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THE PORT HURON STATEMENT OF THE STUDENTS FOR A DEMOCRATIC SOCIETY

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Introductory Note: This document represents the results of several months of writing and discussion among the membership, a draft paper, and revision by the Students for a Democratic Society national convention meeting in Port Huron, Michigan, June 11-15, 1962. It is represented as a document with which SDS officially identifies, but also as a living document open to change with our times and experiences. It is a beginning: in our own debate and education, in our dialogue with society.

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INTRODUCTION: AGENDA FOR A GENERATION

We are people of this generation, bred in at least modest comfort, housed now in universities, looking uncomfortably to the world we inherit.

When we were kids the United States was the wealthiest and strongest country in the world: the only one with the atom bomb, the least scarred by modern war, an initiator of the United Nations that we thought would distribute Western influence throughout the world. Freedom and equality for each individual, government of, by, and for the people -- these American values we found good, principles by which we could live as men. Many of us began maturing in complacency.

As we grew, however, our comfort was penetrated by events too troubling to dismiss. First, the permeating and victimizing fact of human degradation, symbolized by the Southern struggle against racial bigotry, compelled most of us from silence to activism. Second, the enclosing fact of the Cold War, symbolized by the presence of the Bomb, brought awareness that we ourselves, and our friends, and millions of abstract "others" we knew more directly because of our common peril, might die at any time. We might deliberately ignore, or avoid, or fail to feel all other human problems, but not these two, for these were too immediate and crushing in their impact, too challenging in the demand that we as individuals take the responsibility for encounter and resolution.

While these and other problems either directly oppressed us or rankled our consciences and became our own subjective concerns, we began to see complicated and disturbing paradoxes in our surrounding America. The declaration "all men are created equal . . . rang hollow before the facts of Negro life in the South and the big cities of the North. The proclaimed peaceful intentions of the United States contradicted its economic and military investments in the Cold War status quo.

We witnessed, and continue to witness, other paradoxes. With nuclear energy whole cities can easily be powered, yet the dominant nationstates seem more likely to unleash destruction greater than that incurred in all wars of human history. Although our own technology is destroying old and creating new forms of social organization, men still tolerate meaningless work and idleness. While two-thirds of mankind suffers undernourishment, our own upper classes revel amidst superfluous abundance. Although world population is expected to double in forty years, the nations still tolerate anarchy as a major principle of international conduct and uncontrolled exploitation governs the sapping of the earth's physical resources. Although mankind desperately needs revolutionary leadership, America rests in national stalemate, its goals ambiguous and tradition-bound instead of informed and clear, its democratic system apathetic and manipulated rather than "of, by, and for the people."

Not only did tarnish appear on our image of American virtue, not only did disillusion occur when the hypocrisy of American ideals was discovered, but we began to sense that what we had originally seen as the American Golden Age was actually the decline of an era. The worldwide outbreak of revolution against colonialism and imperialism, the entrenchment of totalitarian states, the menace of war, overpopulation, international disorder, supertechnology -- these trends were testing the tenacity of our own commitment to democracy and freedom and our abilities to visualize their application to a world in upheaval.

Our work is guided by the sense that we may be the last generation in the experiment with living. But we are a minority -- the vast majority of our people regard the temporary equilibriums of our society and world as eternally-functional parts. In this is perhaps the outstanding paradox: we ourselves are imbued with urgency, yet the message of our society is that there is no viable alternative to the present. Beneath the reassuring tones of the politicians, beneath the common opinion that America will "muddle through", beneath the stagnation of those who have closed their minds to the future, is the pervading feeling that there simply are no alternatives, that our times have witnessed the exhaustion not only of Utopias, but of any new departures as well. Feeling the press of complexity upon the emptiness of life, people are fearful of the thought that at any moment things might thrust out of control. They fear change itself, since change might smash whatever invisible framework seems to hold back chaos for them now. For most Americans, all crusades are suspect, threatening. The fact that each individual sees apathy in his fellows perpetuates the common reluctance to organize for change. The dominant institutions are complex enough to blunt the minds of their potential critics, and entrenched enough to swiftly dissipate or entirely repel the energies of protest and reform, thus limiting human expectancies. Then, too, we are a materially improved society, and by our own improvements we seem to have weakened the case for further change.

Some would have us believe that Americans feel contentment amidst prosperity -- but might it not better be called a glaze above deeplyfelt anxieties about their role in the new world? And if these anxieties produce a developed indifference to human affairs, do they not as well produce a yearning to believe there is an alternative to the present, that something can be done to change circumstances in the school, the workplaces, the bureaucracies, the government? It is to this latter yearning, at once the spark and engine of change, that we direct our present appeal. The search for truly democratic alternatives to the present, and a commitment to social experimentation with them, is a worthy and fulfilling human enterprise, one which moves us and,

we hope, others today. On such a basis do we offer this document of our convictions and analysis: as an effort in understanding and changing the conditions of humanity in the late twentieth century, an effort rooted in the ancient, still unfulfilled conception of man attaining determining influence over his circumstances of life.

Values

Making values explicit -- an initial task in establishing alternatives -

- is an activity that has been devalued and corrupted. The conventional moral terms of the age, the politician moralities -- "free world", "people's democracies" -- reflect realities poorly, if at all, and seem to function more as ruling myths than as descriptive principles. But neither has our experience in the universities brought as moral enlightenment. Our professors and administrators sacrifice controversy to public relations; their curriculums change more slowly than the living events of the world; their skills and silence are purchased by investors in the arms race; passion is called unscholastic. The questions we might want raised -- what is really important? can we live in a different and better way? if we wanted to change society, how would we do it? -- are not thought to be questions of a "fruitful, empirical nature", and thus are brushed aside.

Unlike youth in other countries we are used to moral leadership being exercised and moral dimensions being clarified by our elders. But today, for us, not even the liberal and socialist preachments of the past seem adequate to the forms of the present. Consider the old slogans; Capitalism Cannot Reform Itself, United Front Against Fascism, General Strike, All Out on May Day. Or, more recently, No Cooperation with Commies and Fellow Travellers, Ideologies Are Exhausted, Bipartisanship, No Utopias. These are incomplete, and there are few new prophets. It has been said that our liberal and socialist predecessors were plagued by vision without program, while our own generation is plagued by program without vision. All around us there is astute grasp of method, technique -- the committee, the ad hoc group, the lobbyist, that hard and soft sell, the make, the projected image -- but, if pressed critically, such expertise is incompetent to explain its implicit ideals. It is highly fashionable to identify oneself by old categories, or by naming a respected political figure, or by explaining "how we would vote" on various issues.

Theoretic chaos has replaced the idealistic thinking of old -- and, unable to reconstitute theoretic order, men have condemned idealism itself. Doubt has replaced hopefulness -- and men act out a defeatism that is labeled realistic. The decline of utopia and hope is in fact one of the defining features of social life today. The reasons are various: the dreams of the older left were perverted by Stalinism and never recreated; the congressional stalemate makes men narrow their view of the possible; the specialization of human activity leaves little room for sweeping thought; the horrors of the twentieth century, symbolized in the gas-ovens and concentration camps and atom bombs, have blasted hopefulness. To be idealistic is to be considered apocalyptic, deluded. To have no serious aspirations, on the contrary, is to be "toughminded".

In suggesting social goals and values, therefore, we are aware of entering a sphere of some disrepute. Perhaps matured by the past, we have no sure formulas, no closed theories -- but that does not mean values are beyond discussion and tentative determination. A first task of any

social movement is to convince people that the search for orienting theories and the creation of human values is complex but worthwhile. We are aware that to avoid platitudes we must analyze the concrete conditions of social order. But to direct such an analysis we must use the guideposts of basic principles. Our own social values involve conceptions of human beings, human relationships, and social systems.

We regard men as infinitely precious and possessed of unfulfilled capacities for reason, freedom, and love. In affirming these principles we are aware of countering perhaps the dominant conceptions of man in the twentieth century: that he is a thing to be manipulated, and that he is inherently incapable of directing his own affairs. We oppose the depersonalization that reduces human beings to the status of things -- if anything, the brutalities of the twentieth century teach that means and ends are intimately related, that vague appeals to "posterity" cannot justify the mutilations of the present. We oppose, too, the doctrine of human incompetence because it rests essentially on the modern fact that men have been "competently" manipulated into incompetence -- we see little reason why men cannot meet with increasing skill the complexities and responsibilities of their situation, if society is organized not for minority, but for majority, participation in decision-making.

Men have unrealized potential for self-cultivation, self-direction, self-understanding, and creativity. It is this potential that we regard as crucial and to which we appeal, not to the human potentiality for violence, unreason, and submission to authority. The goal of man and society should be human independence: a concern not with image of popularity but with finding a meaning in life that is personally authentic: a quality of mind not compulsively driven by a sense of powerlessness, nor one which unthinkingly adopts status values, nor one which represses all threats to its habits, but one which has full, spontaneous access to present and past experiences, one which easily unites the fragmented parts of personal history, one which openly faces problems which are troubling and unresolved: one with an intuitive awareness of possibilities, an active sense of curiosity, an ability and willingness to learn.

This kind of independence does not mean egoistic individualism -- the object is not to have one's way so much as it is to have a way that is one's own. Nor do we deify man -- we merely have faith in his potential.

Human relationships should involve fraternity and honesty. Human interdependence is contemporary fact; human brotherhood must be willed however, as a condition of future survival and as the most appropriate form of social relations. Personal links between man and man are needed, especially to go beyond the partial and fragmentary bonds of function that bind men only as worker to worker, employer to employee, teacher to student, American to Russian.

Loneliness, estrangement, isolation describe the vast distance between man and man today. These dominant tendencies cannot be overcome by better personnel management, nor by improved gadgets, but only when a love of man overcomes the idolatrous worship of things by man.

As the individualism we affirm is not egoism, the selflessness we affirm is not self-elimination. On the contrary, we believe in generosity of a kind that imprints one's unique individual qualities

in the relation to other men, and to all human activity. Further, to dislike isolation is not to favor the abolition of privacy; the latter differs from isolation in that it occurs or is abolished according to individual will. Finally, we would replace power and personal uniqueness rooted in possession, privilege, or circumstance by power and uniqueness rooted in love, reflectiveness, reason, and creativity.

As a social system we seek the establishment of a democracy of individual participation, governed by two central aims: that the individual share in those social decisions determining the quality and direction of his life; that society be organized to encourage independence in men and provide the media for their common participation.

In a participatory democracy, the political life would be based in several root principles:

- that decision-making of basic social consequence be carried on by public groupings;
- that politics be seen positively, as the art of collectively creating an acceptable pattern of social relations;
- that politics has the function of bringing people out of isolation and into community, thus being a necessary, though not sufficient, means of finding meaning in personal life;
- that the political order should serve to clarify problems in a way instrumental to their solution; it should provide outlets for the expression of personal grievance and aspiration; opposing views should be organized so as to illuminate choices and facilities the attainment of goals; channels should be commonly available to related men to knowledge and to power so that private problems -- from bad recreation facilities to personal alienation -- are formulated as general issues.

The economic sphere would have as its basis the principles:

- that work should involve incentives worthier than money or survival. It should be educative, not stultifying; creative, not mechanical; selfdirect, not manipulated, encouraging independence; a respect for others, a sense of dignity and a willingness to accept social responsibility, since it is this experience that has crucial influence on habits, perceptions and individual ethics;
- that the economic experience is so personally decisive that the individual must share in its full determination;
- that the economy itself is of such social importance that its major resources and means of production should be open to democratic participation and subject to democratic social regulation.

Like the political and economic ones, major social institutions -- cultural, education, rehabilitative, and others -- should be generally organized with the well-being and dignity of man as the essential measure of success.

In social change or interchange, we find violence to be abhorrent because it requires generally the transformation of the target, be it a human being or a community of people, into a depersonalized object of hate. It is imperative that the means of violence be abolished and the

institutions -- local, national, international -- that encourage nonviolence as a condition of conflict be developed.

These are our central values, in skeletal form. It remains vital to understand their denial or attainment in the context of the modern world.

The Students

In the last few years, thousands of American students demonstrated that they at least felt the urgency of the times. They moved actively and directly against racial injustices, the threat of war, violations of individual rights of conscience and, less frequently, against economic manipulation. They succeeded in restoring a small measure of controversy to the campuses after the stillness of the McCarthy period. They succeeded, too, in gaining some concessions from the people and institutions they opposed, especially in the fight against racial bigotry.

The significance of these scattered movements lies not in their success or failure in gaining objectives -- at least not yet. Nor does the significance lie in the intellectual "competence" or "maturity" of the students involved -- as some pedantic elders allege. The significance is in the fact the students are breaking the crust of apathy and overcoming the inner alienation that remain the defining characteristics of American college life.

If student movements for change are rarities still on the campus scene, what is commonplace there? The real campus, the familiar campus, is a place of private people, engaged in their notorious "inner emigration." It is a place of commitment to business-as-usual, getting ahead, playing it cool. It is a place of mass affirmation of the Twist, but mass reluctance toward the controversial public stance. Rules are accepted as "inevitable", bureaucracy as "just circumstances", irrelevance as "scholarship", selflessness as "martyrdom", politics as "just another way to make people, and an unprofitable one, too."

Almost no students value activity as a citizen. Passive in public, they are hardly more idealistic in arranging their private lives: Gallup concludes they will settle for "low success, and won't risk high failure." There is not much willingness to take risks (not even in business), no setting of dangerous goals, no real conception of personal identity except one manufactured in the image of others, no real urge for personal fulfillment except to be almost as successful as the very successful people. Attention is being paid to social status (the quality of shirt collars, meeting people, getting wives or husbands, making solid contacts for later on); much too, is paid to academic status (grades, honors, the med school rat-race). But neglected generally is real intellectual status, the personal cultivation of the mind.

"Students don't even give a damn about the apathy," one has said. Apathy toward apathy begets a privately-constructed universe, a place of systematic study schedules, two nights each week for beer, a girl or two, and early marriage; a framework infused with personality, warmth, and under control, no matter how unsatisfying otherwise.

Under these conditions university life loses all relevance to some. Four hundred thousand of our classmates leave college every year.

But apathy is not simply an attitude; it is a product of social institutions, and of the structure and organization of higher education itself. The extracurricular life is ordered according to in loco parentis theory, which ratifies the Administration as the moral guardian of the young. The accompanying "let's pretend" theory of student extracurricular affairs validates student government as a training center for those who want to spend their lives in political pretense, and discourages initiative from more articulate, honest, and sensitive students. The bounds and style of controversy are delimited before controversy begins. The university "prepares" the student for "citizenship" through perpetual rehearsals and, usually, through emasculation of what creative spirit there is in the individual.

The academic life contains reinforcing counterparts to the way in which extracurricular life is organized. The academic world is founded in a teacher-student relation analogous to the parent-child relation which characterizes in loco parentis. Further, academia includes a radical separation of student from the material of study. That which is studied, the social reality, is "objectified" to sterility, dividing the student from life -- just as he is restrained in active involvement by the deans controlling student government. The specialization of function and knowledge, admittedly necessary to our complex technological and social structure, has produced and exaggerated compartmentalization of study and understanding. This has contributed to: an overly parochial view, by faculty, of the role of its research and scholarship; a discontinuous and truncated understanding, by students, of the surrounding social order; a loss of personal attachment, by nearly all, to the worth of study as a humanistic enterprise.

There is, finally, the cumbersome academic bureaucracy extending throughout the academic as well as extracurricular structures, contributing to the sense of outer complexity and inner powerlessness that transforms so many students from honest searching to ratification of convention and, worse, to a numbness of present and future catastrophes. The size and financing systems of the university enhance the permanent trusteeship of the administrative bureaucracy, their power leading to a shift to the value standards of business and administrative mentality within the university. Huge foundations and other private financial interests shape under-financed colleges and universities, not only making them more commercial, but less disposed to diagnose society critically, less open to dissent. Many social and physical scientists, neglecting the liberating heritage of higher learning, develop "human relations" or morale-producing" techniques for the corporate economy, while others exercise their intellectual skills to accelerate the arms race.

Tragically, the university could serve as a significant source of social criticism and an initiator of new modes and molders of attitudes. But the actual intellectual effect of the college experience is hardly distinguishable from that of any other communications channel -- say, a television set -- passing on the stock truths of the day. Students leave college somewhat more "tolerant" than when they arrived, but basically unchallenged in their values and political orientations. With administrators ordering the institutions, and faculty the curriculum, the student learns by his isolation to accept elite rule within the university, which prepares him to accept later forms of minority control. The real function of the educational system -- as opposed to its more rhetorical function of "searching for truth" -- is to impart the key information and styles that will help the student get by, modestly but comfortably, in the big society beyond.

