattern. All this emphasizes the immediate communications available to us in an electronic and television world, where students on the Alfred campus can hear instantly what's going on at M.I.T. and at the University of Iowa."

Miles stresses "governance" as the "basic problem at Alfred." "Looking back," he says, "I've come to the conclusion that the way we govern ourselves at Alfred is crazy, obsolete and destructive." The University, declares Miles, has traditionally been divided into three power blocs—students, faculty and administration—and "the president is not a part of these blocs. He runs like a nervous courier between the three in their private enclaves, telling each what the other said. Moreover, they are power-less blocs in that they spend all their time trying to get one up on each other. But they can't do it. Instead, they neutralize one another. That's where the frustration comes from—this sense on the campus of getting no movement and no action. The president feels frustrated; the blocs feel frustrated. The secret of governance is to dissolve the power blocs. Let's eliminate the *Faculty Council*, *Administrative Council*, *Student Advisory Council*. And in their place let's create a *University Council* or *Assembly*. This is the concept I've recently proposed to the campus community."

President Miles surveys crowd in reception area.



“. . .the way we govern ourselves at Alfred is crazy, obsolete and destructive. The secret of governance is to dissolve the power blocs. . . and in their place let's create a University Council or Assembly. This is the concept I have recently proposed to the campus community.”

In analyzing the immediate causes of the December sit-in, Miles, too, pin-points the Garcia case. He cites “the concern by some students over the fact that Garcia was recommended for suspension. Closely related to that was the issue of whether it is fair to hold campus disciplinary hearings prior to court trials. This is being argued out on many campuses. There is a common misunderstanding that campus hearings involve double jeopardy, which is not legally so. One of the values of the moratorium was that students who participated in this specific issue began to realize why it is necessary in some cases to hold campus hearings in advance of court trials. And the reason is that a community has to protect itself. There may be a danger to the community if certain individuals are not separated from the campus in advance of a court trial. To sum up, two of the sit-in's underlying causes were the suspension of Garcia and the related emotional issue of campus hearings preceding court trials. Also, I think there was another cause related to Garcia—the operation of the Student Conduct Committee. It met in closed session. This method of operation precipitated rumors that were largely untrue. That we've now moved to open these hearings is a healthy development and has eliminated many of the objections.”

In his dealings with students Miles has steadfastly refused to accept the term “demands.” When discussing the events of last December he bristles visibly at mention of the word. “We'll lose all rational civility if we continue to use that word in our common dealings with one another,” he says. “But as for the ‘requests’ or ‘proposals’ I would say that some had been put into effect and a number of others were already in committee at the time of the sit-in. As for those requests that had not been approved or were not in committee, I would be sympathetic toward many of them. What I was not sympathetic to was the student insistence that I immediately say ‘yes’ or ‘no’ to these

requests. It's a distressing thing for complex propositions to be advanced and for immediate answers to be demanded.”

Miles “reluctantly” questions the 14th and last of the Dec. 9 list of demands or propositions. It describes students as responsible people who should be given a greater role in University policy-making. “I have always operated on this theory,” notes Miles. “For example, in the fall of '69 I tripled the number of students serving on all-University committees. It then took weeks of intense prodding from committee chairmen before the Student Senate was able to fill the student positions. Even when the positions were theoretically filled, the students simply did not show up for committee meetings and the senate had no apparent method of replacing them. More recently the Student Senate decided to boycott University committees altogether. Then 843 students voted to hold the moratorium, and only a tiny fraction actually remained on campus to participate. This was irresponsible, hypocritical and dishonest. Some students said they had other plans—well, we all had other plans.”

As a University, Miles finds, Alfred is “fairly typical.” A tiny fraction of the student body wants “no law, no regulation, and would, if given the opportunity, commit violence. Then there's another variety of student, the Che Guevara type; he loves emotional mass meetings, likes to be labelled a leader, but has a concept of leadership that excludes some of the unpleasant facets of leadership. This student has no stomach for the nitty-gritty of the democratic process. Most of our campus ‘revolutionaries’ didn't show up for the moratorium. Then there's the category of student who talks of wanting responsibility but when given it, refuses to accept. Then there are the idealistic students who work their tails off, and also the earnest idealistic students who don't want to work. And then there are the apathetic students who couldn't care less.”

Miles is convinced that a majority of students are not interested in getting deeply involved in governance of the institution, although many of these so-called “apathetic” students are extremely interested in questions of curriculum, teaching and scholarship. Miles feels, too, that three myths may have been dispelled by the moratorium: “The myth of urgency—that the discussion days had to be held immediately; the myth that a majority of students wanted the moratorium; and the myth, if indeed it is a myth, of responsibility. We were told students would attend the moratorium and would work, but few showed up. I believe intuitively that students are responsible, but most of the current hard evidence disputes this.”

Miles emphasizes that his administration has moved vigorously to modernize and to liberalize the campus during the past few years, and that the process is by no means complete. “All we can do is to move with all deliberate speed,” he says, “and hope to carry along

with us those University constituencies whose support we must have to survive."

As for the moratorium, he does not feel it has "created a liberalizing movement—we have, after all, been liberalizing for two years. What it did was to accelerate momentum in this direction. It brought about a situation in which the power blocs were compelled to sit down and talk, and it was the inspiration for the idea of an all-University Assembly in which people would be able to talk across power lines." There is, believes Miles, a sense of "interested consideration" for the Assembly proposal among campus factions.

Miles is aware that some students and faculty members charge that he "fails to relate to them" or "talks around or above them." He attributes the problem to his background, one of formal scholarship. "A person sometimes picks up a vocabulary that is natural to him and suitable to the classroom. It's a habit of life that one does not easily shake. There is also a suspicion of the man who is too articulate; perhaps this is why Adlai Stevenson was not elected to the presidency of the United States and why *National Review* Editor William Buckley is so heartily disliked in some quarters. People often equate rhetorical ability with dishonesty and insincerity."

Reflecting on the problem of communication, Miles wonders aloud "what more can be done at Alfred given the limitations of any president's physical resources and the fact that there are only 24 hours in each day." He points out that his daughter, Christine, has never physically seen the president of Boston University, where she is a student. "By way of contrast, Mrs. Miles and I have visited fraternities, dormitories and the Pub—we eat as often as possible in the Campus Center. I have a Student Advisory Council which meets in my own home. I'm conducting a seminar on great books open to anyone who wishes to attend. But communication is a two way street. When I attempted a question and answer column in the *Fiat Lux*, I had to wait several months before anyone submitted a question. And our isolation is a problem, a major problem. We are trying to overcome it, trying to deepen the intellectual atmosphere at Alfred by means of a greatly-expanded convocation program and hopefully through



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the Allentown [a four-week independent study program scheduled to go into effect next winter]."

As to the charge by Prof. Horowitz that Miles "forced the Division of Business Administration down the faculty's throat," the president sees this, too, as primarily a matter of communication. "Communication is as vitally important with faculty as it is with students," Miles says, emphatically rejecting Horowitz's argument. "Before the division was instituted," he declares, "two administration-faculty committees explored the situation and recommended approval. I discussed the matter at length at a formal Liberal Arts faculty meeting and approval was obtained from every Liberal Arts department chairman who would be involved with the new division."

Language, says Miles, is part of his personality. If, in attacking the way he speaks or otherwise communicates with the campus, his critics are saying the administration is all talk and no action, then Miles' response is one of "look at the record." The University, he says, has a "new parietal system on campus; we have abolished almost all curfews, we have revamped the Student Conduct Committee. Several dozen recommendations came out of the moratorium. Half of them were acted on immediately and favorably. Most of the remaining recommendations are under active consideration by appropriate committees. Any suggestion that nothing came out of the moratorium would be a distortion of truth. The record is there."

Miles is undoubtedly right in his contention that substantive change has occurred at Alfred during his tenure in office. And he would agree that much more change will come and should come. The question is, how will it come? Through disruption and force or through reason and order? This is the problem that continues to nettle Alfred University and indeed all higher education in the United States today and for which, unhappily, there is no easy or reassuring answer.