

President Coleman's Statement on Campus Unrest

On June 26, Haverford President John Coleman spoke before the special Senate committee on Resolution No. 14 (campus unrest), in Harrisburg, Pennsylvania. The following are excerpts from Coleman's speech:

... I welcome this chance to meet with the special Senate committee. It is true that I come without battle scars; there have been no takeovers, no shutdowns and no violence on our campus. But we are not alone in that. Whatever the headlines suggest to the contrary, the vast majority of the campuses in this Commonwealth and in the nation have been without major ugly incidents. None is as tranquil as it once was; but most still have time on their side to avoid being torn apart by insiders or outsiders....

The ultimate test of our college is not whether we have trouble or not, but how we handle it if it comes. And I have insisted that peace on any of our campuses bought at the price of progress is peace dearly bought.

Fear of Overreaction

There is one basic concern which brought me here this morning: a fear of overreaction by the public and its law-makers to what is happening in higher education. I admit I'm frightened -- but more by the possible actions of many adults than by the thoughtless actions of a few students and a few faculty members....

I do not believe that we need any new legislation at this time. There are ample laws on the books to deal with everything from unlawful trespass to armed assault. Anything more than that might give momentary pleasure to those in the Commonwealth who want to lash back against whatever they hear on campuses. But their pleasure will

be short-lived, for the root causes of unrest will be untouched. And, in the meantime, campuses that are doing unreasonably well in working out their own problems may be hemmed in by new laws inappropriate to their particular conditions.

Yet it is only a half-truth to blame today's campus unrest on external events. A big part of the problem is right back on campus.

For too long, we in higher education have been isolated from responsible, informed, and sustained criticism. We have been able to ignore the criticisms of outsiders by an insistence that only we, the professionals, knew what was best to do. Until recently too, we have had little pressure from inside to re-examine our ways of doing things. As a result, we've had a record of being rather loud in our cries for reforms in all the rest of society's institutions and rather quiet about reforming ourselves. We're too often drifted into ways of doing things that are sloppy, routine, or just plain dull.

Many of today's students know this. The best of them come to us expecting intellectual excitement and true concern for individual growth. What they find ... are values that bear little relation to what man is doing to the world around him.

Few Revolutionaries

There are many things to say about today's students. One side has been well covered in the mass media; some of these students can be impatient, crude, thoughtless and self-righteous. A few -- very few -- are revolutionaries for whom vaguely defined but supposedly glorious ends justify even violent means. Those few would build for us a new world so tasteless and so authoritarian that none of us would want any part of it.

The other side has been poorly covered and inadequately recognized. Who has given

this generation credit for the fact that so many of them take seriously the core values that the rest of us have talked about for so long -- peace, brotherhood, and justice among men? Where have we read about the basic optimism that surges through this generation only thinly masked by a surface air of toughness and "cool"? Who salutes their ability to ask the hard questions today? (I don't give students any higher marks for answers than I give to my own generation an incentive to work with theirs in the joint search for answers.)...

Need to Respond Creatively

The danger we face is that, in reacting to the excesses of the few on our campuses, we're going to do great harm to the moderation of the many. ... Recent history shows that ... large numbers will reluctantly go over to the opposition, convinced that we've placed all of our emphasis on order and none of it on progress.

Our chance to hold the moderates lies in our ability to show that order and progress need not be rivals. ... There has to be a third way which values means and ends alike. We're paid as administrators to help find that way.

The complete one-sidedness of the mail on a campus where we've had a good year alarms me. It's one small sign of panic loose in the land.

If we yield to this panic, the consequence will be grim. To repress legitimate dissent, from within or without, will bring neither order nor progress. To legislate how this dissent is to be dealt with on campuses will rob schools of finding their own paths to suit their own conditions. In short, overreacting to the crudest of the militants will give them a bigger victory than they deserve. If they get us to pass repressive laws, they'll have trapped us into confirming

their worst suspicions about leadership in this country. Then we'll be doing for them what they cannot do on their own: we'll hand them the support of the moderates who still wanted to believe this society is worth saving.

At a minimum, we should now get the message that we need two sets of procedures for dealing with dissent in our midst. One set of such procedures should clearly protect orderly dissent whenever and where it arises. That is part of the mission of a free society's colleges. Another set should equally clearly protect the institution and its constituents against disorderly dissent. Without order and dialogue, we're lost. Both sets of procedures must be tailored campus by campus to meet local conditions. ... Our job is clear. We CAN do it -- and we deserve the time to get on with it.

Reacting Harms Moderation

There is a need to respond creatively to the pressures now on us. The biggest internal sources of student unrest -- curriculum and grading reform, treatment of black students and black studies, involvement in critical social issues -- are all ones to which we can respond in ways that leave our institutions stronger rather than weaker....

We still have a long way to go. None among us knows what the future of the colleges will be. We know we must adapt to new conditions and still hold on to some tested truths about the pursuit of knowledge and of the whole life. We are in for tougher times than we have yet known in reconciling the new with the old.

In that task, we can use all the help we can get. As one President, I hope that such help won't take the form of laws. Watch us. Prod us. Ask us the hard questions. But don't try to do our work for us.

Letters (Continued from page 2)

change if constructively put to use.

This academic year at Haverford can be an exciting year of change, or it can be another year of student verbiage and little student action. And if it is the latter kind of year, we shall have no one to blame but ourselves, for it will be 650 students who will determine the nature of 1969-70 at Haverford College. Good luck and best wishes.

Jonathan W. Delano, Secretary
Haverford Students' Association

BMC Film Series

On Wednesday, Sept. 17, the Bryn Mawr film series will present "Cartouche," in the biology lecture room at 7:30 p.m. and 9:45 p.m.

The film, which stars Jean-Paul Belmondo and Claudia Cardinale, is a fast-moving satire of costume adventure dramas. It was directed by deBroca, who also did "A Man From Rio" and "King of Hearts."

Admission is 75¢ per movie, \$3.00 for the semester film series

Selection Committee

A committee of 21 persons was the major instrument in the selection of Harris L. Wofford as new Bryn Mawr president.

Among the trustees and directors on the committee were Judge Edmund B. Spaeth, Jr., chairman, Mr. John Forsythe, Mrs. John Gordon, Mrs. Rustin McIntosh, Mrs. Cornelius Vermeule.

Faculty members included Prof. Charles Dempsey, Mrs. Richard Dunn, Prof. Michel Guggenheim, Acting Pres. Dorothy Marshall, and Prof. L. Joe Berry.

Alumnae representatives were Mrs. Thomas Thacher, Mrs. Samuel Lachs, Mrs. Henry Mali, Mrs. Daniel McNamee, and Mrs. Guthrie Speers.

Graduate students were represented by Mr. Richard Fenn and Janet Walker.

Undergraduates Doris Dewton and Cap Sease were replaced on the committee by Pat Rosenfield and Cynthia Shalmar.

Campus Construction

