

# MATTERS OF CONSCIENCE<sup>®</sup>

ISSUE No. 63

APRIL, 2019  
(Mailed in Mid-May)

## WHO CARES? AND WHY DON'T WE? THE ATTACK ON WESTERN CIVILIZATION PART 5

### PREFACE

THE BROAD ATTACK ON WESTERN CIVILIZATION (WCIV) FROM WHICH WE MUST NOW DEFEND OURSELVES COMMENCED IN THE LATE 19TH CENTURY WITH THE WRITINGS OF KARL MARX AND OTHER SOCIALISTS COMMITTED TO IMPROVING THE LOT OF THE UNDERPAID WORKING CLASS AND ACHIEVING A REDUCTION IN THE ENORMOUS CULTURAL, SOCIAL AND ECONOMIC DIVIDE BETWEEN THE UPPER AND LOWER CLASSES OF THAT TIME.

THE MARXIST OPPOSITION TO CLASS DISTINCTION WAS ABSORBED BY LENIN'S COMMUNISM WHICH EXPANDED ITS AMBITION, TARGETS, METHODS AND EXTREMISM IN AUTHORITY AND HUMAN DOMINATION. IN THE CHAOTIC TESTING GROUND OF POST WORLD WAR (WW) I EUROPE THESE TWO AUTHORITARIAN SOCIAL/POLITICAL FORMS OF GOVERNMENT FOUGHT A BITTER BATTLE TO DETERMINE WHICH COULD CLAIM SUCCESS IN MOVING "THE OLD ORDER" TO HISTORY'S SIDELINES.

WHEN HITLER BECAME CHANCELLOR AND TOOK POLITICAL CONTROL OF GERMANY IN 1933, HE APPLIED THE FULL POWER OF THE STATE AGAINST THE COMMUNISTS, AND IT'S WORTH RECALLING THAT THE "NAZI" DESIGNATION WAS AN ABBREVIATION FOR HIS NATIONAL SOCIALIST PARTY. MANY COMMUNIST MEMBERS, AGITATORS AND ACTIVISTS WITH THEIR LIVES IN PERIL FLED TO OTHER COUNTRIES — NOTABLY THE US WHERE THEIR LINE OF

WORK COULD BE CONTINUED WITHOUT CONFRONTING EUROPE'S EXTENSIVE VARIETY OF NATIONAL, LINGUAL, ECONOMIC, AND LABOR CUSTOMS/LAWS; AND WITHOUT, THEY THOUGHT, THE EXTREME WORKPLACE VIOLENCE THAT THREATENED INDUSTRIAL PLANTS IN THE MAJOR EUROPEAN COUNTRIES — SPAIN, FRANCE, ITALY, ENGLAND AND GERMANY.

EUROPE, IN THE GREAT DEPRESSION (GD), WAS SUCH AN INCLUSIVE COMBINATION OF FINANCIAL AND SOCIAL DISASTERS THAT AMERICA, EVEN IN OUR ECONOMIC AGONY, OFFERED A BETTER RETURN ON COMMUNIST EFFORTS AND ENERGY THAN IN WHAT REMAINED OF "THE OLD ORDER".

THE RESULT WAS AN EXODUS OF COMMUNIST/SOCIALIST WRITERS, ARTISTS, SCIENTISTS, HISTORIANS AND OTHERS WHO INFLUENCED PUBLIC OPINION AND MOST OF WHOM FOUND EMPLOYMENT IN OUR SCHOOLS, COLLEGES, THEATRES AND OTHER CENTERS OF RELATED ACTIVITY. SOME OF THE MORE FAMOUS ONES IN HOLLYWOOD AND ON BROADWAY PAID THE PRICE FOR BEING IN THE PUBLIC EYE BY BEING SUBJECTED TO CONGRESSIONAL INQUIRIES OR EDITORIAL JUDGEMENTS, BUT POWERFUL FORCES AND EMOTIONS WERE IN PLAY. THEY BROUGHT TO THE FOREFRONT IDEALS OF LIBERTY, PATRIOTISM AND HISTORICAL VALUES WHICH WERE COUNTERED BY MANY ON THE LEFT WHO HAVE MAINTAINED A RELENTLESS ATTACK ON OUR HISTORY AND VALUES FOR ALMOST A CENTURY.

### ABBREVIATIONS ARE LISTED ON PAGE 14

**IN THIS ISSUE:** WE ADDRESS THE LEFT'S DOMINANCE OF POLITICAL THOUGHT AND BEHAVIOR IN OUR ACADEMIC INSTITUTIONS.

**IN OUR NEXT ISSUE:** WE WILL BEGIN A NEW SERIES THAT WILL CONTINUE TO ENGAGE THE TOPIC OF THE CURRENT MULTI-SOURCE ATTACK AGAINST WESTERN CIVILIZATION (WCIV). IT WILL HAVE THE TITLE, "DEFEND AMERICA NOW", AND WILL OFFER A CONTEMPORARY VERSION OF AMERICA'S HISTORICAL ROLE AS THE WEST'S ULTIMATE LINE OF DEFENSE. AND, IF SPACE PERMITS, WE WILL DISCUSS OTHER CONCERNS THAT NOW FACE OUR LEARNING CENTERS AND/OR THEIR STUDENTS.

# CENTER FOR PUBLIC CONSCIENCE

P.O. Box 220722  
WEST PALM BEACH,  
FL 33422-0722

www.  
centerforpublic  
conscience.org

Email:  
moconscience@aol.com

**Bromwell Ault**  
Editor/Founder

The Center for Public Conscience has no affiliation with or loyalty to any particular political party or movement and none of its principals has ever held an elective or appointive political office; nor will they in the future. It receives no revenue from advertising or any source other than subscription income and voluntary contributions which are tax deductible under section 501(c)3 of the IRS tax code.

The contents of this report are protected by U.S. copyright law. However, reproduction for non-commercial purposes is permitted if full and prompt attribution of the source is included.

THIS WAS AN EXTRAORDINARY TIME IN AMERICA AND NO MORE SO THAN IN OUR SCHOOLS, COLLEGES AND UNIVERSITIES. LOOKING BACK TO OUR ORIGINS, IT IS ARGUABLE THAT NO BASIC ELEMENT IN OUR DEVELOPMENT HAS CHANGED MORE THAN THE EDUCATION WE PROVIDE TO OUR CHILDREN. LIKE THOSE OTHER KEY FORCES WE EMPLOY TO GIVE MORAL MEANING AND FORM TO OUR SOCIETY — WEALTH, RELIGION, GOVERNMENT, TECHNOLOGY, ETC. — “ONE SIZE DOES NOT FIT ALL” AND OUR SOCIETY’S PROGRESS INVARIABLY FALTERS OR IS DEFEATED BY HUMAN DIFFERENCES. THAT THESE DIFFERENCES CAN PERSIST AND RISE TO THE HIGHEST LEVELS OF OUR ECONOMIC, POLITICAL, RELIGIOUS, SOCIAL, SCIENTIFIC AND ACADEMIC INSTITUTIONS CONSTITUTES A FORMIDABLE PROBLEM FOR OUR REPUBLIC.

IN OUR POSTWAR PERIOD, COMMENCING IN THE MID-20TH CENTURY, MANY OF OUR SOCIETY’S FORCES AND FAULTS HAVE BEEN EXPOSED AND AMPLIFIED BY CIRCUMSTANCE, EVENTS OR ACTIONS OF OTHERS BEYOND OUR CONTROL. IN THE PROCESS WE HAVE SUFFERED SEVERE FAILURES OF LEADERSHIP IN THE WHITE HOUSE AND IN CONGRESS. THESE FAILURES NOT ONLY IMPEDED OUR NATIONAL PROGRESS; THEY ALSO PROVIDED OPPORTUNITIES AND WAYS WHICH ENABLED THE POLITICAL LEFT AND ITS ANTIWESTERN (A/W) COHORTS TO ATTACK US.

“READING, WRITING AND ‘RITHMETIC ALL TO  
THE TUNE OF THE HICKORY STICK”

THE LINES ABOVE FROM A SONG POPULAR IN THE EARLY 1900S GIVE AN IMPRESSION OF SCHOOL PROVIDING BASIC EDUCATION ACCOMPANIED BY FIRM DISCIPLINE, THE “HICKORY STICK” REFERRING TO AN ENFORCEMENT TOOL FAVORED BY MANY TEACHERS. THIS IMAGE HAS NO RELATION TO THE REALITY OF OUR CURRENT EDUCATIONAL SYSTEM. WHILE THESE AND THE SONG’S OTHER LYRICS CONVEY AN IDYLIC SENSE OF “SCHOOL DAYS” IN PRE-MODERN AMERICA, THEY ALSO SUGGEST, IN LIGHT OF OUR POSTWAR TRANSFORMATION, THE ENORMOUS DIFFERENCE IN AMERICA BETWEEN “THEN” AND “NOW”.

“ACADEMIA WAS SUPPOSED TO BE DIFFERENT.  
WHAT HAS HAPPENED?”

NOWHERE IN OUR ECONOMIC, SOCIAL OR EVEN TECHNOLOGICAL PROGRESS OVER OUR 200+ YEARS OF GUARDING AND NURTURING OUR FOUNDERS’ IDEALS DO WE FIND AN IMPORTANT, BASIC AMERICAN INSTITUTION THAT HAS CHANGED AS MUCH AS OUR EDUCATIONAL SYSTEM. SOME OF

THIS CHANGE HAS RESULTED FROM OUR ONGOING TECHNOLOGICAL PROGRESS WHICH HAS ALTERED NOT JUST EDUCATION, BUT ALSO EVERY PERSONAL AND PUBLIC ASPECT OF OUR SOCIETY AND OUR LIVES. BUT BENEATH THE TECHNOLOGY WE FIND IN OUR EDUCATIONAL SYSTEM MANY OF THE SAME HUMAN MOTIVES, FAILURES AND ABUSE THAT THAT DOMINATE OUR POLITICAL AND COMMERCIAL SECTORS. IT WAS NOT SUPPOSED TO BE THIS WAY. ACADEMIA WAS SUPPOSED TO BE DIFFERENT. WHAT HAS HAPPENED?

THE CONSTITUTION THAT EMERGED FROM THE CONVENTION IN PHILADELPHIA IN 1787 BEARS THE SIGNATURES OF 28 ATTENDEES RANGING FROM ONE REPRESENTING NY TO EIGHT FROM PA. AND WHILE FROM DIFFERENT BACKGROUNDS — FARMER, CLERGY, BANKER, LAWYER, LANDOWNER, MERCHANT, SCIENTIST, ETC. — THEY SHARED AN OVERRIDING DESIRE TO CREATE IN AMERICA AN OPEN AND REPRESENTATIVE FORM OF GOVERNMENT IN WHICH AUTHORITY UNDER THE LAW WAS GRANTED TO GOVERNMENT BY THE PEOPLE.

AND THEY SHARED SOMETHING ELSE OF ABOUT EQUALLY RARE VALUE — HAVING BEEN EDUCATED IN THE EARLY PART OF THE 18TH CENTURY IN SCHOOLS THAT OUR PRESENT GENERATION OF STUDENTS AND FACULTY WOULD MOST LIKELY CONSIDER AS QUAIN AND INADEQUATE. AND YET, FOR ALL THEIR SIMPLICITY THEY MAINTAINED A FORM OF ACADEMIC PURITY THAT DERIVED FROM SPARE FACILITIES, FEW DISTRACTIONS, LONG HOURS, RIGOROUS DEMANDS FOR PROFICIENCY AND A CLASSICAL CURRICULUM OF LITERATURE, PHILOSOPHY, HISTORY, MATHEMATICS AND LANGUAGE INCLUDING GREEK AND LATIN.

THE TRULY AMAZING RESULT FROM OUR FOUNDERS SHARING OF THIS BASIC, BUT CLASSICAL, EDUCATIONAL EXPERIENCE IS THAT, WHEN ASSEMBLED YEARS LATER IN PHILADELPHIA, THEY WERE ABLE TO PROVIDE THE THOUGHT AND REASONING PROCESSES NECESSARY TO EMBARK THIRTEEN INDEPENDENT COLONIES ON A COURSE OF BECOMING A NATION UNDER A UNITED POLITICAL SYSTEM OF THEIR OWN CREATION.

OUR CONSTITUTION IS A WEIGHTED DOCUMENT CONTAINING SPECIFICATIONS, LIMITATIONS, QUALIFICATIONS, ORDERS, EXEMPTIONS, ETC. THROUGHOUT ITS LANGUAGE. AS IN EACH OF THESE INSTANCES THE OPPORTUNITY FOR ARGUMENT AND THE NEED FOR PERSUASION WERE PRESENT, FINDING AGREEMENT AMONG THE 28 REPRESENTATIVES COULD NEVER BE ASSUMED TO BE EASY. IN FACT, IT WAS A LONG AND ARDUOUS TEST OF THE CONVENTION MEMBERS’ TRUST AND INTENT.

A TRUE UNDERSTANDING OF WHAT OUR

FOUNDERS ACCOMPLISHED MUST TAKE INTO ACCOUNT NOT ONLY THEIR VARIOUS OCCUPATIONS AND THEIR HIGHLY SUBJECTIVE CONCLUSIONS REGARDING THEIR FELLOW SIGNERS' MOTIVES, BUT ALSO THE NATURE OF THE EDUCATIONAL EXPERIENCES THAT GUIDED AND ENABLED THEM ON THE IMPROBABLE JOURNEY FROM THEIR HOME COLONY AND LIFE TO CREATING A NEW FORM OF GOVERNMENT IN PHILADELPHIA.

SOME OF OUR FOUNDERS WERE SCHOOLED IN THEIR HOME CITIES OR VILLAGES; SOME MAY HAVE BEEN TUTORED AT HOME; AND OTHERS MAY HAVE HAD THE ADVANTAGE OF PARENTS WHO TRAVELED TO EUROPE, OR HAD RELATIVES THERE, THAT WOULD MAKE FOREIGN STUDY POSSIBLE.

WHATEVER THE CIRCUMSTANCES, HERE OR THERE, 18TH CENTURY EDUCATION WAS A STRIPPED DOWN, BARE-BONED VERSION OF OUR CONTEMPORARY MODEL. THERE WERE NO SPORTS TEAMS, OR OTHER EXTRACURRICULAR ACTIVITIES DESIGNED TO ADVANCE THE STUDENTS' AWARENESS OF HIS SELF OR HIS COMMUNITY. HOURS WERE LONG, DISCIPLINE SEVERE, AND THE GOAL OF PRODUCING AN EDUCATED PERSON WAS DEMANDING. TODAY, WERE WE TO TAKE TWO REPRESENTATIVES FROM EACH OF OUR STATES AND CHARGE THEM WITH CREATING A NEW, WORKABLE, REPRESENTATIVE GOVERNMENT, IT IS DOUBTFUL THEY COULD DO IT. HOW MANY HOURS, MEETINGS, REVISIONS, DRAFTS, PAGES WOULD BE REQUIRED TO REACH AGREEMENT? WOULD AGREEMENT BE POSSIBLE? IF SO, IN WHAT FORM? REMEMBER OUR TAX CODE IS OVER 50,000 PAGES LONG.

COMPARISONS BETWEEN "THEN" AND "NOW" THAT DO NOT CONSIDER THE EFFECTS OF GROWTH AND TECHNOLOGY INVARIABLY SLIP INTO NOSTALGIA OR IRRELEVANCE, AS THE DIFFERENCE IN SCALE ALONE CAN PROVE DAUNTING! OUR 18TH CENTURY COLONIAL SCHOOLS, FOR INSTANCE, APPEAR AS PLAIN AND DATED AS HENRY FORD'S EARLY PRODUCTION LINE DOES TO OUR MODERN, AUTOMATED SYSTEMS WHICH MOVE TODAY'S CARS FROM START TO FINISH WITH MINIMAL HUMAN LABOR.

BUT APPEARANCE IS NOT THE ONLY VALID MEASUREMENT OF CHANGE. IN EDUCATION, OUR SYSTEM HAS SCALED UP TO A SIMILAR, OR EVEN GREATER, DEGREE THAN OUR AUTO INDUSTRY, AS THE BASIC ELEMENTS OF 18TH CENTURY PLANT, FACULTY AND CURRICULUM HAVE EXPANDED TO MANY TIMES THEIR ORIGINAL SIZE AND CONTENT INTO A NATIONAL SYSTEM THAT EDUCATES MILLIONS OF STUDENTS, ENJOYS FUNDING OF BILLIONS OF DOLLARS AND OFFERS STUDENTS A CHOICE OF STUDY FROM THOUSANDS OF COURSES. AND ADD TO THESE A LIFESTYLE AT THE COLLEGE LEVEL THAT WOULD HAVE BEEN DEEMED LUXURIOUS PRIOR TO THE 20TH CENTURY.

BUT MONEY, PLANT, POPULATIONS AND TECHNOLOGY MEASURE EXTERNAL FACTORS SUCH AS BOUNDARIES, LIMITS, METHODS, ETC. — NOT THE ESSENCE WHICH IN EDUCATION IS THE PURPOSE AND THE PRODUCT. IN REGARD TO THESE, WE THINK MUCH OF 21ST CENTURY EDUCATION, HERE IN THE U.S. AND ELSEWHERE, HAS FALLEN AND CONTINUES TO FALL SHORT OF ITS TRADITIONAL, SOCIETAL GOALS.

\* \* \*

SCHOOLS AND UNIVERSITIES REQUIRE FACULTIES. WITHOUT THEM, THERE IS NO TEACHING AND STUDENTS DO NOT LEARN; THE STRUCTURE COLLAPSES AROUND ITSELF, BUT IT WORKS IN REVERSE TOO. THE MOST UNNECESSARY OR IMPROBABLE PROPOSITION, IF IT ACHIEVES POPULARITY/APPROVAL AMONG THE FACULTY CAN BECOME AN ACCEPTED ELEMENT IN SCHOOL OR COLLEGE LIFE.

THE DISAFFECTED LEFTIST ACADEMIA THAT FLED HITLER'S GROWING PRESENCE IN GERMANY AND ELSEWHERE IN EUROPE IN THE 1930S FAVORED THE U.S. FOR THEIR RELOCATION AND, ONCE HERE, BECAUSE OF EUROPE'S GENERALLY MORE RIGOROUS STANDARDS FOR TEACHING AND PUBLICATION, WERE ABLE TO SECURE ADVANTAGED POSITIONS AT IMPORTANT AMERICAN INSTITUTIONS.

CAUGHT BETWEEN THE FINANCIAL/SOCIAL PAIN OF THE GD AND THE FEAR OF ANOTHER LARGE SCALE WAR IN EUROPE, MANY AMERICANS SOUGHT AND FOUND REFUGE IN A SENSE OF PARTIAL NATIONAL UNITY. WE SAY "PARTIAL" FOR TWO REASONS — BECAUSE WE WERE SHARPLY DIVIDED OVER THE ECONOMIC AND SOCIAL CAUSES OF THE GD AND BECAUSE WE WERE ALMOST EQUALLY SPLIT OVER WHAT OUR RESPONSE TO ANOTHER EUROPEAN WAR SHOULD BE. FURTHERMORE OUR EFFORTS TOWARDS UNITY CAME UNDER CONSTANT ATTACK BY NAZI AND COMMUNIST FRONT GROUPS AND THEIR AMERICAN SYMPATHIZERS. THESE ATTACKS TOOK PLACE IN PARTY HEADQUARTERS OR IN HIRED HALLS FORCEFULLY DECORATED WITH NAZI OR COMMUNIST INSIGNIA. AGENTS AMONG THE AUDIENCES AND HIRED THUGS EXPLOITED TENSIONS BY THE ACCUSATIONS, THREATS AND PHYSICAL VIOLENCE THAT HAD PROVED SO SUCCESSFUL IN EUROPE. IT WAS LESS SO HERE, BUT IT EXPOSED BOTH HOW TENUOUS OUR UNITY AT THE TIME COULD BE AND HOW READILY THE EUROPEAN MODEL OF MANAGED POLITICAL PROTESTS WITH BLOODIED PARTICIPANTS AND SPECTATORS COULD BE APPLIED HERE. MEDIA COVERAGE AT THAT TIME CONSISTED MOSTLY OF WRITTEN REPORTS AND PHOTOS IN THE NEXT DAY'S NEWSPAPERS, BUT MOST PAPERS WERE FAMILY-OWNED AND LOCAL COVERAGE OF THESE EVENTS IN COASTAL URBAN AREAS DID NOT ALWAYS EXTEND INTO AMERICA'S HEARTLAND.

ALTHOUGH THE PERPETRATORS OF THIS PUBLIC VIOLENCE TOOK REFUGE IN OUR CONSTITUTIONAL COMMITMENT TO FREEDOM OF SPEECH AND OTHER DENIALS OF THEIR INVOLVEMENT, AMERICANS REALIZED SOMETHING IMPORTANT HAD GONE WRONG. IN THE LATE 1930S, AS HITLER INVADDED ONE COUNTRY AFTER ANOTHER, OUR UNITY STRENGTHENED AND AFTER PEARL HARBOR IT EFFECTIVELY ENDED MEANINGFUL ANTI-AMERICAN PROTESTS BY FOREIGN GROUPS.

\* \* \*

DURING THE '30S AND THE WAR YEARS, AS THE POLITICAL CLIMATE TURNED AWAY FROM DEMONSTRATIONS AND OTHER FORMS OF ORGANIZED PUBLIC OPPOSITION, THOSE MEMBERS OF THE POLITICAL LEFT WHO HAD SECURED POSITIONS AT OUR SCHOOLS AND COLLEGES KEPT A RELATIVELY LOW PROFILE THAT LIMITED THEIR POLITICAL EXPRESSIONS TO COMMENTS IN THEIR ACADEMIC PAPERS.

WHEN THE WAR ENDED, HOWEVER, THIS SITUATION REVERSED

ITSELF VERY QUICKLY. CAMPUSES, FLOODED WITH UNPRECEDENTED ENROLLMENTS VIA THE GI BILL, NEEDED ADDED FACULTY TO MAINTAIN THEIR TRADITIONAL STUDENT/FACULTY RATIOS AND/OR THEIR LIMITS ON CLASSROOM AND CURRICULAR NUMBERS. IN THIS PERIOD OF URGENT ACADEMIC HIRING AND RESTRUCTURING OF COURSE REQUIREMENTS, SELECTION AND CONTENT THE OPPORTUNITY AROSE FOR LEFTIST FACULTY MEMBERS TO BAND TOGETHER TO MOVE THE PROCESS FIRMLY, BUT QUIETLY, IN A DIRECTION AND WITH A RESULT WHICH THEY COULD CONTROL AND FROM WHICH THE POLITICAL LEFT WOULD ENJOY A SUBSTANTIAL LONG-TERM ADVANTAGE.

THE FIRST TWENTY-FIVE YEARS OF THE POSTWAR ERA BROUGHT PERVASIVE CHANGE TO AMERICA AND ITS CAMPUSES — DRUGS, WOMEN, EGALITARIANISM, SEX, RACE, STUDENT ADMISSIONS, POLITICS, RESENTMENT AND YOUTH'S SUPREME CHALLENGE OF FORGING ITS IDENTITIES. NOT SURPRISINGLY FOR SUCH A TIME OF FLUX AND TRANSITION, IT PROVIDED COVER FOR MUCH OF THE LEFT'S CAMPUS ACTIVITIES WHICH, AS NEW FACULTY WAS ADDED, ALTERED THE CONTENT OF MANY COURSES AS WELL AS THE EMPHASIS ASSIGNED BY CAMPUS ADMINISTRATORS.

MORE OFTEN THAN NOT, THESE FACULTY "TURF WARS" PITTED CONSERVATIVE ELEMENTS AGAINST THEIR MORE LIBERAL COUNTERPARTS WITH THE CONSEQUENCE, OVER TIME, THAT COURSES APPEARED IN OUR UNIVERSITIES' COURSE OF STUDY DIRECTORIES THAT INCREASINGLY REFLECTED LEFTIST OPINIONS AND INTERPRETATIONS. THEY ALSO INCREASED IN NUMBER AT THE EXPENSE OF MORE TRADITIONAL COURSES, AND, AS THE NUMBER OF THE LATTER DECREASED, SO DID THEIR INSTRUCTORS.

THIS PROCESS WAS SLOW BUT STEADY; IT WAS INCREMENTAL AND UNDER THE CONTROL OF THE FACULTY WITH THE RESULT THAT FROM OUR OLDEST EASTERN SCHOOLS WEST TO THE PACIFIC, WITH ONLY OCCASIONAL EXCEPTIONS, PREDOMINANTLY LIBERAL TEACHERS CAME TO DETERMINE COURSE CONTENT AND HOW IT IS TAUGHT. GIVEN THIS HISTORY, EVEN IN ITS CAPSULE FORM, THE "PRODUCT" OF THIS PROCESS, THE STUDENT, HAS BEEN TURNED SHARPLY AWAY FROM BEING WELL ROUNDED AND IS INCREASINGLY AIMED IN THE DIRECTION OF POLITICAL IDEOLOGY, OR PREFERENCE.

"THEIR IMPORTANCE IS THAT THEY ARE AVAILABLE AND OURS TO MAKE."

BEING A COLLEGE STUDENT IS A BUSY AND OFTEN CONFUSING STAGE IN LIFE — FRAUGHT WITH TRIAL AND ERROR, CHOICES, QUESTIONS, DOUBTS, PRESSURES, ETC., THE KEY WORK BEING "CHOICE". WE MAKE SOME CHOICES TO ESCAPE OUR PAST AND OTHERS TO EMBRACE WHAT WE SEE OR HOPE FOR IN THE FUTURE. GOOD OR BAD, THEY ARE OURS AND EVEN THE BAD ONES CAN OFTEN BE RECTIFIED BY SUBSEQUENT CHOICES. THEIR IMPORTANCE IS THAT THEY ARE AVAILABLE AND OURS TO MAKE.

\* \* \*

TODAY MANY ASPECTS OF OUR AND OTHERS' HISTORY HAVE BEEN REVISED AND ARE NOW PRESENTED IN FORMS THAT SERVE

LIBERAL POLITICAL IDEOLOGY. THIS IS A SEISMIC CHANGE IN EDUCATIONAL PRACTICE BECAUSE STUDENTS, WHO HAVE BEEN TARGETED TO ADVANCE POLITICAL IDEOLOGY, SUFFER, A LOSS OF INDEPENDENT CHOICE.

SO, THE EDUCATIONAL "PRODUCT" HAS CHANGED; THE "WELL-ROUNDED" LIBERAL ARTS PROGRAM STUDENT IS NOW A POLITICAL MESSENGER WHOSE SELF-KNOWLEDGE OF HIS/HER TRANSFORMATION IS AT BEST QUESTIONABLE. THIS TRANSFORMATION WAS NOT SPONTANEOUS, ALTHOUGH IT WAS MADE TO APPEAR SO. RATHER, IT WAS THE RESULT OF A WELL DIRECTED AND PERSISTENT EFFORT.

IF OUR EDUCATIONAL SYSTEM'S "PRODUCT", (I.E. STUDENTS) HAVE BEEN, AND ARE NOW, CHARGED WITH CONVEYING A POLITICAL MESSAGE, THEN IT IS CERTAIN THAT OUR SYSTEM'S "PURPOSE" MUST HAVE EXPERIENCED A SIMILAR CONVERSION WHICH, IN OUR CURRENT VERSION OF "THE ACADEMY" IS EXPRESSED THROUGH ITS TRUSTEES, ADMINISTRATORS AND FACULTY.

THIS DOES NOT MEAN THAT THERE IS NO DIFFERENTIATION FROM THE INCREASING EMBRACE OF LEFTIST DIRECTIONS, BUT IT DOES MEAN THAT IN MOST OF OUR SYSTEM ANY SUCH RESISTANCE TO LIBERAL PRINCIPLES IS LIMITED IN ITS SIZE AND INFLUENCE. WE WERE FORTUNATE THAT OUR COLLEGE EXPERIENCE TOOK PLACE IMMEDIATELY AFTER THE WAR. POLITICAL OPINION OR ACTIVITY WAS A MATTER OF PERSONAL CHOICE; SOME COURSES WERE LIGHTLY TINGED, BUT NOT TAINTED, BY THE INSTRUCTORS' POLITICAL BELIEFS; AND DEBATES BY STUDENTS AND/OR FACULTY WERE ACTUAL DEBATES THAT OFFERED DIFFERENT, EVEN OPPOSITE, VIEWS RATHER THAN POLITICALLY CHARGED ARGUMENT DESIGNED TO IDENTIFY A CLEAR WINNER AND LOSER, AS IS CURRENTLY POPULAR. THE OPPORTUNITY FOR EDUCATION IS STRONGLY FAVORED BY THE DEBATE PROCESS.

THE OPENLY DECLARED VIEW OF MANY LEADERS OF OUR INSTITUTIONS OF HIGHER LEARNING IS THAT THE STUDENTS IN THEIR CHARGE SHOULD BE EQUIPPED FOR ACTIVE LEADERSHIP IN MOVING OUR NATIONAL SOCIOPOLITICAL POLICIES AND GOALS TO THE LEFT TO ATTAIN FOR OUR PAST ERRORS AND EXCESSES. THESE ARE NOW SEEN AS STEMMING FROM OUR WHITE, CHRISTIAN, NORTHERN EUROPEAN, CAPITALIST, MALE, DEMOCRATIC HERITAGE THAT HAS GUIDED THE DEVELOPMENT OF OUR GOVERNMENT AND PEOPLE FOR OVER 200 YEARS. WE SHOULD NOTE THAT THIS PROFILE FITS VERY CLOSELY THAT OF OUR FOUNDERS WHO STARTED WITH A CONCEPT OF FREEDOM FOR ALL IN THE DECLARATION OF INDEPENDENCE (DI) AND THEN IN THE CONSTITUTION ESTABLISHED THE LAWS AND FORM OF GOVERNMENT NEEDED TO MAKE IT WORK.

FROM THE BEGINNING OUR FAITH IN FREEDOM, AND THOSE TO WHOM WE ENTRUSTED IT, THREATENED ESTABLISHED SYSTEMS WHOSE LEADERS AND EXISTENCE DEPENDED ON CLOSE CONTROL OF MONEY AND POWER. TODAY OUR DEFENSE OF FREEDOM FALLS ON DEAF EARS AND SILENT VOICES AROUND THE WORLD IN THE COMMUNIST AND ISLAMIC COMMUNITIES IN ASIA, THE NEAR EAST AND AFRICA WHERE OVER HALF OF THE WORLD'S POPULATION EXISTS. THERE AND ELSEWHERE THE A/W THRIVE ON THEIR DIET OF HATE AND ENVY FOR AMERICA'S SUCCESS.

THE POLITICAL LEFT (WHICH FORMERLY CALLED THEMSELVES LIBERALS, BUT NOW PREFER PROGRESSIVES) IS A KEY ELEMENT IN THE A/W MOVEMENT AND PROBABLY THE MOST ACTIVE POLITICALLY

IN THE U.S. AS IT PROJECTS ITS SOCIAL, ECONOMIC AND POLITICAL BELIEFS INTO EVERY LEVEL AND COMMUNITY OF OUR SOCIETY. THE LEFTIST OBJECTIVE IS TO SHIFT POWER FROM ITS HISTORICAL CENTERS AND PUT IT TO ITS OWN USE, A PROCESS WHICH RELIES HEAVILY ON ATTACKS UPON OUR STATUS QUO AND TRADITIONS.

\* \* \*

ONE TRADITION OF LONG STANDING IN OUR EDUCATIONAL SYSTEM WAS THAT OUR UNIVERSITIES SHOULD SEEK TO BE POLITICALLY NEUTRAL, THAT THEIR BEST RESULT FOR THE STUDENT’S EDUCATION AND POLITICAL DEVELOPMENT WOULD BE OBTAINED BY TEACHING POLITICS WITHOUT FAVORING OUTCOMES. THIS GOAL, WHICH SEEMS QUAIN T NOW, WAS A PLAUSIBLE ONE BEFORE OUR MAINSTREAM MEDIA’S (MSM) 24/7 NEWS CYCLE AND FRENZY CAME TO DOMINATE PUBLIC LIFE AND POLITICAL PERCEPTION.

“...BUT HAVE BEEN “PRESSURE CLEANED” TO FIT THE PROGRESSIVE AGENDA.”

THIS FRENZY IS WITH US AND WILL NOT MODERATE UNTIL WE CAN CONVINCE OURSELVES THAT IT’S NOT NECESSARY OR DOESN’T SERVE OUR PURPOSE. NOW, AS BEFORE, BALANCE IN PRESENTATION, ANALYSIS, REPORTING AND DISCUSSION IN POLITICAL COURSES OFFER THE STUDENT MORE TOOLS AND BETTER PREPARATION, BUT HAVE BEEN “PRESSURE CLEANED” TO FIT THE PROGRESSIVE AGENDA.

THERE IS ANOTHER HONORED ASPECT OF OUR EDUCATIONAL SYSTEM’S PURPOSE THAT IS IN JEOPARDY. OVER THE LENGTHY SPAN OF OUR EXPOSURE TO GRADUATION CEREMONIES AND ADDRESSES, NO FEATURED SPEAKER HAS EVER FAILED TO CITE THAT THE ROLE OF EDUCATION (AND THE STUDENT EXPERIENCE) WAS NOT JUST ABOUT LEARNING/KNOWLEDGE, BUT, OF EQUAL IF NOT GREATER, IMPORTANCE WAS THAT THE ACADEMIC YEARS OFFERED OPPORTUNITIES FOR GROWTH, BALANCE, VISION, JUDGEMENTS AND DECISIONS (I.E., MATURE THOUGHT) THAT WOULD ENABLE THE STUDENT TO CONFRONT THE YEARS AND FORCES OF THE WORLD BEYOND UNIVERSITY ON MORE NEARLY EVEN TERMS. PAST AND FUTURE COMMENCEMENT SPEAKERS NOTWITHSTANDING, THERE IS REASON TO BELIEVE, AS WE SHALL SEE LATER, THAT THE LONG STATED GOAL OF PREPARING STUDENTS FOR THE BLOOD AND BRUISES OF THE LARGER WORLD AFTER SCHOOL IS IN CONFLICT WITH AND LOSING GROUND TO PROGRESSIVE POLITICAL POLICY ON MANY CAMPUSES.

\* \* \*

ONE OF THE DIFFICULTIES OF INVOLVEMENT WITH SOCIETAL IDENTIFIERS SUCH AS CULTURE, EDUCATION, POLITICS, ETC. IS THAT WE TEND TO BE DIVERTED BY THE TREES AND LOSE SIGHT OF THE FOREST. ACCORDINGLY, WE MUST RECAP SOME OF THE

BROADER ASPECTS OF SCHOOLS, COLLEGES AND UNIVERSITIES THAT PRESENTLY COMPRISE OUR AMERICAN EDUCATIONAL SYSTEM.

IN THE POSTWAR PERIOD AMERICA LED THE WORLD IN ITS ECONOMIC, MILITARY, POLITICAL, COMMERCIAL, DIPLOMATIC, TECHNOLOGICAL AND NATURAL RESOURCES. IT WAS, FOR A TIME, OUR PLANET’S SOLE SUPERPOWER FROM WHICH STATUS WE DERIVED MANY BENEFITS. BUT WE ALSO BECAME THE PRIME TARGET OF THE ANGER/RESENTMENT OF THE MANY POPULATIONS AND CULTURES FOR WHOM EVEN BASICS SUCH AS FOOD, WATER, SHELTER AND EDUCATION ARE MINIMALLY AVAILABLE.

SUPERPOWERS HAVE EXISTED BEFORE – ROME UNDER THE CAESARS, NAPOLEONIC FRANCE AND THE 19TH CENTURY BRITISH EMPIRE, BUT OUR TIME AT THE TOP DIFFERS FROM THEIRS IN ONE ALL-IMPORTANT WAY. IT IS THE TECHNOLOGY OF OUR TIME, SPECIFICALLY OUR INSTANT COMMUNICATIONS CAPABILITY THAT HAS EXPOSED THE WAYS OF LIFE OF EVERY CLASS AND CULTURE TO THE VIEWS AND JUDGEMENTS OF OTHERS. IT IS ONE THING FOR ANGER AND RESENTMENT TO BE GENERATED BY OCCASIONAL COMMENT OR CONVERSATION; IT IS QUITE ANOTHER WHEN THE CIRCUMSTANCES THAT PROVOKE IT ARE AVAILABLE 24/7 BY TV, CELL PHONES, FILM AND PHOTO IN THEIR NATURAL COLORS AND CONDITIONS.

THE POLITICAL ENERGY RELEASED BY OUR NEW TECHNOLOGY HAD A DISTURBING EFFECT UPON THE OLD WAYS THAT PRECEDED IT. INSTANT COMMUNICATION DID AWAY WITH MANY POLITICAL HIDING PLACES; AND, IN COMBINATION WITH THE MORE EGALITARIAN USES OF POWER THAT EMANATED FROM THE UNITED NATIONS (UN) AND THE FORMING OF NEW PEACETIME RELATIONS, MASS TECHNIQUES PRODUCED MASS AUDIENCES AND THE GLOBALIST THINKING REQUIRED TO MANAGE THESE NEW REALITIES AND TO CONTROL THEIR POWER AND DISTRIBUTE THEIR REWARDS.

UNDERSTANDABLY, THE SHIFT TO THE LEFT OF POSTWAR POLITICAL THOUGHT AND BALANCE WAS A RESPONSE TO THE LARGE NUMBERS OF NEW VOTERS THAT EMERGED AS THE WORLD TRIED TO PUT ITSELF BACK TOGETHER. THIS WAS A TIME OF GREAT DISSENT AMONG BOTH LARGE AND SMALL POWERS, AND THE POLITICAL LEFT WAS ABLE TO DRAW ON THIS DISCORD AND PUT IT TO USES MOSTLY CONSISTENT WITH ITS SOCIALIST/COMMUNIST ORIGINS.

“...WHILE ITS ORGANIZATION MAY BE FLEXIBLE, THE MESSAGE, TIGHTLY KEYED TO MARXIST/LENIN PRINCIPLES, IS NOT.”

THE POLITICAL LEFT IS A FLUID MIX COMPOSED OF MULTIPLE GROUPS AND OTHER MORE LOOSELY DEFINED INTERESTS WITH WHICH IT EXCHANGES FAVORS AND SUPPORT. BUT, WHILE ITS ORGANIZATION MAY BE FLEXIBLE, THE MESSAGE, TIGHTLY KEYED TO MARXIST/LENIN PRINCIPLES, IS NOT.

IT PROJECTS A SOCIETY IN WHICH GOVERNMENT FUNDING, PRESENCE AND POWER IS DISTRIBUTED FROM THEIR SOURCE AT THE TOP DOWNWARD AND OUTWARD TO ALL LEVELS AND PARTS OF THE COUNTRY. THE RESULT IS A NETWORK OF PEOPLE, REGULATIONS AND AGENCIES ALL ENGAGED IN SOME FORM OF MANAGEMENT ON BEHALF OF THE ELITES AT THE TOP WHO MAKE THE IMPORTANT DECISIONS INVOLVED IN DIRECTING POWER AND DISTRIBUTING ITS BENEFITS.

“THIS IS COOKIE CUTTER STUFF ON A GRAND SCALE. WE SHOULD NOT MAKE LIGHT OF IT.”

THE LIBERAL, OR PROGRESSIVE, LEFT BELIEVE PEOPLE AND THEIR LIFE PURSUITS (I.E., EDUCATION, HEALTH, EMPLOYMENT, HOUSING, RETIREMENT, CHILD CARE, ETC.) CAN BEST BE SERVED BY GOVERNMENT BECAUSE ONLY ITS DEEP AND EXTENDED REACH INTO CITIZENS’ LIVES CAN REMOVE THE MULTIPLE DIFFERENCES OF WEALTH, OPINION, STATUS, RACE AND OPPORTUNITY THAT PLAGUE OUR SOCIETY. THE LEFT IS A LEVELER WHOSE GOALS OF ELIMINATING DIFFERENCES WILL ALSO DO AWAY WITH MANY PERSONAL CHOICES. IT FINDS STRENGTH IN EXPRESSION OF GROUP THOUGHT AND ACTION, NOT IN THE INDIVIDUALISM THAT HAS PLAYED SUCH AN IMPORTANT ROLE IN OUR HISTORY. ITS GOAL IS A SOCIETY IN WHICH SAMENESS RULES — SAMENESS IN OUR APPEARANCES, ATTITUDES, LIVES, RESOURCES AND RESULTS. THIS IS COOKIE CUTTER STUFF ON A GRAND SCALE. WE SHOULD NOT MAKE LIGHT OF IT. ITS THREAT IS REAL AND RELENTLESS.

\* \* \*

WARS ARE WON BY SUPERIOR SPIRIT, STRATEGY AND WEAPONRY AND THE APPLICATION OF THESE AT TIMES AND PLACES WHERE THE GREATEST ADVANTAGE MAY BE GAINED AND DAMAGE DONE. THE LEFT HAS SCORED BETTER IN THE FIRST TWO FACTORS — SPIRIT AND STRATEGY — BECAUSE IT IS A GLOBAL, REVOLUTIONARY ENTITY THAT HAS BEEN ACTIVE IN EUROPE FOR OVER A CENTURY. THERE, IT DEVELOPED A FORMIDABLE ARSENAL OF SOCIAL AND POLITICAL WEAPONS — ELECTORAL AND PARLIAMENTARY OBSTRUCTION, INDUSTRIAL VIOLENCE AND LABOR STRIKES, NATIONAL WORK STOPPAGES AND CIVIL PROTESTS AT COMMERCIAL, EDUCATIONAL, MEMORIAL, GOVERNMENTAL AND OTHER PUBLIC SITES. WHILE THESE DEMONSTRATIONS WERE LABELLED “POPULAR” BY THEIR ORGANIZERS, THEY USUALLY CONTAINED TRAINED AGENTS SKILLED IN MOVING THE CROWDS FROM ONE PLACE TO ANOTHER AND IN DIRECTING THEIR BEHAVIOR TO LEVELS OF HIGH EMOTION AND VIOLENCE. THESE METHODS WERE TESTED AND FOUND TO BE SUCCESSFUL BY THE FASCISTS THAT ROSE TO POWER IN THE 1930S IN GERMANY, SPAIN AND ITALY.

HERE, CONDITIONS WERE DIFFERENT. WE DID NOT HAVE IN PLACE THE SYSTEM OF ENTWINED MONARCHIES THAT HAD RULED EUROPE AND RUSSIA FOR CENTURIES, AND WHICH OFFERED THE 19TH CENTURY’S EMERGING MARXIST/LENIN COHORT A NATURAL AND INVITING TARGET. FOR AMERICA, THE DEEP PENETRATION OF OUR ECONOMIC, POLITICAL AND EDUCATIONAL SYSTEMS BY SOCIALIST/COMMUNIST AGENTS, “FELLOW TRAVELERS”, ACADEMICS, PUBLIC INTEREST GROUPS, JOURNALISTS, ETC. TOOK ROOT IN THE EARLY 30S. THEN, AS HITLER BEGAN TO GATHER POWER IN GERMANY, THE PENALTIES IMPOSED BY THE 1918 PEACE TREATY BECAME COUNTER-PRODUCTIVE AND THE LEAGUE OF NATIONS WAS UNABLE TO FUNCTION DUE TO LACK OF SUPPORT FROM ITS MEMBERS.

ALTHOUGH THE POLITICAL LEFT WAS HERE IN GROWING NUMBERS DURING OUR GD, ITS OPPORTUNITIES WERE MORE LIMITED

THAN THOSE READILY AVAILABLE IN COLLAPSING, MULTI-NATIONAL EUROPE. AS A RESULT THE LEFT HERE KEPT A LOWER PROFILE. AND THERE IS ANOTHER FACTOR THAT WE THINK CONTRIBUTED TO THIS MORE PATIENT POSTURE. MARX FIRMLY BELIEVED THAT, IF THE WORKING CLASS WAS FREED FROM CAPITALISM’S GRIP ON ITS LABOR AND LIVES BY EITHER ECONOMIC CHANGE OR WAR, IT WOULD REJOICE, REBEL AND EMBRACE SOCIALISM.

THIS DID NOT HAPPEN FOLLOWING WWI, BUT IN THE MIDST OF THE GD WITH WAR PROSPECTS INCREASING MANY ON THE LEFT “DOUBLED DOWN” ON THE MARXIST/LENIN LINE AND FELT ASSURED THAT THE “DOUBLE WHAMMY” OF GD PLUS ANOTHER WAR WOULD SURELY PROVIDE THE CIRCUMSTANCES IN WHICH THE SOCIALIST/COMMUNIST MODEL WOULD PREVAIL. GIVEN THE PERSISTENT FAILURES AND FOLLIES OF THE EUROPEAN POWERS IN THE FIRST GENERATION OF THE 20TH CENTURY, THIS WAS A REASONABLE, BUT FLAWED, ASSUMPTION. IT DID NOT HAPPEN THAT WAY, AND THE COLLECTIVE LEFT FOUND ITSELF IN A PAINFUL AND PROLONGED CLASH WITH A RECOVERING EUROPE NEWLY ENERGIZED BY THE MARSHALL PLAN AND A DETERMINATION NOT TO REPEAT ITS PREVIOUS ERRORS.

NEW TIMES CALLED FOR NEW WEAPONS. WE HAD OUR SHARE OF PUBLIC PROTESTS AND LABOR VIOLENCE IN THE 30S, BUT IT WAS A SMALL SHARE AND IT DIDN’T WORK HERE THE WAY THE EUROPEAN MODEL DID. NATIONALLY SCALED GENERAL STRIKE DAYS, PROTESTS BY FARMERS BLOCKING HIGHWAYS WITH THEIR TRACTORS AND DISRUPTION OF AIRLINE AND RAIL SERVICE WERE NOT PART OF OUR LABOR SECTOR’S “BASIC KIT” IN THE 30S; AND THEY WOULD HAVE BEEN UNPATRIOTIC AND UNWELCOME IN THE WAR YEARS, AND NOT RELEVANT TO THE PERIOD OF PROSPERITY THAT FOLLOWED.

THE POSTWAR PERIOD WAS ONE OF MANY NATIONS AND ATTEMPTS TO UNIFY THEM TO WHICH PROCESS THE UN PROVIDED PERSISTENT LEADERSHIP AND COMMITMENT TO THE IDEAL OF INCLUSION. IN FACT, THIS ONE WORD BECAME KIND OF A PASSWORD FOR THE ERA, OPENING LONG-SHUT CULTURAL DOORS AND ATTITUDES. AND EVEN THE COLD WAR COULD BE VIEWED AS A CONTEST IN INCLUSION BETWEEN THE U.S. AND RUSSIA OVER REPRESENTATIVE VS. AUTHORITARIAN GOVERNMENT.

AS WEAPONS THAT SUIT MASS MOVEMENTS SUCH AS SOCIALISM AND COMMUNISM CAN REQUIRE MORE SPECIFIC MEANS OF ATTACK FOR SMALLER SCALE SITUATIONS, THE LIBERAL/PROGRESSIVE LEFT CHOSE MULTICULTURALISM (MC), POLITICAL CORRECTNESS (PC) AND DIVERSITY TO DO THE HEAVY LIFTING OF ADDING MEMBERS AND EXTENDING ITS INFLUENCE. THESE WERE THE TIRELESS FOOT SOLDIERS WITHOUT WHICH THE ONGOING STRUGGLE FOR SOCIAL/ POLITICAL POWER COULD NOT BE WON, OR EVEN FOUGHT.

AND FOR THOSE WHO COULD NOT SEE THE WAY CLEARLY, WHO LACKED FULL COMMITMENT OR IN SOME OTHER WAY FAILED OR FALTERED IN WHAT WAS DEMANDED OF THEM, THE ACCUSATION OF “RACISM” SERVED AS THE “CLINCHER”, THE FINAL WORD THAT, LIKE THE FRENCH GUILLOTINE, DELIVERED A JUDGEMENT FROM WHICH THERE WAS NO APPEAL.

THIS ELEVATION OF THE CHARGE OF RACISM TO ITS PRESENT STATUS OF GLOBALLY RECOGNIZED MAJOR CRIME AGAINST HUMANITY IS VERY RECENT — A PRODUCT OF NO MORE THAN OUR LAST TWO GENERATIONS. BEFORE THEN, ITS USE WAS

MORE LIMITED, LESS EMOTIONALLY CHARGED WITH HATRED AND VENGEANCE. THE AWFUL TRUTH IS THAT THE PEOPLE OF THE WEST, IN EUROPE AND AMERICA, HAVE ENABLED “RACISM’S” ESCALATION BY THEIR BEING COWED BY ITS USE AND BY FAILING TO DEFEND AGAINST IT. BY SUBMISSION, WE HAVE AIDED OUR ENEMY AND HURT OURSELVES, BUT WE DO NOT REFER TO JUST INDIVIDUALS, AS WE HAVE DONE REAL DAMAGE TO OUR SOCIAL, POLITICAL, RELIGIOUS, COMMERCIAL, GOVERNMENTAL, COMMUNICATIONS AND EDUCATIONAL SECTORS.

“SCHOOL DAYS, SCHOOL DAYS  
DEAR OLD GOLDEN RULE DAYS”

THESE ARE THE OPENING LINES TO THE SAME SONG WE REFERENCED ON PAGE 2. AS THE NEW POSTWAR WORLD TOOK SHAPE, THE GOLDEN RULE (“DO UNTO OTHERS...”) FOUND ITSELF A CASUALTY OF THE EVER MORE FREQUENT AND BITTER CONFLICTS BETWEEN THE RIGHT AND LEFT IN POLITICAL, ECONOMIC, SOCIAL AND RELIGIOUS<sup>1</sup> ISSUES. AT OUR UNIVERSITIES, THE LEFT’S ALREADY ESTABLISHED PRESENCE AND INCUBATION PERIOD SERVED IT WELL BY ITS ABILITY TO FAVOR COURSE CONTENT AND FACULTY APPOINTMENTS THAT REFLECTED LEFTIST THOUGHT AND PRINCIPLES.

FACULTY MEMBERS WHO OFFERED MORE CONSERVATIVE VIEWS FOUND THEMSELVES SHRINKING IN NUMBER AND THEIR OPINIONS MARGINALIZED. THE FACULTY’S POWER IN OUR UNIVERSITIES IS DOMINANT BECAUSE WITHOUT FACULTIES THERE IS NO EDUCATION WHICH TURNS A FACULTY STRIKE, OR EVEN ITS THREAT, INTO THE ULTIMATE WEAPON. THIS ADVANTAGE IS NOT LOST ON ADMINISTRATORS AND TRUSTEES WHO READILY FALL IN LINE AND COMPLIMENT THE INSTITUTION, AND ALL PARTIES INVOLVED, FOR THEIR UNITY.

WE ARE NOW OVER TWO GENERATIONS INTO OUR POSTWAR PERIOD AND ARE STILL FACED WITH RESOLVING SOME OF THE MOST DIFFICULT ISSUES THAT NEITHER THE BATTLES NOR THE TREATIES OF TWO WWS WERE ABLE TO SETTLE AND, SADLY, WE HAVE FOUND THAT MUCH OF THE GOLD OF “THE GOLDEN RULE”, IN OUR RELATIONS WITH OUR FELLOW AMERICANS AND WITH THOSE IN OTHER PLACES AND CULTURES, HAS TURNED TO DROSS.

NOWHERE IS THIS MORE EVIDENT THAN IN OUR ENORMOUSLY EXPANDED EDUCATIONAL SYSTEM WHERE THE STUDENT NUMBERS, BACKGROUNDS AND INTERESTS, THE WEALTH AND FACILITIES OF THE SCHOOLS AND BOTH THE TECHNOLOGY AND VARIETY OF THEIR TEACHING EXPERIENCE ALL SURPASS WHAT OUR INSTITUTIONAL AND INDIVIDUAL IMAGINATIONS COULD HAVE FORECAST IN 1945. BUT IN ALL OF THIS GROWTH SOME ASPECTS OF OUR NATIONAL LIFE, EDUCATION AND VALUES WERE LOST AND UNLESS WE ARE ABLE TO RETRIEVE THEM, OUR NATION, OUR CULTURE AND THE STUDENTS NOW BEING EDUCATED WILL HAVE A VERY DIFFICULT TIME.

\* \* \*

HISTORICALLY, HERE AND IN THE WESTERN EUROPEAN CULTURE OF OUR ANCESTORS, THE EDUCATION EXPERIENCE WAS ONE THAT

ENCOURAGED DIFFERENCE OF OPINION, SPIRTED PUBLIC AND PRIVATE DEBATE AND INTELLECTUAL CURIOSITY. THESE FREEDOMS WERE, HOWEVER, SUBJECT TO THE LIMITS OF THE GENERALLY MORE AUTHORITARIAN SOCIAL, ACADEMIC AND BEHAVIORAL ATTITUDES OF WESTERN CULTURE PRIOR TO THE 20TH CENTURY.

THE ATMOSPHERE AND ACTIVITY ON OUR CAMPUSES TODAY IS MARKEDLY DIFFERENT AND WHAT IS NOW MISSING IS A POWERFUL AND TRADITIONAL ELEMENT — THAT OF CHOICE. RATHER THAN OUR EXPERIENCE THAT ENCOURAGES DISCUSSION, ARGUMENT, EVEN EXPERIMENTATION, OUR COLLEGE YEARS HAVE BECOME POLITICAL PLATFORMS FOR CREATING AWARENESS AND SUPPORT OF THE LIBERAL/PROGRESSIVE LEFT’S MESSAGE TO DOMINATE OUR CAMPUSES AND TO MAGNIFY ITS INFLUENCE IN THE WIDER WORLD BEYOND.

EMOTIONS, ENTHUSIASMS AND PEER ATTACHMENTS RUN “HIGH” IN COLLEGE YEARS AND THE CRITICAL PROCESS FOR MATURE DECISION MAKING IS OFTEN NOT AVAILABLE UNTIL LATER YEARS. STUDENTS ARE EXPOSED TO THE FULL MESSAGE OF THE POLITICAL LEFT — MC, PC, DIVERSITY, INCLUSION, OPEN BORDERS AND CITIZENSHIP FOR ALL “ON DEMAND”; AND CENTRAL GOVERNMENT THAT AIMS TO LEGISLATE SOCIAL AND ECONOMIC OUTCOMES, NOT JUST OPPORTUNITIES, FOR INDIVIDUALS/GROUPS AND IN THE PROCESS OFTEN BLURS THE DISTINCTION BETWEEN PUBLIC AND PRIVATE INTERESTS.

THOSE STUDENTS, WHO MAY HAVE DOUBTS AND SEEK CLARIFICATION FROM OFF-CAMPUS SOURCES, ARE LIKELY TO BE PUT OFF BY HEAVILY SLANTED OPINIONS OF OUR MSM. THE NET RESULT IS THAT THE POLITICAL INDEPENDENCE AND INQUIRY THAT USED TO BE AN ACCEPTED PART OF THE COLLEGE EDUCATIONAL PROCESS IS NO MORE, OR EXISTS ONLY IN SOME PERMITTED, TOKEN FORM.

TODAY’S COLLEGE STUDENT IS A POWERFULLY ARMED POLITICAL/SOCIAL WARRIOR ASSIGNED TO DO THE WORK OF THE COMMITTED — TO ROIL THE POLITICS OF HIS SCHOOL AND HOME COMMUNITY, TO ENGAGE IN STREET PROTESTS AND OTHER FORMS OF PUBLIC DISRUPTION, TO CARRY THE BANNERS AND PLACARDS OF THE POLITICAL LEFT, TO CHANT ITS SLOGANS AND CONDEMN ITS TARGETS, TO ENGAGE IN ALL THE PRE-REVOLUTIONARY FORMS OF CIVIL DISOBEDIENCE THAT ARE COMMON TO ALL POLITICAL REVOLUTIONS.

FOR THOSE WHO THINK “REVOLUTION” IS TOO STRONG A TERM TO APPLY TO WHAT HAS TAKEN PLACE IN OUR POSTWAR EDUCATIONAL SYSTEM, WE NEED ONLY COMPARE THE ACTIVITIES AND ATTITUDES OF TODAY’S STUDENTS, FACULTY AND ADMINISTRATORS WITH THOSE THAT REGULATED CAMPUS ROLES AND LIFE UNTIL THE GROWING POLITICIZATION OF OUR POSTWAR CULTURE, COMMUNICATIONS AND MSM.

THE CURRENT CAMPUS DEMONSTRATION MODEL DIFFERS SIGNIFICANTLY FROM ITS EARLIER FORM. ITS’ TARGETS ARE MORE EXTERNAL, MORE PUBLIC, MORE POLITICAL; AND CAMPUS PROTEST TECHNIQUES HAVE BEEN SHARPENED BY THE POLITICAL, SOCIAL AND OTHER DIVISIONS THAT HAVE ATTACHED THEMSELVES TO OUR SOCIETY AND THAT DISTURB OUR PUBLIC AND PRIVATE LIVES.

THE FORCES BEHIND STUDENT PROTESTS HAVE ALSO CHANGED. AS WITH THEIR PREDECESSORS, TODAY’S EVENTS PAY HOMAGE TO THE POWER OF COALITION, TO THE ATTRACTION OF GROUP THOUGHT

AND ACTION, IN SHORT TO SOLIDARITY — A WORD AND CONCEPT THAT HAS GAINED INCREASED MEANING AND CONSEQUENCES FOR OUR TIME FROM THE WAYS IN WHICH IT IS MANIPULATED AND FOCUSED BY THE MSM. THERE IS NOW A VERY HARD EDGE TO CAMPUS DEMONSTRATIONS. THEIR PLACARDS' MESSAGES ARE UNFORGIVING AND THEIR AIM UNERRING. AND ALL THESE ELEMENTS — GROUP ACTION, MESSAGES DIALED UP IN EMOTION AND VOLUME AND INCREASINGLY ANTAGONISTIC AND VIOLENT ATTACKS UPON PEOPLE AS WELL AS POLICIES — ARE COMBINED UNDER THE LABEL AND AUTHORITY OF SOLIDARITY.

FORMER AGE PROTESTS CAME AND WENT. NOT SO NOW; THERE IS A SENSE OF CONTINUITY THAT THRIVES FROM THE STUDENT'S SELF-IMAGE BEING ON THE FRONT EDGE OF REDIRECTING OUR NATION'S SOCIAL/POLITICAL MOTIVATION AND ENERGY. THIS SELF-IMAGE IS STRENGTHENED BY TWO CIRCUMSTANCES THAT ARE NOW PRESENT FOR THE FIRST TIME — OUR 21ST CENTURY 24/7 MASS MEDIA COVERAGE AND THE FACT THAT THE STUDENT POLITICAL PRESENCE AND OPINION IS OFTEN STEERED BY THE FACULTIES/ ADMINISTRATIONS OF THEIR COLLEGES/UNIVERSITIES. IT IS THE TOTALITY OF THIS "PACKAGE" THAT TERRORIZES THOSE FOR WHOM UNIVERSITY LIFE OFFERED AN ATMOSPHERE IN WHICH THOUGHT, CONVENTIONAL OR BIZARRE, COULD BE EXCHANGED FREELY AND UNCRITICALLY.

“...IN ACADEMIA TODAY THE STAKES ARE HIGH AND THE ODDS FAVOR “THE HOUSE.”

ON OUR CAMPUSES TODAY TOO MANY QUESTIONS ARE “LOADED” AND THEIR ANSWERS FIT A COMMON MOLD. THAT SENSE OF OPEN INQUIRY WHICH ATTRACTED STUDENTS FOR GENERATIONS HAS BEEN REPLACED BY AN INSTITUTIONAL VISION, IN WHICH STUDENTS HAVE BEEN ENLISTED, OF A NEW SOCIAL/POLITICAL ORDER FOR THE WORLD DESIGNED AND MANAGED IN ACCORDANCE WITH THE PRINCIPLES OF THE POLITICAL LEFT. STUDENTS MAY NOT EVEN REALIZE WHAT HAS BEEN TAKEN FROM THEM, BUT IN ACADEMIA TODAY THE STAKES ARE HIGH AND THE ODDS FAVOR “THE HOUSE”.

\* \* \*

THE WIDENING GAP BETWEEN WHAT OUR EDUCATIONAL SYSTEM WAS AND WHAT IT NOW IS CAN BE SEEN IN CONTEMPORARY FORMS OF STUDENT PROTEST THAT ARE MORE SUITED TO SMALLER SPACES AND CROWDS THAN THOSE INVOLVING THE LARGER NUMBERS OF DEMONSTRATIONS AND SPECTATORS THAT COMPRISE EVENTS IN PUBLIC STREETS, ARENAS, SQUARES, PARKS, ETC. THE FOLLOWING INCIDENTS HAVE BEEN SELECTED FROM MSM MEDIA REPORTS OF INCIDENTS AT COLLEGES/UNIVERSITIES FROM NORTHERN NEW ENGLAND TO SOUTHERN CA AND BECAUSE WHAT THEY REVEAL ABOUT THE INSTITUTIONS' RESPONSES IS AS NOTEWORTHY AS THE STUDENTS' ACTIONS<sup>2</sup>.

A GUEST SPEAKER AT A VT SCHOOL WAS ACCOSTED AT THE AUDITORIUM AND PROHIBITED FROM ENTERING OR GIVING HIS ADDRESS. IN THIS CONFRONTATION HE SUFFERED MINOR DAMAGE

FROM A PHYSICAL ASSAULT AND LEFT THE CAMPUS WHEN IT WAS ANNOUNCED THAT THE EVENT HAD BEEN CANCELLED. THE SCHOOL ISSUED A PUBLIC APOLOGY REGRETTING THE OCCURRENCE, BUT NO MENTION WAS MADE OF ANY DISCIPLINARY ACTION.

IN ANOTHER INSTANCE, A WELL KNOWN CONSERVATIVE AUTHOR/ COMMENTATOR INVITED TO SPEAK AT AN IVY LEAGUE SCHOOL FOUND HE HAD BEEN REASSIGNED TO A SMALL LECTURE HALL WITH SEATING FOR ONLY ABOUT 200 PEOPLE. IT IS NOT CLEAR WHETHER THE UNIVERSITY MADE THE CHANGE TO REDUCE THE POSSIBILITY OF A STUDENT RESPONSE OR BECAUSE, FOR INTERNAL PURPOSES, IT WISHED TO DOWNPLAY THE PRESENCE OF A NOTED CONSERVATIVE VOICE.

THE AUDIENCE CONTAINED THREE OR FOUR GROUPS WHICH TOOK TURNS INTERRUPTING THE PROCEEDINGS BOTH VOCALLY WITH CHANTS AND SLOGANS AND BY MARCHING AROUND THE ROOM WITH PLACARDS RAISED. THESE MARCHES INCLUDED THE STAGE WITH A LECTERN FOR THE USE OF THE SPEAKER, BUT THE MARCHING DEMONSTRATIONS AND VERBAL INTERRUPTIONS FROM THE AUDIENCE WERE SO FREQUENT AND LOUD THAT EVENTUALLY THE INVITED GUEST GAVE UP AND LEFT, NOT, HOWEVER, WITHOUT FIRST TRYING TO ENGAGE MEMBERS OF HIS AUDIENCE IN A TWO-WAY CONVERSATION THAT MIGHT CLARIFY AND LEAD TO A BETTER UNDERSTANDING OF BOTH PROGRESSIVE AND CONSERVATIVE PRINCIPLES AND GOALS.

IT CAN BE USEFUL AT TIMES TO LISTEN CAREFULLY TO THE WORDS THAT ARE SPOKEN OR, MORE COMMONLY, YELLED DURING DEMONSTRATIONS, AS THEY CAN DELIVER A MESSAGE THAT CAN'T BE REDUCED DOWN TO THE SIZE OF SIGNS THEY CARRY AND HOLD ALOFT. THE TWO MESSAGES THAT DOMINATED THIS EVENT WERE “DIVERSITY” AND “SAFETY”.

WE HAVE WRITTEN ABOUT “DIVERSITY” BEFORE — ABOUT ITS PRIOR HISTORY, ITS RECENT ADOPTION AND ITS TRANSFORMATION BY THE POLITICAL LEFT INTO THEIR GLOBAL, ONE-WORD, TRADE-MARK MESSAGE. IT IS INCREASINGLY NOW BEING PUT INTO SLOGAN SIZE/FORM IN THE STATEMENT “DIVERSITY IS OUR STRENGTH”. THIS HAS A 1984<sup>3</sup> ORWELLIAN RING TO IT — ORWELLIAN IN THE SENSE THAT, ALTHOUGH GOVERNMENT ORDERS ITS ACCEPTANCE, IT IS THE OPPOSITE OF TRUTH. IF WE LOOK EAST TO EUROPE, OUR ANCESTRAL HOMELAND, WE SEE A CONTEMPORARY VERSION OF 1984 TAKING PLACE. THERE, LIVES, COMMUNITIES, CULTURES AND FAITHS ARE BEING OVERWHELMED AND DECIMATED BY THE INFLUX OF 2 MILLION MOSTLY MALE, MUSLIM IMMIGRANTS. FOR THOSE WHO KNOW THE TRUTH AND OBJECT TO THE EUROPEAN UNION (EU) PRODUCTION OF 1984 UNDER THE TITLE “DIVERSITY IS STRENGTH”, THE TRUTH IS BITTER AND THE FUTURE GRIM.

\* \* \*

MASS DEMONSTRATIONS WITH THEIR MULTIPLE MOVING PARTS, EXAGGERATED CLOTHING/BEHAVIOR AND LOUD SOUND LEVELS FROM BOTH SPECTATORS AND PARTICIPANTS ARE A FORM OF ORGANIZED CHAOS. IN THIS ATMOSPHERE IT IS DIFFICULT TO FOCUS ON SPECIFIC ELEMENTS SUCH AS THE PHRASES ON SIGNS OR THE REPEATED WORDS OF SLOGANS AND CHANTS. ZOOMING IN ON SUCH DETAILS, HOWEVER, CAN BE REVEALING IN WAYS NOT

AVAILABLE FROM THE SENSORY OVERLOAD THAT RESULTS FROM VIEWING THE SURGING, BLARING, SIGN-WAVING, AGITATED MASS OF BODIES AND VOICES ASSEMBLED IN COMMON CAUSE.

“DIVERSITY”, FOR INSTANCE, IS THE ACKNOWLEDGED BRAND NAME OF THE POLITICAL LEFT MOVEMENT, BUT, AS WE HAVE POINTED OUT BEFORE, WHAT IT CLAIMS AND WHAT IT DELIVERS ARE TWO VERY DIFFERENT OUTCOMES. WHAT IS PROTESTED AND PROCLAIMED BY PEOPLE GATHERED IN THE STREET OR PUBLIC SQUARE IS OFTEN UNABLE TO SURVIVE THE FULL POLITICAL JOURNEY TO ITS END AND BE RECOGNIZED AS PUBLIC POLICY. THIS IS AN ASPECT OF POLITICAL ACTION THAT ALMOST EVERY POLITICAL PARTY OR MOVEMENT MUST CONSIDER AT SOME POINT.

OUR EDUCATIONAL INSTITUTIONS ARE IN A TRAP OF THEIR OWN MAKING: IN ORDER TO COURT STUDENTS THEY APPEAL TO INDIVIDUALS’ CONCERNS BY OFFERING THE MUCH TOUTED BENEFITS OF IDENTITY, EQUALITY, HARMONY AND UNIQUENESS — A KIND OF GLOBAL TRIBALISM IN WHICH EVERY TRIBE CAN BE DIVIDED INTO INCREASINGLY SMALLER AND MORE NUMEROUS PARTS. BUT HISTORY TEACHES US THAT THERE ARE PRACTICAL LIMITS TO THIS PROCESS THAT ARE TRIGGERED BY THE NEEDS FOR COMMON DEFENSE, FOOD, PROFIT, CULTURE, RELIGION, LAND, HEALTH, ETC.

WE HAVE TO BE CLEAR — THE TRAP IS AN IDEOLOGICAL ONE, AND IS BAITED WITH “DIVERSITY” WHICH CELEBRATES DIFFERENCES, BUT DIFFERENCES DO NOT FIGURE LARGELY IN PROGRESSIVE/LIBERAL IDEOLOGY. QUITE TO THE CONTRARY, THE LEFT’S MASTER COMPUTER THAT ANALYZES THE PRESENCE/VALUES OF EVERY GROUP OR INDIVIDUAL IS PROGRAMED TO CALCULATE THEM TO BE EXACTLY EQUAL. THIS “SWITCH” SPRINGS THE TRAP AND MOVES THE PATH OF STUDENT THOUGHT AND ACTION TO THE “ONE SIZE FITS ALL” GROUP MODELS OF THE POLITICAL LEFT. THE TRANSITION TAKES PLACE DURING COLLEGE YEARS WITH THE FULL KNOWLEDGE AND APPROVAL OF FACULTY AND ADMINISTRATORS ENABLING THE STUDENT, UPON LEAVING THE ACADEMY, TO READILY JOIN AND ENGAGE IN THOSE SAME POLITICAL EFFORTS AND DIRECTIONS ENCOURAGED BY THE UNIVERSITY.

\* \* \*

IN THE PREVIOUSLY MENTIONED CONFRONTATION BETWEEN STUDENT AUDIENCE PROTESTERS AND GUEST SPEAKER THE OTHER MOST FREQUENTLY AND FORCEFULLY VOICED INTERRUPTION WAS THE WORD “SAFETY” SIMPLY REPEATED WITHOUT ANY ACCOMPANYING LANGUAGE WHILE MARCHING AROUND THE LECTURE HALL. WE DO NOT KNOW THE EXTENT, IF ANY, TO WHICH “SAFETY” IS USED AT OTHER CAMPUSES, BUT AT YALE IT HAS RISEN ABOVE THE STATUS OF A CROWD PLEASING PROTEST AND HAS BECOME A POWERFUL, ONE-WORD FORM OF PROTEST.

IT REFERS BACK TO A COMMENT MADE BY YALE PRESIDENT, PETER SALOVEY, IN THE WAKE OF A DEMONSTRATION BY AFRICAN-AMERICAN STUDENTS OVER A REAL, OR IMAGINED, PUT DOWN OF THEIR CULTURE, TO THE EFFECT THAT ALL YALE STUDENTS ARE ENTITLED TO A “SAFE” SPACE WHERE THEIR CULTURES CANNOT BE CHALLENGED OR CRITICIZED. WHETHER SALOVEY’S CHOICE OF WORDS WAS UNFORTUNATE OR NOT IS OPEN TO ARGUMENT, BUT THEY WERE QUICKLY WEAPONIZED BY THE UNIVERSITY’S BLACK

STUDENT COMMUNITY. IN VERY QUICK ORDER, “SAFETY” BECAME BOTH A POPULAR WEAPON OF CHOICE AND A NEW AND ELEVATED DEMAND, BOTH BY COURTESY OF PRESIDENT SALOVEY’S COMMENT. MOST EVIDENT, HOWEVER, IN ITS NEWLY RECOGNIZED STATUS IS THAT IT RUNS COUNTER TO ONE OF WESTERN EDUCATION’S MOST FREQUENTLY STATED AND CREDIBLE CLAIMS THAT IT PREPARES THE STUDENT TO MEET THE CHALLENGES OF THE GREATER WORLD BEYOND THE ACADEMY — AND TO DO SO ON ITS, NOT UNDERGRADUATE, TERMS.

THOSE WHO EDUCATED EARLIER STUDENTS UNDERSTOOD THIS AND ITS IMPORTANCE TO THE STUDENTS’ DEVELOPMENT. THEY KNOW, BOTH INTUITIVELY AND BY EXPERIENCE, THAT THE POSTGRADUATE WORLD OFFERS FEW, IF ANY, SAFE SPACES AND, IF ANY ARE FOUND, THEY ARE MORE LIKELY TO BE THE RESULT OF CHANCE, CIRCUMSTANCE OR ACTION BEYOND OUR CONTROL. THEIR SCARCITY PLAYS ITS’ PART IN MAKING LIFE THE HAZARDOUS UNDERTAKING IT IS AND OFTEN SERVES AS A MARKER ON THE PASSAGE FROM YOUTH TO MATURITY.

TO BEND OUR EDUCATIONAL PURPOSE IN THE OPPOSITE DIRECTION DEFIES MUCH OF WESTERN EDUCATION’S TRADITION AND DIRECTION SINCE THE MID-18TH CENTURY ENLIGHTENMENT COMMENCED THE PROCESS OF TRANSFORMING OUR PLANET. CAN WE EVEN IMAGINE OUR PAST INTELLECTUAL LEADERS SUCH AS THOREAU OR EMERSON ADVOCATING CHALLENGE-FREE ZONES OF SAFETY FOR UNDERGRADUATES?

WE SHOULD BE CLEAR ABOUT WHAT PRES. SALOVEY’S STATEMENT MEANS AND DOES NOT MEAN. IT DOES NOT DEVALUE MUCH OF THE KNOWLEDGE THAT IS PASSED FROM ONE SOURCE OR GENERATION TO THE NEXT DURING OUR COLLEGE EXPERIENCE BUT IT ALTERS THE STUDENT’S VIEWS OF LIFE AND LEARNING, AND RAISES THE QUESTION OF HOW PRES. SALOVEY’S ELEVATION OF CULTURAL SAFE ZONES WILL AFFECT OUR VIEW OF WESTERN EDUCATION’S TRADITION AND, MORE IMPORTANTLY, ITS DESTINY.

\* \* \*

THERE OCCURRED ANOTHER INCIDENT WITHIN THE PAST COUPLE OF YEARS AT YALE WHICH RELATES TO THE “SAFETY” ISSUE. IN THE COLLEGE SYSTEM AT YALE STUDENTS ARE HOUSED IN APPROXIMATELY A DOZEN INDIVIDUAL COLLEGES EACH WITH ITS OWN IDENTITY AND FACILITIES FOR STUDY, DINING AND ATHLETIC COMPETITION. EACH COLLEGE IS PRESIDED OVER BY A FACULTY MEMBER WHO, WITH HIS/HER FAMILY, LIVE IN THE COLLEGE. THEY TRY TO HAVE OCCASIONAL CONTACT WITH THE COUPLE OF HUNDRED, OR MORE, STUDENTS IN RESIDENCE AND TO BE AVAILABLE TO PROVIDE INFORMAL COUNSEL OR ASSISTANCE.

IN THIS INSTANCE A GROUP OF STUDENTS WAS DISCUSSING HALLOWEEN, PREPARATIONS WITH THE FACULTY MEMBER’S WIFE IN WHICH A QUESTION REGARDING COSTUMES WAS ASKED AND TO WHICH SHE REPLIED IN A SEEMINGLY NON-ANTAGONISTIC WAY, BUT WHICH CAUSED OFFENSE AMONG SOME OF THE AFRICAN-AMERICAN STUDENTS, ESPECIALLY ONE BLACK FEMALE STUDENT WHO ASSUMED THE ROLES OF CHIEF SPEAKER, PROSECUTOR AND VICTIM.

THE FACULTY PERSON ATTEMPTED TO DEFUSE THE SITUATION

BY CONVERSATION WITH THE GROUP'S LEADER WHICH ONLY SERVED TO FOCUS HER WRATH ON HIM, HER WEAPONS OF CHOICE BEING THE F-WORD IN ATTACKING HIS LEGITIMACY, TEACHING SKILLS, SALARY, APPEARANCE AND RACISM OF WHICH NEITHER THE PROFESSOR NOR HIS WIFE PROVIDED ANY SUGGESTION, LET ALONE EVIDENCE. AS THE HIGH EMOTIONS AND VOCAL LEVELS ATTRACTED MORE SPECTATORS, AND PARTICIPATION, CAMPUS GUARDS WERE CALLED UPON TO DISPERSE THE CROWD AND THE FACULTY COUPLE RETURNED TO THEIR RESIDENCE.

AN EVENT SUCH AS THIS IS "CUSTOM MADE" FOR TODAY'S MSM COVERAGE, BUT EVEN SO THE REPORTING FAILED TO REFLECT THE EMOTIONAL INTENSITY EVIDENT TO BOTH ON SITE OBSERVERS AND THOSE WHO HAVE SEEN THE VIDEO. THE UNIVERSITY ISSUED A COUPLE OF STATEMENTS THAT ACKNOWLEDGED AN INCIDENT HAD OCCURRED, THAT EXPRESSED CONCERN FOR STUDENTS' SENSIBILITIES AND THAT ASSURED THOSE INTERESTED THAT PROPER AND THOROUGH INVESTIGATIONS WERE UNDERWAY.

THE RESULTS WERE NOT WHAT MANY PEOPLE WOULD HAVE CONSIDERED APPROPRIATE. THERE WAS NO CRITICISM OF THE PERSONAL ATTACK UPON THE PROFESSOR, NOR ANY APPRECIATION OF HIS CALMNESS UNDER FIRE AND HIS EFFORT TO REDUCE TENSIONS AS MUCH AS POSSIBLE. CONCERN WAS EXPRESSED FOR MINORITY STUDENTS' POLITICAL RIGHTS AND PRES. SALOVEY ANNOUNCED THAT HE WAS INSTITUTING A NEW, EXTENDED AND IMPROVED SENSITIVITY TRAINING PROGRAM FOR ALL UNIVERSITY EMPLOYEES — FACULTY, COMMUNICATIONS, SERVICE WORKERS, OFFICE PERSONNEL, ADMINISTRATION OFFICES (INCLUDING HIMSELF AND ALL DEANS AND DEPT. HEADS) AS WELL AS DIRECTORS OF MUSEUMS, GALLERIES, THEATRES, LIBRARIES, PUBLICATIONS, ETC. THERE WAS NO MENTION OF ANY DISCIPLINARY ACTION AGAINST THE PROTESTERS, INCLUDING THEIR FEMALE LEADER.

NOT LONG AFTER THIS GRAND SCALE MEA CULPA IT WAS ANNOUNCED THAT A NEW RESIDENT FACULTY MEMBER HAD BEEN SELECTED FOR THE COLLEGE WHERE THE INCIDENT HAD TAKEN PLACE AND THEN, A FEW MONTHS THEREAFTER, THAT HIS PREDECESSOR HAD JOINED THE FACULTY OF A SMALLER NEW ENGLAND COLLEGE.

\* \* \*

MANY DANGERS LURK NOT FAR BENEATH THE SURFACE OF THIS EXTRAORDINARY TALE OF OUR TIME. THE FIRST IS IN YALE'S RESPONSE OF ACCOMMODATING A "PART" AT THE EXPENSE OF THE "WHOLE", IN ELEVATING THE INTERESTS OF A SMALL GROUP OVER WHAT IS EXPECTED AND DEMANDED FROM THE LARGER STUDENT BODY. THIS IS AN IMPORTANT ELEMENT IN HOW MARXIST PC FUNCTIONS; AND YALE'S CALL FOR ADDITIONAL UNIVERSITY-WIDE CULTURAL SENSITIVITY TRAINING TO AN ALREADY AMPLE AND ACTIVE BASE IS AN EXAMPLE OF HOW COMFORTABLY THE LEFT AND ITS SUPPORTERS CAN PUT PC TO USE.

ANOTHER DANGER SEEN HERE LIES IN YALE'S VIEW OF ITS ROLE AS A PROVIDER OF "SAFETY ZONES" FOR STUDENT CULTURES WHERE CHALLENGES ARE EITHER DISMISSED OR DENIED IN WAYS THAT RUN COUNTER TO THE GENERALLY ACCEPTED CODE OF STUDENT CONDUCT, THE GREAT DANGER OF SUCH A BYPASS BEING THAT TENSIONS, EMOTIONS AND NUMBERS WILL INCREASE TO FLASH

POINTS AT WHICH THE CROWD MAY BECOME UNCONTROLLABLE AND CAUSE PROPERTY DAMAGE AND PERSONAL INJURY OR LOSS OF LIFE.

THE PROPOSITION THAT A CULTURAL GROUP SHOULD BE PROTECTED FROM CHALLENGE CARRIES OTHER RISKS. CHALLENGE IS A BROAD LABEL; DOES IT INCLUDE COMMENT, SATIRE AND/OR CLAIMS OF DISTINCTION OR SUPERIORITY FROM OTHER CULTURES? OR FROM ETHNIC, RACIAL, TRIBAL, RELIGIOUS OR SOCIAL GROUPS ON OUR PLANET FOR WHOM TECHNOLOGY HAS REMOVED MANY OF THE BARRIERS THAT FOR CENTURIES LIMITED THEIR PROGRESS?

THINK BACK ACROSS THE CENTURIES OF WCIV'S PROGRESS FROM PRE-CHRISTIAN GREECE AND ROME TO THE PRESENT; CONSIDER THE MANY IMPROBABLE (AND SOME IMPOSSIBLE) TWISTS AND TURNS OF HISTORY — RELIGIOUS, ECONOMIC, TECHNOLOGICAL, POLITICAL AND TERRITORIAL — ANY ONE OF WHICH MIGHT HAVE BROUGHT ABOUT DESTRUCTION FROM WHICH RECOVERY WAS NOT POSSIBLE.

THERE WAS A CONSTANT IN ALL THIS — AN EDUCATION SYSTEM THAT COULD INFORM AND ADAPT ITS STUDENTS AND WARRIORS ALIKE. IT COULD DEFINE, KEEP SEPARATE AND MAINTAIN THE BALANCE NECESSARY BETWEEN THE INDIVIDUAL, THE STATE AND THE CHURCH. ON MANY OCCASIONS AND IN MANY WAYS IT PERFORMED THIS ESSENTIAL FUNCTION BY SCHOLARSHIP, EXTRAORDINARY COURAGE, CRITICAL THINKING, OPEN DEBATE, PEER RESPECT, ACADEMIC HONOR, SATIRE AND ITS DEDICATION TO THE PURSUIT OF LEARNING. IT WAS NOT A COHESIVE UNIT, BUT RATHER A FORM OF MANY PARTS. OVERTIME, SOME WERE LOST AND OTHERS ADDED, BUT ENOUGH SURVIVED SO THAT THE CENTRAL CORPUS REMAINED SUFFICIENTLY INTACT AND RELEVANT TO ASSURE ITS ENDURANCE AND ITS STATUS AS ONE OF WCIV'S MOST ICONIC AND BASIC INSTITUTIONS.

THIS IS NO LONGER TRUE AND OUR HOPE FOR A RETURN TO A MORE BALANCED WORLD VIEW IN ACADEMIA MAY BE A FUTILE ONE. OUR FACULTIES AND ADMINISTRATORS TODAY ARE IMBUED WITH FORMS OF POLITICAL IDENTIFICATION — PC AND MC. THEY CANNOT, NOR DO THEY WISH TO, CONNECT WITH THE CAMPUS EXPERIENCE OF THE IMMEDIATE POSTWAR YEARS — NOW TWO GENERATIONS DISTANT AND RECEDING EVER MORE QUICKLY.

WE MUST MAKE IT CLEAR THAT YALE IS JUST ONE OF MANY OF OUR NATION'S CAMPUSES WHERE CULTURAL SAFE ZONES ARE IN PLACE. IN A WEST COAST UNIVERSITY, A YEAR OR TWO AGO, A MINORITY STUDENT GROUP SECURED PERMISSION FROM THE ADMINISTRATION TO TURN THE CAMPUS OVER TO IT FOR A DAY DURING WHICH CLASSES WOULD BE CANCELLED AND ALL FACULTY REQUIRED TO LEAVE THE GROUNDS.

ONE FACULTY MEMBER WHO HAD WORK THAT REQUIRED ATTENTION REFUSED TO LEAVE AND WAS SUBJECTED TO VERBAL AND PHYSICAL HARASSMENT THAT INCLUDED DEMANDS FOR TERMINATING HIS EMPLOYMENT. THE DISMISSAL BECAME MOOT WHEN THE PROFESSOR REALIZED THAT THE STUDENT POLITICAL ATMOSPHERE HAD BECOME SO TOXIC THAT HE NO LONGER WISHED TO WORK THERE AND HE RELOCATED TO ANOTHER INSTITUTION.

PERHAPS THE MOST INSIDIOUS EFFECT OF THE POLICY OF SAFETY ZONES IS ONE WHICH MAY TARGET THE MINORITY STUDENTS THEMSELVES. CONSIDER THE ATMOSPHERE OF ANY OF OUR COLLEGES/UNIVERSITIES TODAY. THE STUDENT EXISTS IN

THE “PROTECTED” AREA OF A PUBLICLY OR PRIVATELY FUNDED SCHOOL WITH HOUSING, FOOD AND OTHER EXPENSES EITHER PARTLY OR WHOLLY PAID FOR BY NEED BLIND OR OTHER GENEROUS ADMISSIONS POLICIES. FACULTY ARE INTERESTED IN THE STUDENT’S LIFE AND LEARNING DEVELOPMENT AND GENERALLY FOSTER AN ENCOURAGING, IF NOT PERMISSIVE, ENVIRONMENT.

FAST FORWARD A FEW YEARS AND THE SAME STUDENT, IF LUCKY, SUCCESSFUL OR BOTH, HAS JOINED THE WORK FORCE AND BECOME A WAGE EARNER. THE ATMOSPHERE OF THE WORLD AFTER UNIVERSITY IS ENTIRELY DIFFERENT IN TONE — MORE COMPETITIVE, LESS PATIENT AND ENCOURAGING AND LESS CENTERED UPON THE INDIVIDUAL. CHALLENGES OF ALL KINDS APPEAR AND MUST BE MET OR DEFLECTED.

THIS IS NOT TO SAY THAT THE POSTGRADUATION WORLD LACKS ANY EMPATHY OR ACCOMMODATION FOR THE SENSE OF CULTURAL PROTECTION THAT ACADEMIA HAS PRIORITIZED IN ITS TREATMENT OF STUDENT PROTESTS AND OTHER BEHAVIORS. THERE ARE MANY POLITICAL AND SOCIAL PURSUITS THAT WELCOME SAFETY ZONE ADVOCACY AND OFFER CAREER/EMPLOYMENT OPPORTUNITIES TO WHICH STUDENTS CAN TRANSFER THEIR INTERESTS, TALENTS AND ATTITUDES. BUT THOSE KINDS OF CAREERS ARE ONLY A SMALL PART OF THE LARGER WORK PLACE WHICH ANNUALLY IN JUNE SWOOPS UP THE PRODUCT OF OUR EDUCATIONAL SYSTEM, SORTS THEM OUT AND PUTS THEM TO WORK.

\* \* \*

WE MUST RETRACE OUR STEPS IN TIME AND TECHNOLOGY IN CONSIDERING ANOTHER HIGHLY IMPORTANT FACET OF TODAY’S STREET AND CAMPUS DEMONSTRATIONS. IT IS THE ATTENTION/DISPLAY FACTOR (ADF) — A DOMINANT FORCE NOW THAT PLAYED A MINOR ROLE TWO GENERATIONS AGO. THEN, IN THE LATE 1950S OF PRES. EISENHOWER’S SECOND TERM, THE COUNTRY, ITS CAMPUSES AND OUR MOTIVATIONS AND METHODS FOR DEMONSTRATING WERE ALL VERY DIFFERENT. THEY WERE MOSTLY REDUCED SCALE VERSIONS OF TODAY’S MODEL — SMALLER IN NUMBER, LOWER IN SOUND AND OF SHORTER DURATION SPECIFIED BY LOCAL REGULATIONS. NOR DID THEY ATTRACT THE FINANCIAL AND/OR POLITICAL SPONSORSHIP THAT IS COMMON TODAY. COSTUMES, EVEN THE BASIC T-SHIRT BEARING THE ORGANIZATION’S NAME AND SLOGAN, NOW REFLECT A DEGREE OF ORGANIZATION GENERALLY NOT PRESENT ON CAMPUS IN THE 1950S EXCEPT IN PRESIDENTIAL ELECTIONS.

OUR RECOLLECTION IS THAT STUDENT PROTESTS OF THAT ERA WERE MORE ABOUT SPONTANEOUSLY EXPRESSING OPINION RATHER THAN MARCHING INTO BATTLE TO ESTABLISH AUTHENTICITY OR SUPERIORITY IN TODAY’S IDENTITY WARS, AND TO DO SO MAKING USE OF THEATRICAL “PROPS” SUCH AS LAVISH CLOTHES, GARISH/ EXAGGERATED FACIAL AND BODY MAKE-UP APPLIED TO STATES OF DRESS AND UNDRRESS FROM FULLY CLOTHED TO NEARLY NUDE. AND IN MORE RECENT YEARS WE HAVE NOTED THE INCREASING MIGRATION OF THESE TECHNIQUES FROM THE ACTIVISTS TO THE SPECTATORS WHO, TRUE TO THE RULES OF IDENTITY WARS, USE THEM TO HONOR THE PRESENCE OF THESE SOCIAL WARRIORS AND CHEER AS THEY PASS BY. IN THE MIDST AND MOVEMENT OF CHARGE AND COUNTER-CHARGE, OF VIOLENCE AND COUNTER-

VIOLENCE, THE OUTLINES OF CLAIMED CONSTITUTIONAL ISSUES BECOME INCREASINGLY DIFFICULT TO MAKE OUT.

THE ADF IS THE OFFSPRING OF TWO VERY POWERFUL PARENTS — OUR EXTRAORDINARY COMMUNICATIONS TECHNOLOGY OF THE LAST HALF CENTURY AND THE AGELESS HUMAN NEED TO BE RECOGNIZED, TO BE DISTINGUISHED IN SOME WAY, IF ONLY IMAGINED, FROM OTHERS.

LOOKING BACK TO 1950S CAMPUS DEMONSTRATIONS, WITH THE EXCEPTION OF NATIONAL POLITICAL CONTESTS, OUR RECOLLECTION IS THAT MOST INVOLVED CAMPUS ISSUES IN WHICH A MODEST NUMBER OF STUDENTS, DRESSED IN THEIR NORMAL CLOTHES WITH SOME CARRYING HAND-LETTERED SIGNS, STAKED OUT A POSITION IN THE VICINITY OF AN ADMINISTRATION BUILDING, LECTURE HALL, GYMNASIUM, SCIENCE LABORATORY, ETC. AND ATTEMPTED TO INTEREST PASSERS-BY IN THEIR CAUSE. SUPPORTIVE OR EXPLANATORY LITERATURE MIGHT BE AVAILABLE AND STUDENTS OFTEN MARCHED AROUND THE SITE AREA CHANTING OR OTHERWISE CALLING ATTENTION TO THE ISSUE AND THEIR POSITION. SPECTATORS WERE ADDRESSED VIA A HAND-HELD, NON-ELECTRONIC MEGAPHONE, AND THEY, TOO, WERE LESS IN NUMBER AND REACTION THAN CURRENT CROWDS.

IN VIEWING BOTH STUDENT AND OTHER DEMONSTRATIONS TODAY, IT IS IMPOSSIBLE TO IGNORE THE TRANSFORMATIVE EFFECT OF THE MSM. IT IS EVERYWHERE — RECORDING, FILMING, COMMENTING, BROADCASTING AND MOVING ITS AUDIENCES TOWARDS POLITICAL/SOCIAL DIRECTIONS OF ITS CHOICE.

FOR THE YOUTH OF OUR COUNTRY, THIS IS A NEW AND POWERFUL EXPERIENCE. MANY STUDENTS ENTERING COLLEGE ARE LIVING AWAY FROM HOME AND PARENTAL SUPERVISION FOR THE FIRST TIME AND, ABSENT THE RESTRAINTS OF HOME LIFE, ARE EXPOSED TO THOUGHT AND DEVELOPMENTAL PRESSURES FROM BOTH PEERS AND FACULTY. BOTH, BUT ESPECIALLY, THE LATTER, WHO REPRESENT THE AUTHORITY AND WISDOM OF THE INSTITUTION, ARE PRESENT AND ACTIVE IN REAL TIME. THEY ARE PART OF THE PROCESS AND VERY FEW ENTERING STUDENTS HAVE THE INTELLECTUAL AND SOCIAL STRENGTH REQUIRED TO DISMISS THEM. ALSO, INSTITUTIONAL POWER OVER STUDENTS INCREASES CUMULATIVELY DURING THEIR FOUR YEARS AS COURSES, TOPICS AND TEACHERS ARE ADDED TO THE EXPERIENCE.

“...OUR CAPITALIST SYSTEM WHICH IS MARKED MORE BY ITS EXCESSES THAN ITS RESTRAINTS.”

A LARGE MEASURE OF THE POLITICIZATION OF ACADEMIA COULD NOT HAVE TAKEN PLACE WITHOUT THE GLOBE SHRINKING, WORLD CHANGING TECHNOLOGICAL ADVANCES IN COMMUNICATIONS OF THE POSTWAR ERA. THE RESPONSIBILITY FOR TECHNOLOGY IS A HUMAN ONE. WE DO THE RESEARCH, THE EXPERIMENTS, THE FUNDING, THE UPSCALING, THE PRODUCTION AND THE MARKETING. AND, IN THE END IN OUR CONTEMPORARY CONSUMER ECONOMY, WE USUALLY ACCEPT WHAT IS OFFERED AND MAKE ROOM FOR IT IN OUR LIVES — SOMETIMES EXCESSIVELY IN THE FORM OF ADDICTION. WE HAVE COME TO VIEW OUR CONSUMER ECONOMY AS A NATURAL PROGRESSION OF OUR CAPITALIST SYSTEM WHICH IS MARKED MORE BY ITS EXCESSES THAN ITS RESTRAINTS.

BUT THE MARKET PLACE IS ONE THING AND ACADEMIA ANOTHER. EACH MAKES ITS OWN CONTRIBUTION TO HOW WE FACE AND MEET THE CHALLENGES OF THE IDENTITY WARS IN WHICH WE ALL ENGAGE. TIMING, HOWEVER, REVEALS AN IMPORTANT DISTINCTION. COLLEGE FRESHMEN, GENERALLY AGE 18, ARE PRESUMED TO HAVE ENOUGH FINANCIAL EXPERIENCE TO MANAGE, OCCASIONALLY WITH HELP, THE LIMITED DEMANDS OF COLLEGE LIFE, WHEREAS ACADEMIA REGARDS THE NEWLY ENTERED STUDENT AS AN ALMOST BLANK PAGE ON WHICH CAN BE WRITTEN DIRECTIONS FOR PURPOSES, ATTITUDES AND DIRECTIONS THAT CAN INFLUENCE THOUGHT AND BEHAVIOR DURING AND LONG AFTER THE UNDERGRADUATE YEARS.

“...THE VALUE OF THE ARGUMENT OFTEN EQUALED OR EXCEEDED THAT OF THE RESULT.”

EXPERIMENTATION HAS ALWAYS BEEN A KEY INGREDIENT IN THE DIFFICULT PASSAGE FROM ADOLESCENT TO ADULT YEARS AND WAS RECOGNIZED AS SUCH IN THE WAYS THAT WCIV CHOSE TO EDUCATE ITS STUDENTS. IN QUICK SUCCESSION THE PROTESTANT REFORMATION, THE NEW SCIENTIFIC THEORIES OF THE AGE OF EXPLORATION AND THE ENLIGHTENMENT ALL MOVED EDUCATION AWAY FROM DOGMA TOWARDS INQUIRY, ACADEMIC FREEDOM AND OPEN DEBATE. IN SUCH AN ATMOSPHERE, THE VALUE OF THE ARGUMENT OFTEN EQUALED OR EXCEEDED THAT OF THE RESULT.

THIS COMMITMENT TO QUESTIONING MUST, IN ORDER TO SUCCEED, BE SHARED BY BOTH FACULTY AND STUDENTS — A FORM OF COOPERATION THAT HAS BECOME LESS LIKELY AND PRACTICED AS POLITICIZATION AT OUR INSTITUTIONS HAS INCREASED. IN THIS AREA WHICH CALLS FOR BALANCE FACULTY MEMBERS HOLD A DECIDED ADVANTAGE, AS IN ADDITION TO BEING AUTHORITY FIGURES, THEY ARE RECOGNIZED AS EXPERTS IN THEIR CHOSEN FIELDS WITH IMPRESSIVE ACCOMPLISHMENTS, PUBLICATION AND ACADEMIC HONORS OF RECORD. THE END RESULT IS THAT AS FACULTIES HAVE MOVED TO THE POLITICAL LEFT, THE INDIVIDUAL POLITICAL PREFERENCES OF THEIR MEMBERS HAVE COMBINED WITH THE INSTITUTIONS’ EMBRACE OF THE PROGRESSIVE MOVEMENT IN WAYS THAT CHANNEL STUDENT THOUGHT AWAY FROM INDEPENDENCE AND THAT MAINTAIN THE STATUS QUO OF WHAT IS OFFERED IN THE CORE CURRICULUM.

REJECTION OF EXPERIMENTATION IS AT WORK AMONG STUDENTS ALSO IN THAT NOT ALL STUDENTS COME TO ACADEMIA EQUIPPED WITH THE SAME BELIEFS. ALTHOUGH EACH CLASS ARRIVES AT THE SAME TIME AND PLACE, THEY COME FROM MANY DIFFERENT SOCIAL, ECONOMIC, GEOGRAPHIC, RELIGIOUS AND POLITICAL BACKGROUNDS THAT MAY BE CHALLENGED FOR THE FIRST TIME BY THE COLLEGE EXPERIENCE. INDEED, MANY A STRONGLY HELD BELIEF RECOGNIZED AS FACT IN ITS HOME LAND AND YEARS BY ONE STUDENT CAN BE DISMISSED AS ONLY AN OPINION BY A NEW CLASSMATE. THIS VARIETY OF EXPERIENCE ACCOUNTS FOR MUCH OF THE INTENSITY OF STUDENTS’ RESPONSES TO THEIR NEW WORLD AT COLLEGE WHERE BOUNDARIES, LIMITS AND EVEN “FACTS” CHANGE TO BECOME PART OF THEIR NEW REALITY.

\* \* \*

SOME PATTERNS OF UNIVERSITY LIFE OCCUR AND ARE GONE IN A DAY AND CAN BE OBSERVED IN THAT BRIEF PERIOD. OTHERS ARE MEGA TRENDS THAT STRETCH OVER YEARS OR DECADES AND REQUIRE US TO USE A DIFFERENT LENS TO VIEW THEM IN THEIR ENTIRETY. BUT WHATEVER THE LENS, IT IS THE TOTALITY OF THE FORCES AT WORK IN OUR 21ST CENTURY EDUCATIONAL SYSTEM THAT CAUSE CONCERN.

THESE INCLUDE POLITICAL INDOCTRINATION OF STUDENTS THROUGH CURRICULUM CONTENT; AND BY THE ATTITUDES AND DIRECTIONS OF POLITICAL THOUGHT EXPRESSED BY FACULTY MEMBERS IN CONVERSATION, CLASSROOM LECTURES, READING MATERIAL AND THEIR PUBLISHED WORKS SOME OF WHICH ARE DESIGNATED AS TEACHING TEXTS.

IN ADDITION TO THEIR UNDERGRADUATE AND GRADUATE SCHOOL FACULTIES, OUR ACADEMIES CREATE AND MAINTAIN THE SELF-IMAGES THEY WISH TO PROMOTE THROUGH ACTIVE PR MESSAGING DIRECTED TO LOCAL COMMUNITIES, ALUMNI, PROFESSIONAL ASSOCIATIONS, THE GENERAL PUBLIC, LOCAL/ STATE/FEDERAL/FOREIGN GOVERNMENT AGENCIES AND FUNDING SOURCES AND THE MSM. IN MANY PARTS OF AMERICA THE SUBSTANTIAL REACH OF THESE EFFORTS IS QUIETLY INCREASED BY THE APPEAL OF MAJOR SPORTS PROGRAMS. THESE NOT ONLY CREATE ADDITIONAL REVENUE, BUT ALSO DEVELOP AN ALTERNATE IMAGE THAT CAN ATTRACT FURTHER SUPPORT.

FINALLY, THERE IS THAT UPPER LEVEL OF ADMINISTRATION TO WHICH THE MANAGEMENT OF ALL THESE ELEMENTS IS ASSIGNED — THE PRESIDENT, PROVOST, DEANS, FINANCIAL AND LEGAL OFFICERS AND THE POLICY SETTING TRUSTEES. THE LATTER GENERALLY SEEM TO WANT TO DISTANT THEMSELVES FROM STUDENT ACTIVITIES THAT INVOLVE SEX, DRUGS, ALCOHOL, POLITICS, GENDER, RACE, ETC. WHILE THERE MAY BE A CLEAR LINE OF SEPARATION BETWEEN THE ACADEMIES’ POLICY AND ADMINISTRATIVE FUNCTIONS AND HOW THEY ARE PRESENTED TO THE PUBLIC, BOTH SEEM TO HAVE REACHED AGREEMENT THAT THE POLITICAL DIRECTION OF OUR INSTITUTIONS OF LEARNING SHOULD BE STRONGLY TO THE LEFT.

IN OUR PRESENT CIRCUMSTANCES, IT MAY BE TEMPTING TO VIEW THIS SHARED DIRECTION AS THE RESULT OF A DIFFICULT ACCOMMODATION OF DIFFERENT INTERESTS ACHIEVED BY BRILLIANT LOGIC AND ELEGANT SPEECH, BUT WE SUSPECT THE TRUTH IS MORE MUNDANE. PLANTED IN THE 1930S, THE POLITICS OF THE LEFT IN ACADEMIC FACULTIES GREW STEADILY OVER THE NEXT HALF CENTURY UNTIL IT BECAME, AND WAS RECOGNIZED AS, A DOMINANT FORCE. OUR COLLEGES/UNIVERSITIES HAVE BECOME LARGE, RICH AND POWERFUL INSTITUTIONS OF MANY PARTS AND INTERESTS WHICH HAVE TO BE MANAGED EFFICIENTLY AND PROFITABLY.

BUT MANAGERS IN THE FORM OF ADMINISTRATORS AND TRUSTEES CAN COME AND GO AND ARE EASILY REPLACED. FACULTY IS SOMETHING ELSE, AS TENURE ASSURES EMPLOYMENT FOR SOME. FOR OTHERS, THERE IS THE REALITY THAT SCHOOLS CANNOT OPERATE WITHOUT FACULTIES; THEY ARE ESSENTIAL AND ANY SUGGESTION OF ANY COORDINATED FACULTY OPPOSITION IN THE FORM OF A PUBLIC ANNOUNCEMENT OR, WORSE, A DEMONSTRATION OR WORK STOPPAGE SERVES AS A REMINDER TO THE POLICY AND MANAGEMENT FUNCTIONS OF THEIR LIMITATIONS AND WHERE THE ULTIMATE POWER LIES.

THIS IS NOT A HAPPY TALE AND THE USE OF GENERALITIES

INVARIABLY INVITES CONTRADICTION. CERTAINLY, NOT EVERY COLLEGE/UNIVERSITY FACES EXACTLY THE SAME PROBLEMS, NOR RESPONDS IN THE SAME WAYS, BUT IN 21ST CENTURY AMERICA THE CHALLENGES TO OUR EDUCATIONAL SYSTEM THAT WE HAVE OUTLINED HERE ARE MORE COMMON THAN UNIQUE.

BECAUSE OF ITS SIZE AND IMPACT UPON OUR NATION AND CULTURE, EDUCATION IS OFTEN VIEWED AS A NATIONAL ISSUE, BUT THIS PERSPECTIVE IS COMPLICATED BY THE FACT THAT MOST SCHOOLS FROM EARLY TO GRADUATE LEVELS ARE REGULATED AND FUNDED BY STATE AND LOCAL AUTHORITIES. IN RECENT YEARS, SINCE THE ESTABLISHMENT OF THE DEPT. OF EDUCATION BY PRES. CARTER, IT HAS INSERTED “ITSELF” INTO THE MIX, BUT IT IS ANOTHER GOVERNMENT BUREAUCRACY AND LACKS THE IMMEDIACY OF INVOLVEMENT BY PARENTS, TEACHERS, SCHOOL BOARDS AND OTHER COMMUNITY GROUPS. CONSEQUENTLY, GIVEN THE DIFFICULTY OF BRINGING ABOUT A UNIFORM UNDERSTANDING OF EDUCATIONAL PROBLEMS IN 50 STATES AND COUNTLESS COMMUNITIES AND OUR DETERMINEDLY DIVIDED POLITICAL STATE, IT IS UNLIKELY THAT ANY BROAD, PUBLIC SOLUTION COULD BE FORMULATED, LET ALONE PUT INTO ACTION

STALEMATE CAN SERVE AS AN ARGUMENT FOR THE STATUS QUO, IGNORES MANY REALITIES AND BEARS WITHIN ITSELF THE SEEDS OF DESTRUCTION.

## EPILOGUE

EDUCATION. IT IS WHO WE ARE AND WHO WE ARE NOT. IN YOUTH IT IS WHAT WE HOPE TO BE AND LATER, SADLY, AFTER TIME AND OPPORTUNITY HAVE PASSED, WHAT WE WILL NEVER BE. IT IS FACT AND OPINION; SCIENCE AND RELIGION; CYNICISM AND FAITH. IT ENABLES US TO CONFRONT OUR PAST AND IMAGINE OUR FUTURE. IT SERVES EQUALLY WELL AS A DELICATE TOOL OR A DEADLY WEAPON. IT IS A GIFT FROM PAST GENERATIONS FOR WHICH WE IN THE PRESENT ACT AS STEWARDS, ADD OUR MESSAGE AND PASS ON TO THE FUTURE. THIS PROCESS HAS FAILED DUE TO FAULTY TRANSMISSION AND HUMAN ERROR, AND NEITHER THE WILL, NOR THE MEANS, FOR REPAIR SEEM TO BE AT HAND.

A FREE PUBLIC EDUCATION WAS AN IMPORTANT ELEMENT IN OUR FOUNDERS’ BREAK FROM TRADITIONAL GOVERNMENT, AND YET IT IS NOT MENTIONED IN OUR CONSTITUTION BECAUSE THEY DID NOT DEEM IT A PROPER FEDERAL FUNCTION, BUT RATHER ONE BEST MANAGED BY STATE/LOCAL EFFORTS AND SUPERVISION. THEIR LOGIC WAS CORRECT, BUT THEY COULD NOT FORESEE HOW THE POLITICAL, RELIGIOUS, SOCIAL AND OTHER DIVISIONS WITHIN OUR SOCIETY WOULD BE EXTENDED TO OUR EDUCATIONAL SYSTEM WITH DAMAGE TO BOTH THE PROCESS (COURSE QUALITY) AND ITS PRODUCT (STUDENTS).

PRES. CARTER’S ESTABLISHMENT OF THE DEPT. OF EDUCATION WAS A SHARP DEPARTURE FROM THE FOUNDERS’ VISION OF A DECENTRALIZED SYSTEM, AND THIS NEW ADDITION TO OUR FEDERAL BUREAUCRACY QUICKLY EXPANDED ITS ACTIVITIES, PERSONNEL AND FUNDING. TODAY, IT IS ONE OF OUR LARGEST FEDERAL AGENCIES, ACTS AS A DE FACTO LABOR UNION FOR TEACHERS AND IS HIGHLY ACTIVE IN MONITORING AND REVISING THE TEXTS THAT ARE USED IN SCHOOLS THROUGHOUT THE COUNTRY. SPURRED ON

BY THE LEFT’S COMMITMENT TO MC AND PC AND ITS SOCIAL GOAL TO GRADUATE EVERY STUDENT, MANY SCHOOLS HAVE DESCRIBED THE EFFECTS OF THESE NEW PRACTICES AS A “DUMBING DOWN” OF THE CURRICULA.

\* \* \*

THE STATE OF AMERICAN EDUCATION TODAY IS ONE OF CRISIS. EVERY IDENTITY GROUP WANTS TEXTS AND TEACHING TO REFLECT ITS CONTRIBUTION, REAL OR IMAGINED, TO THE NATION’S HISTORY, AND THIS GROWING SENSE OF WIDER ACHIEVEMENTS BY SMALLER GROUPS IS TAKING PLACE QUIETLY AND WITHOUT PUBLIC NOTICE OR RECOURSE. FYI, TAKE A LOOK AT YOUR LOCAL HIGH SCHOOL AMERICAN HISTORY TEXTBOOK.

SHUTTING DOWN SPEECH BECAUSE IT DOESN’T CONFORM TO POLITICAL OR OTHER PARAMETERS OF A GROUP OR WAY OF THOUGHT GOES AGAINST THE MOST FUNDAMENTAL PREMISES AROUND WHICH OUR GOVERNMENT WAS FORMED AND OUR CONSTITUTION CREATED. IN OUR REPUBLIC IT SHOULD BE TREATED AS THE DENIAL OF RIGHTS THAT IT IS, BUT DISCIPLINARY MEASURES AT OUR COLLEGES/ UNIVERSITIES SEEM TO BE RESERVED FOR DEMONSTRATIONS THAT CROSS OVER THE LINE TO PROPERTY DAMAGE AND PHYSICAL INJURY. BARRING THEIR OCCURRENCE, IT SEEMS THAT STUDENTS’ “SAFETY” AND SENSIBILITIES MUST TAKE PRECEDENCE OVER OTHER CONSIDERATIONS.

\* \* \*

WE ARE WITNESS TO THE SUBVERSION OF ONE OF OUR MOST BASIC AND DISTINCTIVE INSTITUTIONS — FREE EDUCATION FOR ALL. ITS TAKE-OVER BY THE POLITICAL LEFT HAS BEEN GRADUAL, PATIENT, INCREMENTAL AND RELENTLESSLY FOCUSED ON THE LONG TERM GOAL OF ADVANCING THE LEFT’S POLITICAL POWER AND ITS VISION OF THE RELATIONSHIP BETWEEN GOVERNMENT AND THE PUBLIC. AND, ALTHOUGH THE RULES/REGULATIONS FOR THIS PROCESS HAVE THEIR ORIGINS IN 19TH CENTURY MARXIST THOUGHT, THE WEST HAS BEEN GULLED AND LULLED INTO ACQUIESCENCE BY A VERY CLEVER AND EFFECTIVE TACTIC. BY SIMULTANEOUSLY CLAIMING THE BENEFITS AND ATTACKING THE LEGITIMACY OF OUR DEMOCRATIC SYSTEM THE POLITICAL LEFT HAS BEEN ABLE TO BOTH BLUR OUR POLITICAL VISION AND TO GREATLY EXPAND PROGRESSIVE APPEAL TO ALL SECTORS OF THE POLITICAL SPECTRUM FROM THE CENTER TO THE FAR LEFT.

THIS PROCESS OF SUBVERSION WHICH BEGAN IN THE EARLY 1930S HAS NOW RUN FOR JUST A FEW YEARS SHORT OF THREE GENERATIONS, AND CONTINUES TO GAIN IN NUMBERS AND CONSEQUENCES IN EUROPE, AFRICA AND NORTH AMERICA. GIVEN THE GENERATIONAL NATURE OF ITS GROWTH, IT WOULD BE UNREALISTIC TO THINK THAT IT COULD BE HALTED OR REVERSED BY THE QUICK FIX TECHNIQUES OF PUBLIC ELECTIONS OR CONGRESSIONAL LEGISLATION. THIS MEANS THAT ANY EFFECTIVE REMEDY WOULD ALSO HAVE TO BE GENERATIONAL IN SCALE AND WOULD CLEARLY DEFINE THE ATTACK AGAINST WCIV AS THE CULTURAL CONFLICT IT IS. WERE WE TO START NOW TO RECLAIM WHAT WE HAVE LOST AND DO SO IN ANOTHER THREE GENERATIONS,

THEN WE WILL HAVE BEEN ENGAGED IN A NEARLY TWO CENTURY CULTURAL STRUGGLE.

WE HAVE REPEATEDLY STATED AND PROVIDED EVIDENCE THAT HUMAN AGENCY CAN CHANGE CULTURE; AND THE EFFORTS OF THE POLITICAL LEFT HERE AND ELSEWHERE OVER THE PAST 85 YEARS BEARS THIS OUT, AS ITS MISSION HAS BEEN NOTHING LESS THAN TO TRANSFORM OUR WESTERN ACADEMIC, POLITICAL AND SOCIAL CULTURES TO ONES THAT CONFORM TO THEIR MARXIST MODELS.

IF THE WEST AROUSES ITSELF, AND STRONGLY AND WIDELY CONFRONTS THE LEFT, THEN THE LATTER'S EFFORT TO CHANGE OUR CULTURE AND ITS ATTEMPT AT HUMAN AGENCY WILL FAIL. THE CULTURE WILL HAVE RESISTED AND PREVAILED. THIS IS NOT IMPOSSIBLE. ANYTHING CAN HAPPEN. IT CAN EVEN HAPPEN HERE!

## ABBREVIATIONS

ADF	ATTENTION DISPLAY FACTOR
AW	ANTI WEST(ERN)
DI	DECLARATION OF INDEPENDENCE
EU	EUROPEAN UNION
MC	MULTICULTURAL(IST)
MSM	MAINSTREAM MEDIA
PC	POLITICAL CORRECTNESS
UN	UNITED NATIONS
WCIV	WESTERN CIVILIZATION
WW	WORLD WAR

ECD 4/03/19



## END NOTES

1. FOR EXAMPLE, JOSEPH STALIN'S FAMOUS QUERY RE COMPARATIVE CATHOLIC/COMMUNIST STRENGTH, "HOW MANY DIVISIONS DOES THE POPE HAVE?"
2. WE DO NOT HAVE ANY SPECIFIC DATES OR NAMES OF PUBLICATIONS IN WHICH ACCOUNTS OF THESE EVENTS FIRST APPEARED, BUT BELIEVE THE FACTS, AS RELATED, ARE ACCURATE.
3. 1984 BY GEORGE ORWELL, PUBLISHED AS NINETEEN EIGHTY-FOUR, SECKER AND WARBURG, JUNE 8, 1949, LONDON

MR. AULT IS RETIRED FROM BUSINESS, A GRADUATE OF YALE UNIVERSITY, AND THE AUTHOR OF: A RETAIL FOOD STUDY (LA ROCHE & Co. NYC, NY 1957) WHICH DESCRIBED THE EMERGENCE AND GROWING DOMINANCE OF THE SUPERMARKET IN AMERICAN FOOD RETAILING; EMINENT DISDAIN: THE TRIUMPH OF CYNICISM OVER INTEGRITY IN 21ST CENTURY AMERICA.(2009) ; AND WHO LOST AMERICA? CAN AMERICA'S DEMOCRATIC IDENTITY AND GOVERNMENT SURVIVE OUR ETHICAL, POLITICAL AND ECONOMIC FAILURES? (2011) THE LAST TWO ARE AVAILABLE FROM THE PUBLISHER, AUTHORHOUSE, (888-280-7715 OR AT AUTHORHOUSE.COM.) OR ONLINE AT AMAZON.

