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

Continued from page 1

"I feel," said Ross, "that education provides an avenue for society to look at itself, and an avenue to

He continued, saying that he was quite concerned about what kind of research we can do, if any, to relieve the major difficulties. "The college community is a place where rational thought and solutions to problems have to exist."

The fourth panel speaker was Bruce Cochrane, who said, "I'm not conservative because I'm con-I'm a logical thinker servative; I'm conservative because

Cochrane said "those who were losers' in high school are also 'losers' in college, they don't fit. And in-asmuch as they don't fit, they're trying to change society to fit

"There are valid issues," Cochrane finished. "I wonder, though, who should consider them and who should bring them to light."

Logan Wilson began with, "I'm not sure they know what's eating on them,

He paraphrased that there is much rheteric on the subject, but little in-

Wilson said that they seem to be "rejecting the legitimacy of various kinds of duly constituted authority."

For society to function, there needs to be some type of legitimate authority besides tyranny - which is merely brute force' - although that works, too, he added.

HE SAID THERE is a good deal of public backlash to student violence. He quoted an AP release stating that legislative assemblies in 18 states have passed or are considering bills which provide for expulsion, discontinuing scholarships and financial aid and or jailing of student antivisits. In California alone, 100 bills have been introduced to crack down on student rebellions.

"I am really alarmed," Wilson said, "at what this is going to do to erode the autonomy of educational institutions. And who will pay for this? The professors, through a lack of salary ncreases; and the students, through higher tuition rates.

'Is the crippling of the state universities worth all the student activism?" he asked. "I suppose we all feel uncomfortable when we analyze actions," Magrath said.

He agreed that we should discuss issues, but before this discussion, we need the context and environment in which issues may be discussed.

"I'm not sure," said Magrath adverting to Roche's paper, "that I'd accept the idea that the university is a spitting image of society. The ultimate goal of a university should be to meet diverse student and social needs. I don't think the university should be an engine to solve all social problems. This is impossible."

Miss Harris then directed a few remarks to Cochrane. She said that the blacks have tried to compromise, but have only been left with bad housing, bad education, exploitation by white people, exploitation of Negroes used by white people.

She went on to say that they had tried peaceful means, but the administration wasn't listening. She said that the conservatives were on their side as long as they didn't use guns and knives.

"We have no one to depend on but ourselves! After they (SDS) get what they're looking for, and I haven't yet learned what it is, they'll leave us."

"STUDENTS TAKE MILITANT means because they work. So-called legitimate channels are not open — do not work," Bunnell said.

Cochrane commented that what is and isn't practical is a complicated problem. He said that according to recent trends, black power does achieve, But there is backlash. Blacks are striking down things far more important than the issues at hand.

"They are going to defeat what they're after," he persisted. "and receive only regression, stagnation and backlash. They're playing with fire - and they're going to get burned!" he warned.

Cochrane's last comment stimulated

audience participation. Stephen Voss, instructor in philosophy at NU, said "I was expecting to hear statements I would disagree with, but nothing like this!" He spoke of Roche's "... next-to-worthless speech", saying, "I have not known one student whose aim was to destroy, or promote annihila-

He finished by remarking that apparently Trotsky was a matador, Spock a picador, and only ap-propriately Roche should play the role

Miss Harris spoke next. "We've been spit on, and we're not going to take that anymore! We've had to chant, and we're not going to take that anymore. We've been jailed, and we're not going to take that anymore! And we've been beaten over the head, and we're not going to take THAT anymore!"

"It's up to you white people to keep iolence from happening," she violence

Sophia Nelson, NU Instructor, summarized Roche's speech, saying, "He believes society should not change.

Magrath argued that Roche was not against social change. "It's essential," said Magrath," that as universities move to meet social needs, there be some consideration to ends and means. Not all means can be justified by the ends that are sought.

Wilson then remarked that "They may be winning some skirmishes, but thereby destroying the strategy to end the war.'

He said "our black brothers are being unrealistic. They're choosing the wrong weapons, entering a losing game because they're outnumbered 10 to 1 and lack control of resources.

What Negroes don't need is to flourish in their own communities. They should compete and get into

Campus Calendar

MONDAY, MAY 5 (All events in the Nebraska Union unless otherwise indicated.) 1:30 p.m.

Builders-Calendar & Directory 3:30 p.m. Builders-Student Prof committee Panhellenic

4 p.m. Folk-Singer

4:30 p.m. AWS-Sorority Court Union Film Committee

7 p.m. School of Architecture meeting Unicorns

7:30 p.m. Math counselors

8:30 p.m. Afro-American Collegiate Society these top jobs in the national corporations," Wilson said.

Miss Harris said you can call it segregation, separatism, or unity; the blacks are going to stick together. She continued that colored people include Chinese, Africans, and other Europeans as well as those in America. "You whites are in the minority -You're dead!'

"We sympathize with you Mr. Wilson, because you sympathize with us . . . but you sympathize with us because you really don't understand our problems!" she charged.

A man from the audience remarked, "I think we can respect each other. I don't think we can have a 'white reservation' and a 'black reserva-

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Summer Reading Courses. The Summer Reading program involves: (1) attending one orientation meeting this spring; (2) reading the required material during the summer; and (3) taking a test over the material in the fall. The courses may be taken

To participate in the program a student must first have his advisor sign a worksheet, then go to 511 Nebraska Hall between 8-12 a.m. and 1-5 p.m., Monday through Friday to

Tuition will be \$15 per credit hour for residents and \$16 per credit hour for non-residents. Registration must be completed by May 29.

Students who are uncertain about participating in the program are invited to attend one of the orientation sessions planned for this spring. The dates and times of these sessions will be posted.

These instructors planning to teach include: English 21 — Bestul. English 129 — Stubblefield. English 155 — Fisher. English 171 - Mignon. English 265, 293 — Roberts.

Students unable to attend the orientation sessions should contact the instructor of the course they wish to take. Questions on the program should be directed to the Extension Division,

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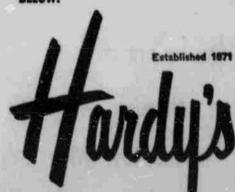
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