

[2-4-69]

DAILY HERALD-TELEPHONE, BLOOMINGTON, INDIANA



(UPI Telephoto)

## Now It's Michigan State

LANSING, Mich.—Michigan State University's dean of students, Milton Dickerson, wears a big smile as he is booed down by student demonstrators after he announced that some 600 protesters had to vacate the MSU admin-

istration building at closing time. The protesters had gathered to protest the dismissal of a psychology professor. They complied with the dean's request.

Statement of Louis F. Hekhuis

Regarding incident at intersection of Farm Lane and Auditorium Road

Last night (February 10, 1969), following the convocation for the President's State of the University Address, a number of students who had participated in the rally outside of Fairchild Theater congregated at the intersection of Farm Lane and Auditorium Road. Traffic was blocked and a number of cars were being rocked. At one point, a group of students sat down in front of a car. Because of the possibilities of personal injury to both the inhabitants of the cars and the students, I entered the intersection and questioned what purpose was being served in blocking the intersection and terrorizing the occupants of cars. Professor Garskof was present at the intersection and actively encouraging students to continue their blocking of the intersection and rocking of the cars. In response to my question concerning what sense there was in this kind of action he replied that the University was responsible for this kind of a situation. He further stated that it was "fucking bastards like you (referring to me) who were responsible." At this point he seemed only to be interested in continuing the demonstration at the intersection. I finally walked away in disgust and shortly after that, as traffic was diverted, there was no further demonstration at the intersection.



DRALLY  
TUE  
2:00  
NEW AD  
BUILDING  
TODAY

Last night the sounds of the real state of the university invaded Fairchild Theater as John Hannah delivered his annual State of the University Address to 600 MSU faculty members and 60 campus and state police in riot gear.

In the past, John Hannah's Address has been held in the main Auditorium and anyone who wanted to listen was admitted. But this year, it was by invitation only, so the students were forced to deliver a Counter-State of the University Address. Cops were stationed in the lobby of Fairchild and only a couple of us were allowed in. His speech was filled with the usual cliches about the landgrant university serving the interests of the people, but this timeless ritual failed to lull the audience into benign acceptance. Those of us outside decided that the state of the university should not go unchallenged, that the issues that face us demand immediate attention. Those issues are clear: in the present context they demand the re-hiring with tenure of Bert Garskof and open enrollment for Black, Third World, and white working class people. How do we respond to those demands? We act to further their realization. How does John Hannah speak to these issues? In his address he said the University must be "scrupulously honest" in its admissions procedures for Blacks and the "underprivileged": that MSU cannot just increase its quota of "disadvantaged" students if to do so would be to sacrifice the academic integrity of the institution. In other words, in a few sentences buried in a 90-minute speech: NO OPEN ADMISSIONS. On the question of Bert Garskof's firing, Hannah said there exists a "small coterie of people who attack and use the University," and that these people are seeking to destroy our political system. He re-iterated that the goal of the faculty is the "everlasting search for truth" and charged that people who overemphasize the goal of academic freedom are defending un-objectivity by faculty, which inhibits the search for truth. In short, Bert Garskof's political philosophy threatens his "objectivity" in the field of psychology because it demands that even there he challenge the status quo. Dissent is incompatible with objectivity and does not belong in the university community. In other words, BERT'S OUT. Further, "students should be invited to participate in decisions about the tenure of faculty" only if they do not violate "the basic principles of this institution: truth, honor and integrity". Anything else leads to "confusion, disruption, destruction, chaos" or even worse "student demands, ultimatums, protests; the sit-downs, and sit-ins, love-ins, and 'do-your-own-thing.'"

Meanwhile, outside, we had regrouped from the picket lines which were designed to allow the faculty admittance to the auditorium. and were holding a rally on the steps. During one of the raps there, one of us got mad at some hecklers and smashed into them. More fights broke out and the police arrested two demonstrators, one of whom was hauled into the lobby and beat up while the cops watched (and later put in a few kicks of their own). Another injury was a demonstrator who suffered a broken hip after being hit by a car and had to wait over an hour for an ambulance. After the fights ended, we decided that if we weren't coming in, the audience wasn't coming out, so we blocked off the main entrances, realizing that the faculty could leave through side doors, but making it clear that a planned reception for the Distinguished Faculty Award recipients in the Art Gallery would be cancelled due to the absence of nominee Bert Garskof, who we gave an award of our own later.

Later about 150 of the original crowd of 600 took Olds Hall for awhile, but decided to go back to the dorms and organize support for the rally today at the new Administration Building. Today at the rally, there will be an open discussion about where we are going and how to get there. One topic of discussion will be the broadening of the Steering Committee by elections in the complexes to be held tonight or tomorrow. So lots of things should happen today, and we should all be there to help decide what actions to take next. This isn't our university yet--We've got to MAKE it ours.



# MASS MEETING

IN HONOR

OF THE

## PSYCHOLOGY FACULTY MEETING

To Reconsider Whether To Reconsider  
Winder's Decision About Garskof

LET'S Be There! 3:00 WED.

### CALENDER OF EVENTS

Mon-Fri 8:00-4:30 Leafleting for psychology boycott at preregistration IM Bldg.

TUESDAY: Complex meetings:

7:30 South Complex 109 Holden

7:30 Phillips-Snyder in Phillips- snyder

for information about others call 351-3391

10:00 Movement Steering Committee meeting --146 Haslett St.

WEDNESDAY; 3:00 Mass Meeting at Olds Hall /for Psych. Fac. meeting and planning Fri.

7:30 OPEN FORUM 100 Engineering Bldg.

Bert Garskof

Rabin AAUP

An Administrator (possibly)

Informal Discussion

1. Students plan to go in the Building
2. Two students want to make a statement to the psych. faculty.

Thursday 7:30 Women's Liberation Meeting • 2nd floor Union

9:00 SDS Chapter Meeting Spartan Room Student Services Bldg.

Friday 10:00 AM Board of Trustees Meeting Kellog Center

Anniversary of the assassination of Black Liberation Fighter MALCOLM X



1969?

## BOYCOTT THE PSYCHOLOGY DEPARTMENT!

We are asking all students not to register for psychology courses at pre-registration and not to attend their present psychology courses in order to protest the firing of Dr. Bertram Garskof. Dr. Garskof was fired because his activities challenged the system of education at this university and endangered the administration's control over this institution. He was helping students to begin to understand that MSU is operated by and for the corporations, the military, and the powerful men who run this society. MSU is not a "university that cares;" it does not care about the students, in the final analysis, and furthermore it does not care about the people of this country and the people of this world. It cares about some people, but which people?

Because Bert was helping us to understand these things, the administration considered him a direct threat to their ability to control this institution for their own personal gain. He was fired, not only because they disagreed with his teaching methods, but because they were challenged by the CONTENT of his teaching. We agree with the things he has been saying, therefore we support him and we demand that he be rehired, and allowed to go on doing the things he has been doing, the things that have helped so many of us to gain a broader understanding of the university and the society of which it is a part, and of ourselves and the roles we play.

### BUT GETTING DR. GARSKOF RE-HIRED IS NOT ENOUGH!

We have added a second point to our program--that the university be opened to people--black, white, brown poor, working people, all the people who do not benefit from this university--because this is one of the most important understandings that we have gained from Bert's educational experiment and from our association with MSU. We support Bert because we AGREE with him, not because we think he should have freedom of speech as though he were some curious creature that the university should preserve for the enlightenment of its students. BERT GARSKOF IS RIGHT. The university should operate for the benefit of the students and the rest of the people of this society. We can't support him without also supporting what he represents.

We then have to discover how best we can make our support felt, how best we can exercise our power as students in our own interests and the interests of all the people. Admittedly we have very little real power. We are not rich. We are not prepared to take up arms. We hold no important positions in the establishment hierarchy. We do, however, have the strength of our numbers (especially when we ally ourselves with black people, other minority people, and poor and working class whites). Specifically, we have the power to withhold our support from the university in specific cases by not registering for specific courses. We understand that the Psychology department played only a minor role in firing Dr. Garskof, that the decision was collectively arrived at by the Administration and the men they serve. BUT the psychology department is a place to start; we can demonstrate our seriousness and our power by getting together to apply pressure upon this specific part of the institution. We can act together to say to the psychology department and to the University: OPEN IT UP OR SHUT IT DOWN!

It is important to understand that applying pressure to the psychology department and thus forcing the re-hiring of Bert Garskof is not the end of this thing. Dr. Hannah is right when he says that we are challenging this entire institution and the society of which it is a part. We DO want to change society; we do want to re-structure it in the interests of ALL the people. But we can't attack the whole thing at once. We have to start someplace and we have to do something constructive. The action we propose is just such a constructive starting point. Boycott the Psychology department. Support Bert Garskof and help open this university up to all the people. OPEN IT UP OR SHUT IT DOWN!



## PEOPLE IN MOTION

Yesterday 1200 determined students and faculty, in reaction to the firing of Dr. Garskof, occupied the administration building for four hours. After serious discussion it became evident that the issue being raised was not simply the firing of a single professor. We believe that the real issue involved here is the question of whose interests the university serves. Should the university be the instrument of profit for a relatively small, but privileged elite; or should it apply its talents to the legitimate needs of the people? It is evident in the dismissal of Garskof; in the university's explicit cooperation with U.S. imperialism; in its racist policies of suppression in the ghetto that the university is not serving the people. If we do not fight to correct the prostitution of the university, we are not dealing with the reality of Garskof's firing.

We must break free of our isolation from the society around us, and act in the interests of that society, rather than allowing ourselves to become the marketed product of the university's academic machine. To make our intentions clear, therefore, another demand was added to that of Dr. Garskof's immediate rehiring: there must be an open admissions policy for all black and third world people, and for lower-income white working class people. The present university structure separates college students from the very people whose struggles and whose lives we should be relating to. The system of admissions insures that these people will be consigned to the army and the factories, while we are taught to set ourselves apart from them, and act to suppress, rather than relieve, their discontent. It was for his advocacy of the relevance of education, and his commitment to fight for social justice that Garskof was fired. We must act to build a university and a society in which education is synonymous with these values.

The struggle around these issues is continuing to build. There is a rally at 10:00 AM at the new administration building to discuss our actions, and to consider where to go from here. In addition, the following meetings will take place: (by living area)

Brodie--South Lounge  
East Complex--East Tree Lounge  
Northeast and Off Campus--Mason Lower Lounge  
South Complex--Wilson Lounge  
West Circle Dorns--Union, Second Floor Alcove

Later, there will be a meeting on the second floor of the Union to discuss how we can organize to continue pressing these demands. JOIN US!

## WE DEMAND:

That Garskof be immediately rehired, with tenure and full privileges of a professor, including psych. 490 and 151 as before and without negotiations or advisory committees.

That the university implement an open admissions policy for all black and third world people, and for lower-income white working class people.



## WHY WAS BERT GARSKOF FIRED?

The issues surrounding the firing of Bert Garskof transcend the man himself or the procedures by which he was fired. They are intimately bound up with what he did; with the vision of education he had; and with the nature of a society which could not tolerate the concrete expression of this vision.

The basis of our present society is unquestioned authority, as children are taught to obey our parents not because we believe what they say to be right but out of fear of punishment. In grade school we learn to look to the teacher as the source of unquestionable authority, both in the realm of making decisions about our lives and our behavior. This authority is based on no claim by the teacher to extraordinary wisdom or virtue but simply due to the teachers superior position in the power hierarchy. In later life having been thoroughly trained in the home and school to submit to authority, we obey without question the dictates of the government, the policeman, the boss at work, etc, without ever asking whether what we do is right, either for ourselves or for other people.

Bert Garskof has attempted to challenge one of the primary bases of authoritarian society—the authoritarian relationship among the teacher, the student, and the educational system. Bert has sought the freedom to teach in the way he believes to be best, while at the same giving his students the freedom to be truly independent in their decisions about what and how they can best learn. The present system of education seeks to impose an arbitrary structure on the gaining of knowledge—enforcing this structure by the carrot-stick function of the grading system. Organic education believes that people are very different in the ways they can best acquire knowledge. It recognizes the findings of educational psychology that education occurs best when people are learning what they really want to learn—what they consider important. It holds therefore that each person should be free to structure his education in the way that best suits his needs, rather than merely passively accepting whatever structure is externally imposed. Bert Garskof was fired by those in power because he dared to challenge the basis of that power—the unquestioned acceptance by people that those in positions of authority have the right to structure other peoples lives.

Whether or not Bert is rehired there is a need for others to take up the work he started and continue his vision. We must look forward from the present crisis to the creation of a free university—one in which structures exist to facilitate the fulfillment of peoples lives rather than to impose a way of life upon them. Hopefully Berts firing is not the end but rather the beginning of a continuing movement toward a free university in a free society.

POSITION PAPER NUMBER ONE—LSU STUDENTS FOR A RESTRUCTURED UNIVERSITY (PROVISIONAL ORGANIZING COMMITTEE) FOR FURTHER INFORMATION CONTACT STEVE CROCKER 372-0460





Protestors Jam New Michigan State Administration Building Lobby

# MSU Rally Fizzles Out

## Quiet Eviction Defuses 'Mass Hysteria'

By NORMAN SINCLAIR  
State Journal Staff Writer

"All the pigs did was let them go."

The word passed through the sparse crowd that remained outside the new Michigan State University Administration Building after it was closed Monday evening. Police had just evicted the two demonstrators who had refused to join the other students in leaving at closing time.

"I don't believe it," another demonstrator said as he ran from the side door to tell the others that the two would-be martyrs had not been held.

The incident ending the militant rally—where "solidarity forever" was pledged—was watched by a few dozen diehards who stood outside in the cold, then pounded the glass walls in support of the two students who sat propped against a wall inside the front doors.

### WET FIRECRACKER

When the two sit-in students were turned out into the cold, the hysterical build-up of the



THE STATE JOURNAL Tues., Feb. 4, 1969 A-3  
Lansing, Michigan

afternoon rally defused with the impact of a wet firecracker.

Earlier, the rally sometimes reached comic proportions. "There are pigs in the basement, and pigs on the fourth floor," the leader harangued while the crowd—liberally sprinkled with shoulder length hair, beards and army fatigues—screamed and hooted.

"Actually if I didn't think this was deadly serious I would have to say they are pathetic," another girl said.

"I had hoped there would have been more 'straight' peo-

ple here taking part and running this rally but all we seem to have are the SDS (Students for a Democratic Society) and the scruffy drop-outs from East Lansing," another said disappointedly. "We don't need the SDS to help with this," she said.

Short hair and civilian clothes were at a premium in the audience. Army great coats, green khaki fatigues and battle jackets were the standard costume for the students who wore anti-war buttons and SDS slogans.

"I came here to help Bert

Garskof because I think he got a rotten deal and there is no other way to appeal to the administration to reconsider the firing," a girl said.

"But this is not what I had in mind," she said. "This mass hysteria scares me."

Her comments came as the youths joined in the chants of "Strike" alternating with obscene words.

One long-haired youth began to sing the first few lines of the Communist Internationale and his voice faded away when the rest of the seated protestors turned around and stared.

When another with an off-key harmonica began to play a rasping version of the Star Spangled Banner the group broke up laughing.

### CONSTANT RHETORIC

The issue of the Garskof firing became submerged into the constant rhetoric that the "pigs" were coming at 5:30 and there was not much bail money in the fund.

When more than three or four speakers attempted to talk at the same time, they were drowned out by a barrage of four letter words.

After a vote was taken to leave the building and return the next day, the students began to leave, seemingly relieved that the confrontation with police was avoided. But SDS speakers who earlier tried to work the crowd up to a frenzy, yelled "Sit down" from the back of the room and everyone sat down.

The professional leaders tried unsuccessfully to entice the crowd to tour the building. "This is our building, so let's use it," he said. "The secretaries are careful not to spill ink on the desks or get dirt on the floor. Let's go in and inspect the offices," he said.

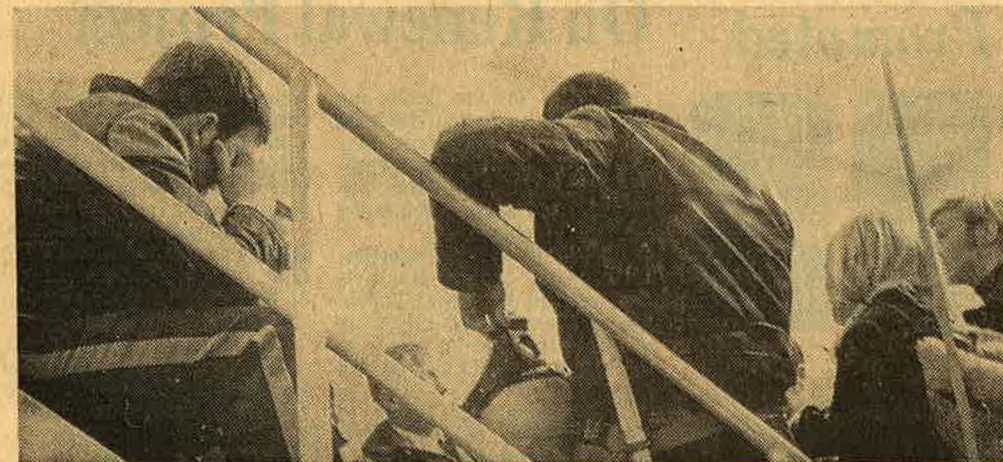
This invitation to smash their way into the glassed-off offices was lost on the crowd, and even the shouts of the "pigs are coming" did not stir them anymore.

### GARSKOF BUSY

Meanwhile, the eye of the storm, Bert Garskof, walked about the building talking with students.

Garskof said he did not feel the rally would deteriorate into a violent showdown with the police. He said the students knew they would be given an ultimatum to leave with enough time to do so.

He encouraged his support-



Campus Police Await Action That Never Came

—State Journal Photos by Ginger Sharp and Bruce Cornelius







from the side door to tell the others that the two would-be martyrs had not been held.

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He encouraged his supp ers when he said he was fir even though a list of comp mises acceptable to hims and the department was bel typed up for submission to chairman when the termin tion was announced.

"I am not the only psych ogy instructor who gives bl ket A's," he said. "I have d nothing in my style of teachi that isn't being done by othe in the department," he said.



#### Campus Police Await Action That Never Came

—State Journal Photos by Ginger Sharp and Bruce Cornelius



**SIT-IN ENDS ABRUPTLY**—When other Michigan State protestors decided to leave the administration building Monday afternoon, Calvin Erickson, (left), East Lansing



freshman and Louis Hall, a non-student from Kalamazoo, decided to stay behind. But campus authorities ended their vigil by dragging them out of the building.

## Police Use First Step: Hayakawa

WASHINGTON (UPI)—A ing President S.I. Hayakawa San Francisco State Colle believe use of police to on



F-68 -  
only one all A -  
class - Garskof 490

## More on Garskof

# Motivation non-academic

**EDITOR'S NOTE:** The following is "An Open Letter to MSU University Community," signed by 29 faculty and staff members.

We, the undersigned faculty and staff of Michigan State University, consider the firing of Professor Bertram Garskof to be motivated by non-academic considerations. The basis of our reasoning is as follows:

It is charged that Dr. Garskof's handling of courses 151 and 490 did not befit the course descriptions and their intended purposes. Such irregularities are usually cleared through curriculum committees. It has been reported that in this case, the matter was being considered by the Curriculum Committee of the Psychology Dept., and that Dr. Garskof had agreed to comply with the committee's recommendations.

It is also charged that Dr. Garskof offered a "blanket A" to his 490 class. However, it has been brought to our attention that more than a dozen other professors, even in the Psychology Dept., give "blanket A's" without any reprimand from the authorities.

The procedures and action recommended and taken by the Dept. of Psychology were not followed by the Administration. According to President John Hannah (State News, Monday, Feb. 3), the department chairman offered Dr. Garskof an appointment for two years on Nov. 25. Last week Dr. Garskof had not *officially* responded. Because of this and be-

cause of the recent information collected from a variety of sources and information provided to the dean by the department chairman, Dean Winder on Jan. 23 decided to withdraw the offer of Nov. 25 . . ." (emphasis is not original) This conceals the fact that UNOFFICIALLY and INFORMALLY Dr. Garskof had communicated to his chairman that he was interested in the offer, and unless he found a more suitable position he would accept the offer. We are aware that the final decisions concerning appointments are usually made during March-April, the time during which professional conferences take place to look for prospective employees. Further, it might be asked how and why the dean sought to "collect" information on Garskof!

We are aware of many activities and projects in which this University and its faculty are actively involved that are not covered by the "normal" academic disciplines. And yet, such practices are justified. "A" grades and degrees are granted, professors honored and rewarded for such "study projects" as "Pacification in Vietnam" and "Working in a Foreign Embassy in Washington D.C." etc. That is acceptable because the majority of society does not disapprove of such things. However, we may remind ourselves that our society is intolerant of radicalism. This has been our heritage!

We do not doubt that Professor Garskof

is a radical and non-conformist. We do not have to agree with the ideals and views of Garskof. But we strongly feel that the University ought not to function with "double standards" in hiring its faculty. We believe that there is a need for such an innovative, creative teacher. We earnestly urge that authorities to reconsider their decision.

Charles P. Larowe, professor, economics; Walter Martin, assistant professor, humanities; Enrico Forni, visiting lecturer, philosophy; Robert O. Blunt, film writer, instructional media center; George Barnett, professor, secondary education and curriculum; Douglas T. Miller, asst. professor, history; Dhirendra Sharma, associate professor, philosophy and JMC; Edward J. Vandervelde, instructor, geography and JMC; Joseleyne S. Tien, instructor, ATL; Joyce Ruddel, instructor, ATL; Marvin Grandstaff, asst. professor, education; Clark Akatiff, asst. professor, geography; Meyer Wolf, asst. professor, computer institute for social science research and linguistics and Oriental and African languages; Charles Craypo, asst. professor, labour and industrial relations; David O. Roberts, asst. professor, English; James R. Anderson, instructor, humanities, and asst. director honors college; Albert C. Cafagna, instructor, philosophy and JMC; Gunter Pfaff, staff member.

The following staff members are from the Dept. of Mathematics: G.D. Taylor, associate professor; H.S. Davis, asst. professor; John G. Hocking, professor; A.S. Carasso, asst. professor; P.K. Wong, associate professor; L.M. Sonneborn, professor; John Wagner, professor; J.E. Adney, professor; Patrick Doyle, professor; John J. Masterson, associate professor; Carl C. Ganser, asst. professor.

John Hurley, professor, department of Psychology, he signed with reservation that he considers the firing of Garskof "partially" motivated by non-academic considerations.



# Thirty-one profs support Garskof; cite hypocrisies

By CHRIS MEAD  
State News Staff Writer

Thirty-one faculty members Wednesday voiced their support of Bertram Garskof recently dismissed asst. professor of psychology, charging that his contract was terminated "by non-academic considerations."

The faculty members, who were from several departments within the University, maintained that the administration should avoid "double standards" in hiring and firing faculty.

"We do not doubt that Professor Garskof is a radical and non-conformist," the letter said. "But we do strongly feel that the University ought not to function with 'double standards' in hiring its faculty. We believe that there is a need for such an innovative, creative teacher. We earnestly urge the author-

ities to reconsider their decision."

The group also took exception to President Hannah's "Open Letter to the University Community" (in Monday's State News) which affirmed that all proper procedures had been followed in the Garskof dismissal.

The faculty letter maintained that it was hypocritical for the University to condone such study projects as "Pacification in Vietnam" and "Working in a Foreign Embassy in Washington D.C." while firing Garskof for his unconventional methods in Psychology 151 and 490.

In other matters relating to the Garskof firing, Clark Akatiff, asst. professor of geography and one of the signers of the letter, announced

that an organizational meeting of the New University Conference (NUC) will be held at noon Friday in ILC Wells Hall.

The purpose of the meeting will be to formally organize an NUC chapter on the MSU campus. NUC is a national membership organization of "radical scholars, students and intellectuals."

Akatiff, who has been active in the Faculty-Staff Committee to Defend Garskof, said the purpose of NUC is to defend radical professors who would otherwise have no recourse from arbitrary dismissal.

According to an official NUC statement, the group believes that "social scientists should reject alliance with power and devote not only their sentiments but also their professional skills to the liberation struggles being waged here and abroad."

The University of Michigan already has an NUC chapter.

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# 'Cool it,' ask pertinent questions

**EDITOR'S NOTE:** The following "point of view" was written by Walt Chappell, president, Council of Graduate Students.

There are a variety of issues in the dismissal of Bert Garskof which require clarification and rational evaluation. Emotional, immature shouting of slogans will get us nowhere as a student body and will serve neither to clarify nor resolve these issues. Let's "cool it" and ask some pertinent questions.

(1) Has Bert Garskof tried any of his options for reinstatement as outlined in the AAUP Handbook?

(2) What success has he had to that end?

(3) What are the Psychology Department's and/or Garskof's criteria for evaluating student learning in Psych 490? Do these criteria vary in proportion to the amount of credit received?

(4) Did Garskof try to get his "organic learning" ideas through the departmental or university curriculum committee (as called for by the Academic Council's procedures on page 31 of the EPC report, "Methods for Introducing Change") before trying them out?

(5) If he did and was denied a trial period, what reasons were given for not accepting the proposal? (Neither "blanket A's" nor "organic learning" are new educational concepts)

(6) Did other faculty who teach seminars as lectures and/or give blanket A's follow the same procedures as outlined by the Academic Council?

(7) Is academic freedom being denied in Garskof's case? If so, what are the specific instances and are they valid?

Dean Winder's Jan. 28th public statement used phrases such as "... less than satisfactory in a number of particulars," "... the inadequacy of his past conduct of this course," and "... further misuse of Psychology 490" to describe the background and reasons for dismissal. These are obviously not very lucid descriptions of what has transpired to merit Garskof's dismissal. In addition, President Hannah's statement: "The officers of the University are satisfied that the faculty had good and sufficient reasons to take the actions they have,"

is also lacking in information.

It is important to note, however, that the administration is legally liable if they divulge further information without Garskof's approval. To get around this lack of information upon which to draw rational conclusions, let's note the steps outlined in the AAUP Handbook for cases such as this.

"... Although non-retention does not necessarily raise an academic freedom issue, such an issue may be present in non-retention. For example, improper consideration may have been given to non-academic matters, such as a teacher's race, or his religious or political beliefs and associations. Such improper consideration is a violation of academic freedom and the non-tenure teacher is entitled to all the protection of academic due process..."

"Action in non-tenure academic freedom cases should take this general form:

"(1) If the non-tenure teacher believes that improper considerations have unmistakably affected the decisions not to retain him, he should, with appropriate advice, determine whether he can assemble adequate proof in support of his contention.

"(2) The teacher should decide whether he is willing to hazard the possible disclosure of professional weaknesses he may have displayed at an early point in his career.

"(3) If his decisions under "1" and "2" are positive, he should request an opportunity for informal conciliation as set forth... above.

"(4) If such informal conciliation is denied, or unsuccessful, he should then request a formal hearing, and submit a written waiver of the traditional right of non-tenure teachers to non-disclosure of the grounds upon which they have been released.

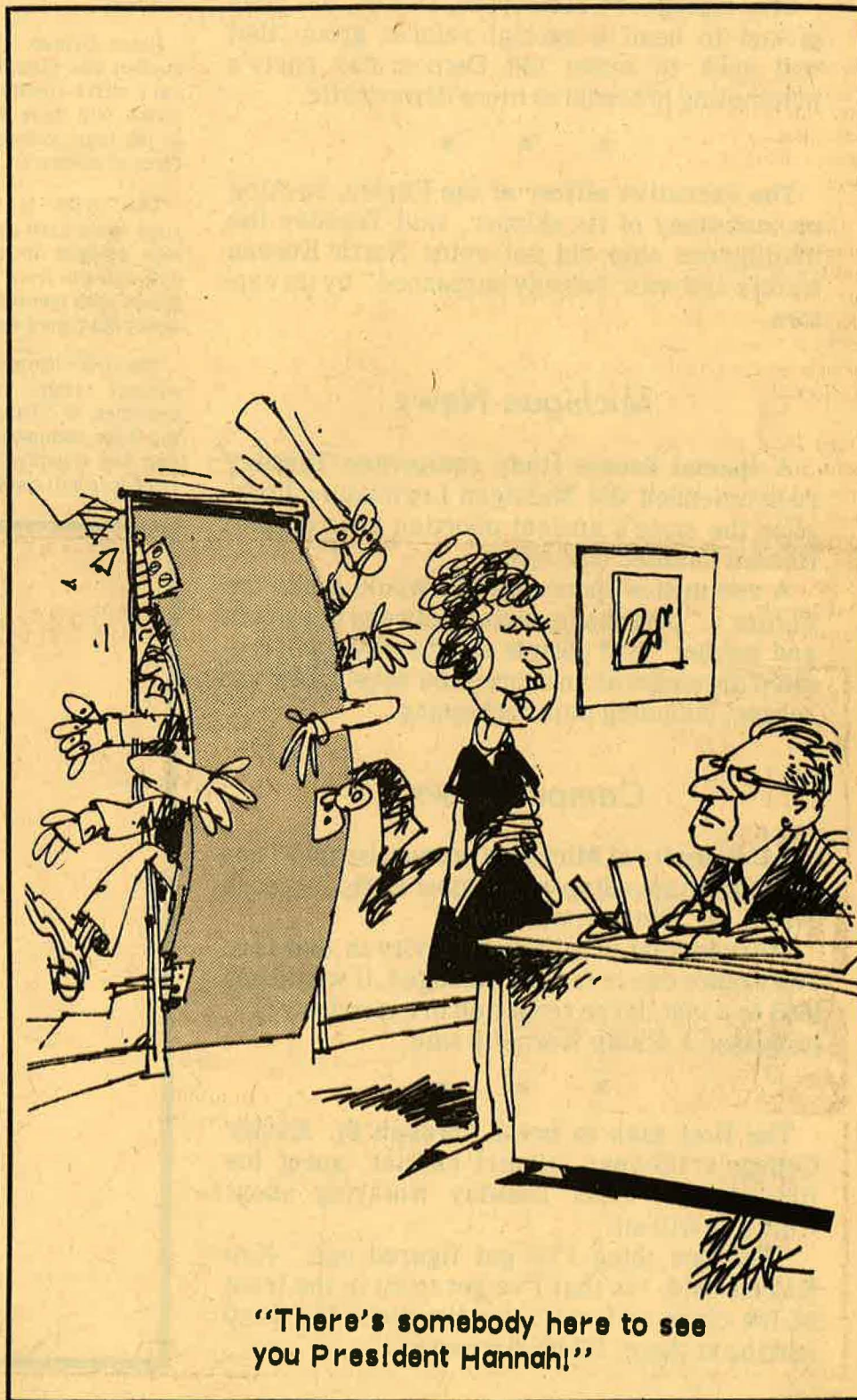
"(5) The administration should then grant to the teacher the entire procedure for adjudication (available to tenure teachers).

"The advantage of this approach is that, in addition to being offered procedural guidance, the teacher is himself given the responsibility of making his case and abiding by the results." (Academic Due Process, 7-8)

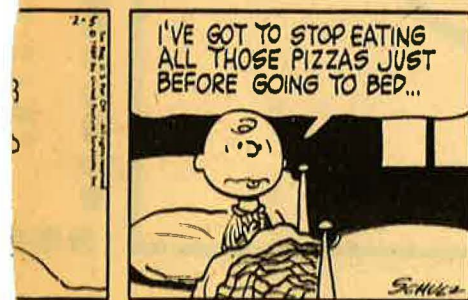
If Garskof has failed in the informal conciliation process, it becomes obvious that there are procedures which are well established for disclosure of information and reinstatement. The first steps necessary to release this information, however, rest with Garskof and not with the administration. However, once Garskof writes his waiver, there will be little further reason for the pertinent information to be withheld by either side.

Since the facts available on Garskof's dismissal are vague, rational action is limited at this time. If Garskof wants rational student-faculty action, he should write his waiver. However, if he does not try for informal conciliation (and, that failing, write his waiver) it would seem that his objective is to play with student and faculty emotions without giving us the credit of being responsible enough to

judge his dismissal on the merits of the case. On the other hand, once the responsibility is back with the administration to act, then let's see if they too are able to treat us as mature, rational adults. Given time and reason, this case should resolve itself to the satisfaction of most people involved. Given emotion, fear, and a lack of information, resolution is doubtful to anyone's satisfaction.



"There's somebody here to see you President Hannah!"





## OUR READERS' MIND

# Garskof case raises questions

To the Editor:

The Garskof case raises many questions. Two, at least, are of fundamental importance to the whole academic community. First, has the nontenured faculty member any guarantee that his contract will not be terminated because of his political views or acts? Second, has the individual department any assurance that its right to pass on the competency of its nontenured members will not be usurped by higher administrative units? Both issues are important: the first, because without such guarantees the nontenured faculty member's free expression of his political (or other) views may be inhibited by fear of contract termination; the second, because the best judges of a man's scholarship will be those working in areas close to his own, and those will normally be his departmental colleagues.

I do not suggest that the latter are the best judges of a man *qua* teachers; his students are the best judges of that—but only, unfortunately, about a decade after they cease being his students. Nonetheless, it is as imprudent not to consult student judgment about faculty competence, as it would be to grant tenure by popular vote.

At present, there are very few restraints on departments to guarantee that they will not terminate contracts for arbitrary or irrelevant reasons. That is partially because it is not mandatory for a department to make known to a member whose contract is terminated, or to the larger community, the reasons for such termination. That is quite without justification in the case of the individual faculty member whose contract has been terminated: for him it is important to know wherein he is judged unacceptable.

With respect to the larger academic community, though as a matter of course there is no reason to make known to it the reasons for terminating a contract, there are cases where it *does* have a right to know such reasons. For where there is *prima facie* evidence (as in the Garskof case), raising the suspicion that contract termination has been the result (even if only in part) of a man's political views or acts, etc., then the whole academic community ought to be concerned with the question of whether an injustice has been done to one of its members, and with whether or not the freedom of the community is being inhibited.

In such cases, the reasons for termination should, with the consent of the individual in question, be made public and subjected to the scrutiny of representatives of students and faculty alike. Some may object that as the non-tenured faculty member has no inherent right to contract renewal, he has no grounds for objecting to contract termination. Since, however one *does* have the right to presume that one's contract will not be terminated *punitively*, in consequence, say, of one's political activity, one has the right to know the reasons for contract termination where there is ground for suspecting that such considerations did enter into a department's decision.

Because we are all forced to act more prudently and often more fairly when we are aware that our acts may become the object of public scrutiny, let me suggest the utility of a university rule that individual faculty members be given a written copy of the grounds leading to termination of their contracts; and (b) at the request of the man whose contract has been terminated, such termination become the object of a thorough scrutiny in a public hearing, conducted by student and faculty representatives alike.

As to the second matter, that is, the right of a department to decide questions of contract termination and renewal: while it is clear that administrative action is necessary on the recommendations for renewal or termination made by departments, there seems no justification for an administrative officer, at either college or university level, to act unilaterally to offer, withdraw, renew or terminate a contract *prior* to departmental action. (The case of dismissal is different and covered by existing rules.)

In the Garskof case, it is quite immaterial that Dean Winder's action was subsequently approved by the tenured faculty of the Psychology Dept. In point of fact, however, if the department thought the offer to Garskof should be withdrawn, why hadn't they withdrawn it; if they thought it ought not be withdrawn, why didn't they say so; it is very hard to avoid the impression that they 'knuckled under' to pressure from above.

The point of importance is that the unit of the University, viz. the department,

which should be presumed best able to judge Garskof's competence, was passed over by unilateral action from above. It would be both useful and proper, in the present circumstances, for Dean Winder to rescind his action and allow negotiations to resume between Garskof and his department.

One final word about two-year contracts outside the tenure system offered to a man already in the tenure system: how can such contracts not be punitive? It cannot, after all, be said that this is a way of placing a man on probation while deciding whether or not one wants him as a permanent colleague, for until one is granted tenure one is already on that kind of probation.

Since a two-year contract outside the tenure system is clearly detrimental to a man professionally (e.g., it means those two years do not count toward his sabbatical, etc.), how can it possibly not be purely punitive?

Charles J. McCracken  
Asst. professor, Dept. of Philosophy

## Demands absurd

To the Editor:

To the Ad Hoc Committee to Defend Bert Garskof:

If the statement in the open letter to Dean Winder in the State News of Friday: "Garskof must be rehired: this demand is non-negotiable. We will accept no committees, no negotiations, and no investigations" is representative of your committee, I feel sorry for Garskof, about whom I know not enough to judge the merits of the controversy now boiling up. To have as his defenders men and women, students or faculty, who would allow the mindless, totalitarian demands made in this open letter go unchallenged is worse than to be fired: No committees, no negotiations, no investigations: a monument to ignorance and the closed mind! With such friends, poor Garskof must be tempted to join his opponents!

John J. Appel  
Associate professor  
James Madison College and ATL



FRATERNITIES, SORORITIES, APARTMENT-PEOPLE, SLUM-FREAKS, FRATERNITIES, SORORITIES, APARTMENT-PEOPLE, SLUM-FREAKS

IT'S TIME FOR THE

# OFF-CAMPUS PEOPLE

TO GET TOGETHER!

WE WANT TO ORGANIZE OURSELVES BEHIND

THE DEMANDS TO:

-- REHIRE GASKOF

-- OPEN THE UNIVERSITY TO ALL BLACK,  
THIRD WORLD, AND POOR WHITE STUDENTS.

JOIN US!!

WEDNESDAY

7:30 PM

2ND FLOOR UNION

DARE TO STRUGGLE, DARE TO WIN!

SORORITIES, APARTMENT-PEOPLE, SLUM-FREAKS



"THE STUDENTS ARE REBELLING IN OUR UNIVERSITIES. THERE IS TURMOIL IN THE CITIES.. THE COMMUNISTS THREATEN US BOTH HERE AND ABROAD. WE NEED LAW AND ORDER, LAW AND ORDER--. ELECT US AND WE WILL HAVE LAW AND ORDER. DO NOT ELECT US AND THE REPUBLIC IS DOOMED."

ADOLF HITLER, 1932.

We've been talking a lot the past few days about police, nazis, fascism, and repression in general. Dr. Spock's speech, coming right after the firing of Dr. Garskof, gives a focus for this talk.

No--This is not Nazi Germany. Not yet, anyway. We are still able to move around fairly freely and talk with each other. The time may come when we cannot even talk, but repression is very real even now. Spock and the others have been convicted of counselling people not to enter a war that is ruining not only Vietnam, but this country as well. All over this country and around the world, soldiers are deserting and being court-martialled at a higher rate than ever before. Police forces have been strengthened, riot squads are doubled and tripled, and hundreds of radicals, professors, etc. are suddenly out of jobs as junior HUAC's spring up. We are building for another 1954 Red Scare, where anti-communism was the focus for quieting dissent. As in "democracy" everywhere, we are offered not democracy, but anti-communism.

Repression is Nixon's Unity through Law and Order. It is unity by systematically destroying any person or force that does not fit the mold that we are given.

The people who run this country--the ruling class, power elite, whatever they are called--will attempt to contain us as they have thus far over Garskof. Run us around, talk about prerogatives and channels, and hope we will forget the issue. At the same time, when they realize we are serious, as they did when we added the second demand for open admissions of all Black, Third World, and white working class people, they are prepared to smash us with whatever force necessary.

Even in Germany, repression did not directly affect the majority of the people. Repression falls on those who disagree, who are trying to change the status quo and improve our society. So it is a question of strength, of solidarity. In a just cause, there is no middle ground, you must be on one side or the other. It was only through the inaction of the majority that 6,000,000 people were quietly slaughtered.

Our demands are just--Re-instate Dr. Bert Garskof, and that the university open its doors to Black, Third World, and white working class people. We will picket Hannah's State of the University speech Monday night to re-state our demands--we will fight until we win. Join us!---

Friday--Wilson Aud.--3:00--Dr. Spock

Main Aud.----4:15--Dr. Spock (75¢)

Ad. Bldg.----5:15--quick rally

Leaflet & talk to A.D.S. applicants  
in Holmes--Dinner & after.

Saturday--MC-5 Concert--Leafletting at Ballroom

Sunday----7:00, 7:30--dorm complex meetings.

MONDAY--Ad. Bldg.--2:00--Rally, de-centralized picketing.

FAIRCHILD THEATRE--7:30--STATE OF THE  
UNIVERSITY, TEACHER OF THE YEAR AWARD.  
MASS PICKETS.

Movement Centers:

Brody--A210 Butterfield  
355-1312

East--1272 Hubbard  
353-8454

W. Circle--134 Campbell  
355-0013

South--556 S. Case  
355-6921

N.E.--214 Snyder  
355-9401

Off-Campus--146 Haslett  
351-3490

DARE TO STRUGGLE, DARE TO WIN!



## ON GARSKOF'S FIRING: AN ANALYSIS

Almost a week ago, one of our professors was fired by the Administration. Bert Garskof, who taught Psychology 151 and Psychology 490, received notice that an offer for a two-year contract (off the tenure track) had been revoked. His connections with MSU are to be severed at the end of spring term.

For many of us, Dr. Garskof was more than just another professor. His psychology classes stood in sharp contrast to the rest of our courses. We enrolled in them seeking an alternative to classes swollen beyond reason, to course material irrelevant to our own needs, and from cut-throat competition for grades.

### The University

Professor Garskof was fired from the university, a university where the official rhetoric speaks of "developing the free, autonomous, creative and responsible individual--the citizen in the best sense of the word." The number of students still believing in such things after their second week is indicative of the emptiness of such rhetoric.

Despite official lip-service to individual development we find the day-to-day practices largely authoritarian, conformist, and status-quo oriented. Students are forced to compete against one another for grades. The relation between student and professor is one of dominance and subordination. The course material itself is often dishonest rationalizations for the status-quo. Rather than the development of our creativity and ability to think we are forced to memorize a hodge-podge of facts and specialize our knowledge to the point of irrelevancy.

It is not an accident our education is like this. The education we get is to serve interests other than our own. President Hannah, in 1962, said: "Our colleges and universities must be regarded as bastions of defense, as essential to the preservation of our country and our way of life as super-sonic bombers, nuclear-powered submarines, and intercontinental ballistic missiles." Who defines 'our country' and 'our way of life'? Certainly not us, nor even most people. Another quote from President Hannah is equally enlightening: "I believe the primary and secondary schools can make education serve the individual and national interest in preparing youngsters for military service and life under conditions of stress as well as preparing them for college, or for a job or profession. I would not even shrink from the word 'indoctrination' to describe the kind of education I have in mind."

From President Hannah's statements we can begin to see that the university has some function quite different from what might be best for the students. In fact he openly admits the purpose of education is to serve something he calls "national interest" in order to preserve "our way of life". How does President Hannah define his terms? The reality of our society defines what he really means.

Although in America there are over 180,000 corporations, the 5 largest make 20% of all net profits. The 500 largest make 73% of all net profits and employ directly 13,000,000 workers. A tiny 1.6% of the American people own 1/3 of the nation's wealth. As our economy becomes more centralized so does power: a select few men and major corporations hold most of the power in our society. It is they who control production, raw materials, new technology and social wealth. The means of influence and communication are also in their hands; all three major television networks are controlled by defense contractors. Politicians depend upon the corporations to finance their political campaigns, and cabinet officials are made government advisors, and different advisory 'councils' to the president are made up primarily of businessmen. Social goals, national



Through donations, grants, foundations, and government research the University is directly shaped by corporate needs to train skilled workers and to do corporate and military research. The drive for foreign markets is also an important corporate drive. Michigan State has a huge international studies program helping preserve and extend American influence abroad, thus helping protect foreign markets. Michigan State also performs the role of training manpower for corporate slots by giving students meaningless, boring, and alienating work. For as capitalist society has advanced work roles have become increasingly specialized, compartmentalized, meaningless, and alienating. The kind of people thus required must be prepared to accept such roles. We are trained and socialized; not educated. For our society requires apathetic, atomized, and un-thinking people. It seems logical to find that our training is reflective of our future.

## Our Demands

MSU-SDS  
Students for a  
Democratic Society.

[illegible]



E

Mich. Daily was  
there now has good advice  
for MSU - SDS. Action is really  
against the faculty.

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WEDNESDAY, FEBRUARY 5, 1969

NIGHT EDITOR: MARCIA ABRAMSON

## Protest misused at MSU

MONDAY'S sit-in at the administration building of Michigan State University was characterized by meaningless speeches, unclear positions and weak commitments which revealed exactly how little the participants had thought about the issues involved.

MSU students had been angered by the firing of assistant professor of psychology Bertram Garskof. A tenure review board with rigid conceptions of "adequate" teaching practices had recommended that Garskof's tenured contract not be renewed.

Few of the students at the sit-in, however, saw beyond the specific incident of Garskof's firing to the larger, more basic issues. Few of them had any defined goals.

The sit-in was premature.

"This is not a student power issue," one leader of the demonstration explained. "We're not saying we have the right to hire and fire teachers. It's just that when there's a teacher who tells us what society is about, we should support him."

SUCH SUBJECTIVE ANALYSES of the situation evade the points which should have been considered.

Student power issues are involved at MSU: the right of students to have some voice in academic decisions, particularly.

The system of hiring and firing instructors at MSU is completely in faculty hands. The men on the tenure review board who condemned Garskof last No-

vember have become too accustomed to orthodox methods of teaching, rigid grading scales and curricula selection systems.

The substantive issue is not whether a single professor should be retained. Rather, it is whether the tenure system of which Garskof is a casualty should be retained. Unfortunately, none at the sit-in seemed to realize this, and as a result no directives ensued and the sit-in finally ended without accomplishing anything.

WHAT IS NEEDED at MSU is a greater student-voice on such matters as academic policy. Garskof and company should focus upon an issue of this nature. They could begin the attack by formally appealing his dismissal — something he has yet to do — thus challenging the ground on which it was based, and exposing the rigidity of outdated educational philosophies.

Once these philosophies have been exposed, once those who oppose change and innovation are forced to defend their stand, the due process of educational change may begin.

If MSU faculty decision making bodies are too reluctant to allow students a role in the academic matters, a serious sit-in might accomplish something. And if that becomes necessary, it should be done correctly — not for attention, organizing purposes, or a three-hour rap — but for positive results.

—JIM NEUBACHER





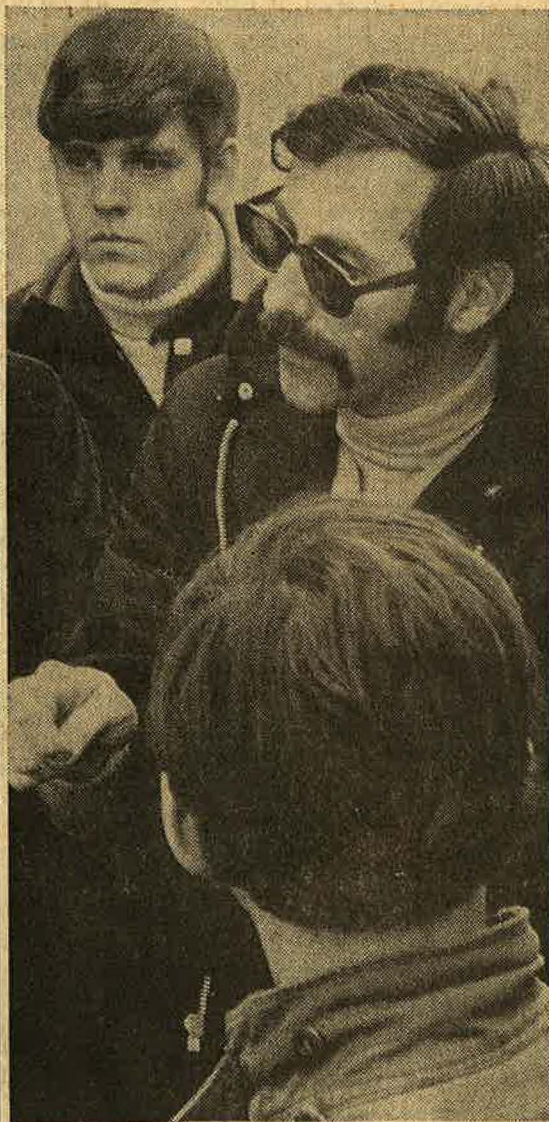
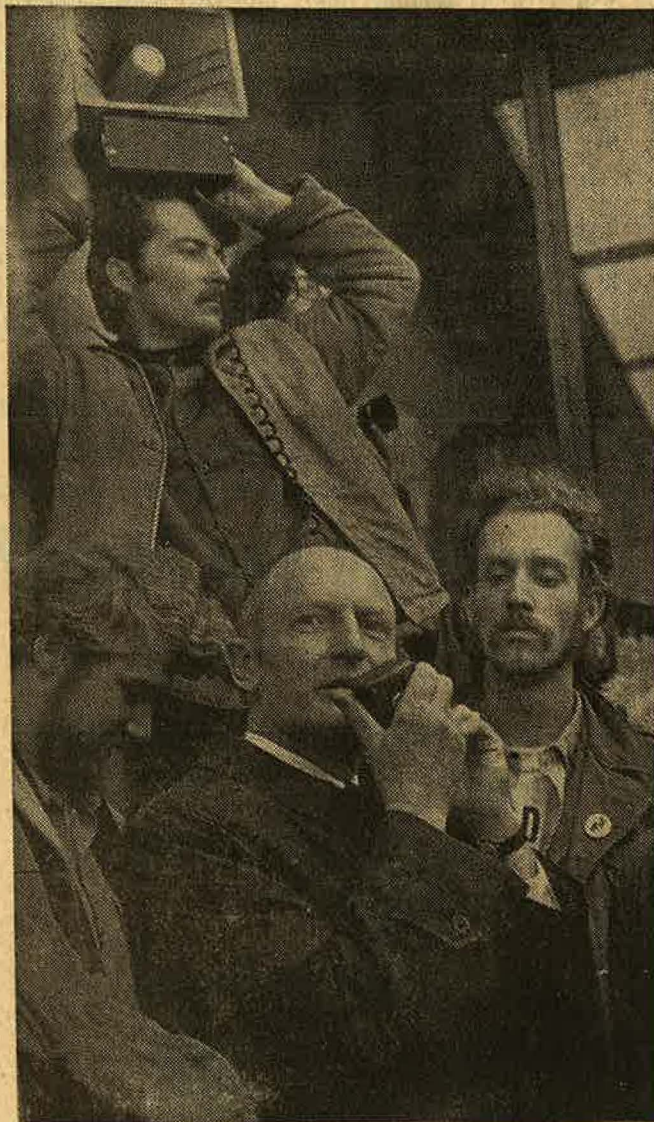
# THE STATE JOURNAL

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ONE HUNDRED - FOURTEENTH YEAR

LANSING—EAST LANSING, MICHIGAN, TUESDAY, FEBRUARY 4, 1969

## Hannah Weighs A



—State Journal Photos by Ginger Sharp and Bruce Cornelius

MSU's Dean Dickerson Tells Students Time's Up, Garskof States His Case, Demonstrator Howls at Monday Rally

## MSU Students Protest Dr. Garskof's Firing

Concluded from Page One

the world—to overthrow U.S. imperialism." He added it was time to "break down the barriers between the academic elite and the poor of this country."

Introducing the dozen or so speakers was a man identifying himself as Scott Braley. He said he is a resident of East Lansing but is not a student.

Also addressing the rally outside was assistant professor Clark Atakiff, who has said he would like to form an MSU branch of the New Universities Conference (NUC). "After today," he said, "this issue is not going to die" .... and added that "the power structure uses purposeful ignorance .... Bert (Garskof) was fired primarily because of his teaching."

### DEMAND ADDED

During the lengthy meeting inside the building—which was loosely organized—the group voted to add a new non-negotiable demand to the one that Garskof be reinstated: Namely, that "open enrollment" be established for black people and the poor white working class.

The State Journal interviewed a number of students in the crowd about their feelings on Garskof's teaching. More than one said they liked the professor's method, that his approach was imaginative and inspired thinking and learning on the individual's own time.

Several students complained that all too often, in other classes, they had to buy one or more books written by the instructor and that—during class—the instructor would do nothing but recite from their own books.

Others admitted that some students took the course simply for the "blanket A's" Garskof hands out.

Among the several leaflets being circulated was one purportedly put out by the Snyder Hall Students for a Democratic Society, objecting to occupying the "Ad. Bldg. following the rally."

### CONDEMNS ACTION

Such action "does not reflect the wishes of the mass of MSU students," it read. "In fact, it was directed and rammed through by the campus 'Youth Culture' faction, mainly with the help of hippie action-freaks from U-M, Western, even from

New York State, who descended en masse on campus yesterday to co-opt the movement. For instance, the guy who proposed taking the Ad. Bldg., is from U-M."

For the Holmes Hall "all-night" meeting, to start at 8 p.m., less than 100 demonstrators gathered in the multi-purpose rooms across from the grill to lay plans for today's rally.