



Innocents, Mortar Boards choose members

Dave Buntain was tackled as the new president of Innocents Society...

Joe Voboril and Tom Wiese. Maggi Evenson was crowned Queen of the May...

of the Ivy and Daisy chains. Ivy chain leaders included Cindy Cherry, Sally Leonard...

highest women's average. Philip Regier was cited for having the highest men's average...



In the merry merry month of May, came the court of the Ivy Day.

Chaloupka—student life as major issue

The ASUN Senate will not be the real battling ground next fall...

The real ground for negotiation will be the Council for Student Life...

Chaloupka continued that his first priority for action next fall will be change of visitation and social regulations...

Another top priority will be setting up the Council on Student Life...

He said that he would spend the summer working on programs for next year...

will be working with the University freshmen orientation program this summer.

"I hope that several senators will be in Lincoln," he said. The new administration wants to talk possible programs over with new senators...

Perhaps it will be possible to get National Student Association help in researching new programs...

Chaloupka continued that he felt he would be able to work well with the new senate. The President-elect said he expected and got a diverse senate.

We should have a very interesting year, he commented. There will be many different viewpoints...

On campus today

The college life speaker, Ed Murray, will lead a discussion at the Phi Gamma Delta house at 9 p.m., May 5.

Dr. Ivan Volgyes of the political science department will address Young Democrats May 6 at 7:30 in the Nebraska Union...

NU Vets will hold elections May 7 at 7 p.m. in Ag Hall, room 110. Dr. Long, DVM, will speak on "Veterinary Technologists - Philosophy and Future."

The Nebraska Union Contemporary Arts committee will sponsor its annual student art sale May 8 from 9 a.m.-9 p.m. and on May 9 from 9 a.m.-5 p.m.



"Isn't that him over there?" Proud relatives seen snapping pictures of Ivy Day festivities.

'Government must shift emphasis from science'

"The federal government must shift from being a patron of the sciences to a patron of the whole University," Dr. Charles Kidd...

In an address during the Montgomery lectureship program, Kidd discussed the history, present implications and future of federal involvement in higher education...

and drew some conclusions concerning the direction this involvement should take.

"The beginning of extensive federal support of research came during World War II," Kidd said. He later added that federal support of colleges and universities is so pervasive that "serious if not catastrophic" results would follow if funds were withdrawn.

KIDD SAID THAT the federal government financially supports higher education in two ways - in supporting research and in supporting "the university as a whole."

"Now, 60 per cent of federal support to universities is non-research support," he said, "including 17 per cent for construction, 18 per cent for student aid, and 13 per cent for general institutional support."

"Research supported by the Department of Defense is an immediate political question only because of the Vietnam War," Kidd said. "I don't believe it is a major issue in the long run."

"I BELIEVE THAT classified research supported by the Department of Defense should be removed completely from the universities," he added. "If a university is offered funds from the DOD to do non-classified research, they should have the option of whether or not to accept them."

In evaluating the effect of governmental aid to higher education, Kidd said "the university, students and faculty are better off because of it."

But Kidd added that federal aid has "added another force to others tending to pull the university apart."

Kidd said that the federal government, through its emphasis on research, has diverted the University's attention from its teaching function, having an "adverse effect" on undergraduate education.

IN PREFACING HIS remarks on the future of Federal involvement in the university, Kidd said that the Federal government now provides one-third of all the financial support for higher education, and, "no matter what the power structure within the university is," it will continue to exert a heavy influence by determining who gets the funds and how they are spent.

"To sustain their freedom in the face of involvement with the government, universities must accept funds on their own terms," Kidd said. "The first step is to attain a consensus by all elements in the university on the purpose of the university. The idea of a government university partnership is fatuous - the

university must set its own goals, defend them against all comers, and know and cherish what is being defended."

AFTER KIDD CONCLUDED his one-hour address, members of an 8-member panel, consisting of prominent educational and governmental spokesmen, were asked to respond.

"I would say to Dr. Kidd that I like his manifesto," Donald Bigelow of the U.S. Office of Education said. "But it may be argued by some that Dr. Kidd is for God, Motherhood, and the University of Nebraska."

Bigelow continued, saying that it is difficult for universities and for his bureau to set priorities, and, once set, it is difficult to get congressmen to appropriate funds "in the national interest" without complaining if "their state doesn't get their share."

LOGAN WILSON, PRESIDENT of the American Council on Education, compared the federal government's role in higher education with the situation in other countries. Unlike the USSR which decides how many new professionals are needed each year, the United States has relied on a student "market mechanism," according to Wilson.

"Manpower channelling is an avowed goal of the draft," Philip Scribner, University of Nebraska professor of philosophy, said. "Many of the students on campuses are there simply to avoid a war they don't particularly like. The draft has been a tremendously disruptive factor in achieving the goals of the university."

Scribner also said that the "market mechanism" wasn't completely functional - that a student's choice of universities is limited by his financial situation and the other schools he attended.

"SOME OF THE research done in the name of defense may not be associated with things you abhor," Norman Cromwell, University of Nebraska professor of chemistry said.

"During World War II, I was informed that I was doing research on nitrogen mustards for the chemical warfare division," Cromwell said. "I didn't feel well for several days afterward. But as it turned out, the compounds we were working on proved to be among the first agents effective against tumors."

Cromwell said that Nebraska had received only \$32,000 from the Department of Defense for research (none of which is classified research).

COMMENTING ON THE apparent imbalance between the amount of money allotted to medicine and the sciences and the amount allotted to the humanities, Bigelow said, "Every Congressman is worried about his seat."

Paper by Professor John Roche is the first presentation in Montgomery Conference

By Sue Schlichtemier Nebraskan Staff Writer

The first of a series of lecture-discussion sessions constituting the Montgomery Centennial Conference transpired Friday evening at the Nebraska Center. The program concerned a paper by Professor John Roche, entitled "The Rebellion of the Clerks," which dealt with the consequences of student unrest.

Roche, who was originally scheduled to present his own work was unable to attend due to an attack of asthma. C. Peter Magrath, dean of faculties, made the presentation. Roche is a specialist in American constitutional history for the Supreme Court, author of a number of books and papers including "The Quest for the Dream," a publicist for the New Leader, chairman of A.D.A., and is presently teaching at Brandeis University.

In "Rebellion of the Clerks," Roche referred to students as having achieved the status of clerks in the 14th century. He suggested that Americans are perhaps experiencing a "new medievalism."

He covered three major points: (1) Why have acts of student violence happened? (2) What are students doing? and (3) Where are they leading us?

HE STRESSED that when people speak of the 120,000 "S.D.S.-type" in America, they are dealing with a "statistically trivial minority" of about two per cent.

Roche compared Leon Trotsky, arrested in the Revolution of 1905, to Dr. Benjamin Spock, arrested for "stimulating resistance to the draft." And he continued that "happy, intelligent young people are attacking the most defenseless institution - colleges and universities."

Roche suggested that a watering down of educational whiskey is exemplified in short circuit televisions and tape recorders who often act as substitute teachers. He labelled student-taught classes as the "facile leading the docile."

"The university is a sitting duck for 'id discharge.' Americans are not ready to finance six and one half

million kids doing 'their thing,'" Roche said.

"Students have learned," Roche continued, "that the 'Emperor has no clothes'; that professors and administration are out on a very shaky limb," he said. "And the trouble with most professors is that they never publish or perish. Few people are willing to wholeheartedly defend universities."

He remarked that the activists are not interested in reforms. "If you negotiate their first ten demands, they will invent ten more!" he emphasized. Negro students are not satisfied to become "alleviated clerks"; they want a ticket to the Ameristocracy. And the S.D.S. syndrome has no right to make demands, Roche charged. "The function of a university is education, not service; though service will hopefully be a by-product of education."

ROCHE NEXT discussed the impact of disorder. "The university," he said, "cannot become an armed camp without sapping efficiency."

He said that institutions have about three alternatives: (1) call the police, (2) effect counter-insurgency actions among the faculty and administration, (3) close down. After speaking of the Harvard situation, he commented, "I'm not playing Monday morning quarterback at Harvard. Their president did all he could except abdicate!"

About closing down, Roche said "It is a strike by the establishment! And universities exist to be open."

Commenting on student violence, Roche said, that it will create a catastrophe which will not only engulf them, but will result in a drying up of philanthropic contributions to higher education, cuts in state aid and other unfortunate measures.

In closing, Roche said, "If we do not police our own era, someone will do it for us, and we'll have no one to blame but our selves!"

Following the speech was a panel discussion by Miss Merrill Harris, representing "Black", a student organization at the University of Nebraska at Omaha; Dave Buntell,

student activist; G. Robert Ross, vice chancellor for student affairs; Bruce Cochran, representing a conservative point of view; and Logan Wilson, who lectured Saturday.

"WE WANT TO BE treated as human beings," Miss Harris said. "We want to be able to determine our own destiny. We want a degree, not as a passport to live in white communities, not to compete with white people for jobs. We want a degree to show we were victims of your schools!"

"We're going to school to learn as much as we can, so we can go back to our own communities and start our own universities," she continued.

"We want our demands met as we see fit - not as you see fit," she said.

She defined the black philosophy as "any means to see our demands met - to get what we want."

As a point of clarification, Miss Harris explained that there are no "militant Negroes" anywhere in the world. There are "militant blacks", The Negro, according to Miss Harris,

is willing to compromise and degrade himself. He wishes to be like the white. He doesn't value black characteristics, the broad nose, the woolly hair.

Blacks don't want to integrate if they are going to be degraded in the process. The black recognizes that his broad nose and woolly hair are beautiful, and he recognizes that black history needs to be taught.

Dave Bunnell said that he didn't feel it necessary to talk about student behavior, the number of students on campus who take part in demonstrations; but that it was most important to discuss the issues. According to Bunnell, these issues center on four problems: racism, military, student power and educational reform.

ROSS COMMENTED that he was a little surprised at John Roche's paper - his experience and involvement of the liberal segment of society, especially since he thought Roche was going to talk from an objective rather than an emotional point of view.

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