

Editor

(Contributions are invited. Letters should be limited to less than 300 words. Only signed letters will be considered for publication. Personal attacks on individuals will be eliminated.)

Student Uprisings

Dear Sir:

"It has now come to pass," that from the halls of the institutions of learning the cry of **ACADEMIC FREEDOM** is heard more often at the present time than in the past good old days when teachers were teachers and students were students.

People—those not in the "know-how"—more often than not are apt to confuse this battle cry of "academic freedom" by the student groups as having but one meaning: That it concerns but one idea and is in the realm of **LEARNING**. Were it so we could condone, even encourage, such student groups and say: "More power to you!" However, sad to state, this in most instances has not been the case: the revolt in colleges and universities has not been directed against limited and meaningless curriculum, but more against the institution of **AUTHORITY**: And, strange as it seems, the pseudo-intellectuals hail these students uprisings as signs of progress and scholastic maturity. Yet, how far this idea is from the actual truth. For instance, recall what took place in Berkeley, Calif., not so long ago. Radicalism was the keynote of the day; anti-American, leftist spirit took charge on the campus grounds. This is but one example to what extremes the proponents of "academic freedom" are capable of.

We may inject an idea which may also partially explain the motives of the college and university rebels. It is not too far-fetched to assume that there is also such a factor, a misguided one, to be sure, where said rebels are aiming for "status," or "identity": **REBEL** and you have made your "mark", more or less a source of self-satisfaction ("Eh, What?") to the individual involved.

DAVID R. JACOBSON
Eben