

COLLEGE IS A RIOT!

Defiant, rebellious students have turned college campuses into smoldering battlefields on an INTERNATIONAL SCALE! As the new school year begins, educators ask: "Why do they do it?" We give the answers in this article!

by Vern L. Farrow

LOOK at what happened to education during just the Spring Semester, 1970.

Dateline — Isla Vista, California: Demonstrators burn down a branch of the Bank of America on February 26. Police-student confrontations erupt sporadically, culminating in the death of a student on April 18.

Dateline — Nanterre, France: Europe's most severe spring riot struck this suburban branch of the University of Paris on March 3. Faculty members were kidnapped, brutalized and injured by rampaging students. Over one hundred policemen were injured.

Dateline — Northeastern United States: On May 1, Yale goes "on strike" staging mass demonstrations in behalf of the Black Panthers. On May 2 and 3, the University of Maryland was the scene of uproar. Then, on May 4, Kent State University near Akron, Ohio was the site of the costliest rioting: 4 students died.

On Wall Street, New York City, hard-hat construction workers and local youths clashed over their opposite reactions to the Kent State killings. Days later, two students were shot at Jackson State, Mississippi, in similar riots.

On into the summer, sabotage and bombings occurred.

Rude Awakening

And so it goes around the world! Dateline Brussels — Stockholm — Warsaw — Rome — Madrid — Tokyo — Rio—! Anywhere on the face of the earth where communities of students are gathered — watch out — there is unrest, turbulence, and trouble brewing!

As in the legend of *Rip Van Winkle*,

the older generation has suddenly been awakened from a twenty-year sleep. The pleasant dreams produced by comparative calm and growing affluence have been rudely shattered. Middle-aged custodians of the "power structure" around the world find their authority challenged at every turn. A militant, rebellious, contemptuous younger generation has seemingly exploded from nowhere to upset the status quo and thumb its collective nose at the "establishment."

These young firebrands are in a hurry. They are demanding — not merely petitioning. They are acting — not merely talking. They have rejected as archaic and ineffective any notion of due process or democratic procedure. They have reverted to uncivilized and illegal acts of physical violence, intimidation, and extortion to force submission to their demands.

Make no mistake, a power struggle of unprecedented scope, magnitude, and importance is developing. And, no matter what the variety of stated grievances, at the bottom of it all is the crucial question of **AUTHORITY!**

But, these students are of widely divergent nationalities and races. What commonality can they possibly have? What binds them together?

Languages Differ But Philosophy Is the Same

Whether black, white, brown, or yellow, college students in this last third of the twentieth century are schooled in the philosophical errors of *skepticism, relativism, scientism, and materialism.*

They soon learn that views which do not support a mentality of *system-*

atic doubt, uncertainty, and suspicion toward all knowledge, authority, morality, and ethical values are likely to be ridiculed as hopelessly "primitive."

They are told to "liberate" their minds from the shackles of authority. As a consequence, absolutes, rules, laws are to be rejected as restrictive of personal "freedom" and thus become the targets of revolt.

What is the effect of this college indoctrination? As you might expect, these "activists" seem incapable of rising above childish truculence and utter rejection of nearly everything. They demand the inconsequential, but seldom propose changes of real intellectual substance.

They claim they want to remake the university, society, the world, but they don't know how. "Nobody," said Governor Hughes of New Jersey, "can tell what these students want. Their demands are vague and they only seem to be *challenging society.*"

They denounce the values of the older generation, yet they have no clear statement of values with which to replace them.

They want to get rid of existing governmental structures, but feel no responsibility for workable alternatives. "We must destroy society in order to save it," they passionately proclaim. So, without either blueprint or competence to assure any kind of sane reconstruction, they violently go about their crude efforts at demolition!

They yell about everything — more classrooms, smaller classes, a voice in university government, free sex in college dorms, abolition of campus rules, legalization of "pot," authority to hire,

fire and evaluate professors, abolition of the ROTC, Vietnam, and the irrelevance of college courses. But, they offer little in any intelligent and constructive programs.

They are strictly “aginners” — “agin” everything — immature, negative, destructive, confused by heads full of phoney philosophy, foggy ideals, and vanity! As one publication put it: “The new college student . . . would like to be able to believe in something or someone, *but as a matter of PRINCIPLE virtually rejects the possibility!*” (*The Student in Higher Education*, The Hazen Foundation, January, 1968, p. 20.)

Here is a common bond. College students around the world share a fellowship in this philosophy of rejection — in the legitimization of anarchy! And pursuit of what they deem to be their *inalienable right of individual authority* is virtually sacred!

Disobedience Equals Freedom and Reason?

College students are encouraged in this misguided idiocy by many of the most prominent and respected scholars in the academic world.

In his book *Psychoanalysis and Religion*, famed psychoanalyst and social philosopher Erich Fromm wrote: “Human history begins with man’s act of *disobedience* which is at the same time the *beginning of his freedom and development of his reason.*” Think about that! Disobedience leads to freedom and reason? Fantastic! Yet college students literally idolize this man. “The popularity of Erich Fromm,” reports *Current Biography Yearbook 1967*, “especially among university students and professors, has led some observers to speak of a *Fromm cult.*”

It should not be surprising that his best-selling book *The Art of Loving* is virtually the “hippie” Bible!

But what is the essential message in all this? It is nothing less than the philosophy of “anti-authority”! It is an undisguised, irrational justification for indulging in *license* in the name of *freedom!*

And what are the results? Listen to this. “I’m interested in anything about

revolt, disorder, chaos. . . . It seems to me to be the road to *freedom!*” (*Time*, Nov. 24, 1967.) Sounds suspiciously like Dr. Fromm’s remarks, but that’s rock and roll idol Jim Morrison parroting the lesson his generation has learned so well.

Yes, we have reared an upside-down-and-backward generation that believes obedience to constituted authority is an unbearable yoke of bondage while *disobedience equals freedom!*

Colossal Temper Tantrums

Have you ever watched a typical two- or three-year-old when his immediate desires are thwarted? As the frustration builds he is so totally without self-control and so completely filled with lust and a desire to have his own way that he quickly explodes into a screaming, kicking, unrestrained terror.

How like the gyrations of students on college and university campuses around the world. In France they were called “the enraged ones.” Elsewhere they were described as “angered,” “frustrated,” “incensed,” “savage,” and “mad.”

They sobbed, screamed, cursed, and attacked in all directions. Why? Because their grievances (real or imagined) were not receiving *immediate* attention. Like immature children they came “unglued” emotionally because *instant solutions* were not forthcoming — because the world didn’t come to a screeching halt to placate them. In short, they vented their frustration in *massive temper tantrums!*

No doubt some student grievances are legitimate. Nevertheless, it is interesting that when asked why they are striking, demonstrating or protesting, their answers are invariably vague. Clearly, the *root cause* of their frustration lies in an undefined *antagonism against authority.*

They *will not* be told! They *will not* be ruled or restricted! They demand *unlimited* right to do whatever they want, to whomever they want, whenever they get good and ready to do it. In short, they want *absolute power* over their environment — and they want it now! What is more, if they don’t get it, their response is to have another temper tantrum.

Realistically, we should not be shocked. The present series of explosions should not have come as a surprise. The fuse was lit long ago. “Experts” who completely misunderstood human nature persuaded parents and teachers alike to swallow the monstrous fallacy that *authority is bad!*

Child psychiatrist Rudolph Driekurs, for example, counselled parents, “. . . the word ‘*must*’ should be stricken from your vocabulary. It deprives the child of the sense of being a *free agent*, of acting voluntarily and *framing his own destiny*” (*The Challenge of Parenthood*, p. 85). What is this if not utter abdication of parental responsibility?

And, to teachers he gave this dismal word of advice: “It is no longer sufficient to lay down the law; the teacher *cannot* gain compliance just because she is right . . . *children no longer yield to the pressure of authority*” (*Psychology in the Classroom*, pp. 45, 51). What did this accomplish but to discredit teachers and sound the death knell of discipline in the schools?

Following this kind of advice has produced an attitude of contempt for responsibility, order, and authority among today’s youth. Result? We are confronted with a generation who rebel at the slightest encounter with authority. And the great tragedy is that America has irretrievably exported this permissive balderdash to the ends of the earth!

From Tantrums to Organized Rebellion!

But what began as temper tantrums — spontaneous upwellings of undisciplined emotion — has now shifted to full-blown revolutionary movements under articulate leadership.

Few of the students who riot in Germany, France, Italy, the U. S. and many other countries would profess allegiance to anarchy. Probably few really comprehend the ominous significance of the word. Yet, thousands of these politically naïve students — “idealistic followers” — are fervently giving their support to virtually treasonous causes under trained and dedicated radical leaders.

Germany’s “Red Rudi” Dutschke and

France's "Red Danny" Cohn-Bendit *openly* espouse anarchy! "In theory," says West German political scientist Wolfgang Andendroth, "the students are a species of Marxists, but in practice they are *anarchists*."

In America, as one after another institution of higher learning has capitulated like falling dominoes, "student power" leaders have become more visible and more arrogant. As one leader of the militant "Students for a Democratic Society" admitted: "The true aim of the rebellion is not ending the war in Vietnam, or civil rights, but rather *student control of universities!*" Further, in a recent report, the House Committee on Un-American Activities said: "Key leaders of the SDS have given open support to guerrilla warfare in the U.S." But just what guerrilla warfare has to do with the improvement of colleges and universities is extremely obscure!

However, the connection between the advocates of anarchy and subsequent college riots is a little clearer.

The burning of the bank at Isla Vista was preceded directly by a harangue given by William Kunstler, the attorney for the "Chicago Seven."

Just a week before the Kent State tragedy, one of the more outspoken members of the "Chicago Seven," Jerry Rubin, allegedly was heard to deliver this virulent tirade:

"Until you people are prepared to *kill your parents* you aren't ready for the revolution. . . . Quit being students. *Become criminals*. We have to disrupt every institution and break every law."

"Do you people want a diploma or to *take this school over and use it for your own purposes?*" Rubin asked. With ironic accuracy, he then predicted, "It's quiet here now but *things are going to start again.*"

Yet such statements received very scant press coverage. The "rhetoric" of the Administration hundreds of miles away — not the radical in their midst — was blamed for the riot.

Order From Destruction?

Yes, the purpose in America and abroad is to destroy any and all institu-

tions of the "Establishment" presumably in the belief that out of chaos a better world will *somehow* emerge!

Some have called the trend "healthy." A writer for the newspaper *Il Corriere della Sera* in Milan, Italy refers to the student ferment as the "mystique of youth." Others have equated the turmoil with goldfish-swallowing, panty-raids, and other college fads of yesteryear. Could rioting and rebellion be merely the present generation's bizarre form of subcultural recreation?

Don't you believe it! Make no mistake, this nation — this world — is in for unbelievably troublous times ahead. No, the problem of student radicalism *will not fade away!*

Whether rampaging Zengakuren students in Japan, extreme left-wing Extraparliamentary Opposition students in West Germany, neo-anarchist students in France, militant communist students in Italy, or radical Students for a Democratic Society in America, we have only seen the beginning!

Indeed, as Raymond M. Momboisse, Deputy Attorney General for the State of California has predicted: ". . . it will become more acute, for in the future, demonstrations and certainly acts of civil disobedience will no longer be spontaneous and unrehearsed. More and more they are well planned by highly efficient, well-organized groups" (*College & University Business*, May, 1968, p. 126).

Reactionary Backlash — The Lesson of History!

You may be asking yourself: "If this growing rebellion and violence is going to continue, where will it end?" The answer from history is crystal clear!

Whenever the pendulum of social behavior swings too far to the left — to anarchy and revolution — then authoritarian, yes, even totalitarian rule, may well be the reaction. And we are now hearing that warning from one leader after another.

Swiss economist and psychologist Eugen Boehler warned of a revival of nationalism and totalitarianism. He wrote: "We may be headed for a new type of 'totalitarian' rule. In the end, the mass of the people is likely to get

tired of anarchy and lawlessness and may prefer a 'strong' government that puts an end to revolutionary violence." But remember, a government strong enough to *put down* anarchy and revolutionary violence is likely to be a dictatorship!

In his commencement address at UCLA on June 14, 1968, chancellor Franklin D. Murphy voiced a similar caution: "The record of anarchy throughout time" he said, "is an exercise in futility. . . . History records that it often becomes the ultimate polarizing force leading to *totalitarian rule.*"

George F. Kennan, former U.S. Ambassador to Russia, decried the contemporary political devices of blackmail, intimidation and violence used by radical student groups. "It represents," he said, "a frame of mind that can lead, if the entire previous experience of mankind is to be credited, only to . . . *dictatorship.*"

From *Washington Star* foreign correspondent Crosby S. Noyes comes this warning: "Since anarchy and violence cannot be indefinitely tolerated, the state must cope with it in one way or another. *Police rule* — excused today as a temporary necessity — could easily become a permanent fixture."

And from one of the world's leading psychiatrists, Dr. Bruno Bettlheim, University of Chicago, this assessment of the growing climate of rebellion and its potential outcome: "Any society in history that has destroyed itself has acted this way [lawlessly], and if our society permits violence and lawlessness to run rampant, the result will be either revolution or fascism — take your choice!"

But what choice will we make? What choice will other nations make? Will the world continue the present pell-mell course into all-out revolution? Will a majority revulsion toward violence and disorder ultimately bring about an equally savage reaction and repression of all dissent? What is going to happen?

Outcome Known in Advance!

Would it shock you to be told that increasing student rebellion and violence in America and Britain will finally contribute to the utter paralysis

and disintegration of these societies which are already sick morally, spiritually, economically, and physically?

Well, incredible as it may sound, these things are going to come to pass before your very eyes! The news wires are going to continue clattering out flaming datelines from all around this

seething globe. But you needn't wait until it happens. You can know tomorrow's headlines today! You can know the outcome of the perilous days just ahead — NOW!

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