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## Enrollment decreases in ROTC curriculum

by John Dvorak  
Nebraskan Staff Writer

ROTC is again in the news this fall, but not because of protests by hippies, intellectuals or radicals.

Classroom rosters indicate a lack of cadets — enrollment in all branches of ROTC at the University, and at other schools in the United States, is down significantly.

Total enrollment in Army ROTC, according to Col. William W. Gist, chairman of the department, is 423, down from 469 a year ago. The freshmen class enrollment is down more than a third, from 150 last fall to about 100 this fall.

The situation is even more drastic in Air Force ROTC. Where last year's freshmen class was about 150, this year's freshman enrollment is down to 95 and still dropping, according to Col. Norman B. Hemingway, the new chairman of the department. The final deadline for dropping classes is October 10.

The sophomore class of AFROTC has dropped somewhat, Hemingway continued. However the junior and senior enrollments have remained nearly stable.

Total number of Navy ROTC cadets is 132 this fall, according to Capt. Herschel A. Pahl, chairman of the department. Last year's total strength was 158.

The three military leaders are divided over the reasons for the enrollment drop.

"I honestly believe the current draft situation hasn't affected the situation," Pahl said. "There is not a shred of evidence that the draft situation has affected enrollment."

Nor does Pahl think that Vietnam hostilities, which appear to be decreasing, would affect the NROTC enrollment.

"The Navy's need for new officers will remain the same unless Congress cuts down on the size of the Navy or the number of ships in commission," he stated.

Gist, who like the other military personnel said he was speaking only for himself, termed the drop in ROTC enrollment "just a trend."

"It could swing the other way in the future," he said. "It may reflect

a trend in which students are hesitant to join anything that is organized."

Gist acknowledged that the Vietnam War is unpopular with everyone, and that it may be affecting enrollment.

"It's really difficult to speculate about the causes of this drop," he said.

Following the removal of the compulsory ROTC for freshmen and sophomore men in 1963, enrollment statistics have varied considerably in all branches of the program.

When the requirement was abolished, there was an immediate 80 per cent drop, but then a gradual resurgence showed by 1967. At the same time, fulltime male enrollment on the Lincoln campuses increased from 8,500 in 1964 to about 11,000 this fall.

The majority of ROTC students are in a four-year program. However, each branch of the service had operated a two-year senior program, also, up until this year.

NROTC had a two-year program, which was designed primarily for transfer students from junior colleges, Pahl said. The program was recently cancelled due to lack of interest.

The two-year program, which is still in the curriculum of Army and Air Force ROTC, led to a reserve commission, just as the four year program did.

Unless the Army or AFROTC student is receiving a scholarship from the military, he incurs no obligation by attending freshmen and sophomore classes. During the first semester of the junior year, contracts are signed which obligate the student to military duty for a certain length of time.

In Army ROTC the obligation is for two years of active duty, or longer in case of national war emergency, and four more years in an active or inactive reserve unit.

The graduate of the regular AFROTC program incurs a four year active duty stint; five years if that student received flight instruction as an undergraduate.

The NROTC student must enlist in the Naval Reserve as a freshman and serve at least four years active duty upon graduation.

In all cases, getting out of the program during the first two years is strictly a formality. After a student

has signed his contract, the situation changes.

"There have been a few cases where students want out after signing their contracts," Pahl said. "In some cases the student feels he is just not mature enough for the military. In other cases he just doesn't like the program and wants out."

Approval for a student wanting to void his signed contract must come from higher authority than Pahl. The captain uses his judgment in such cases and makes recommendations on the student's case. In all cases in the last year or so, Pahl has recommended that students' requests for disenrollment be granted and his recommendations have always been followed.

In AFROTC, each student wanting to terminate his signed contract must go through the same procedure. Currently, there is one student attempting to be released from his contract.

"The case is unusual," Hemingway began. "The student signed his contract on September 11 and came to class on September 15. On the 16, he decided he wanted out of the contract."

Had the student not come to class, the contract would have automatically been voided. The investigation of the case is complete now, and a decision from higher authority is awaited.

The student, who said he "just doesn't want to be in the Air Force," is confident that he will be released from his contract.

In Army ROTC, the student must personally make his wishes known to the chairman of the department, who will then make recommendations to higher authority.

If the student is not satisfied with the recommendation, he may ask for a board of inquiry, composed of Army officers not from the ROTC department, Gist said.

The student may hire counsel, in helping prove he has legitimate reasons for voiding his contract. Gist pointed out that he was hazy on the exact procedure, since it has never been needed.

"I know of no senior student who

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## Centennial College off to a quick start

by Gary Seacrest  
Nebraskan Staff Writer

After much publicity, the University of Nebraska's Centennial Education Program (CEP) with its 177 undergraduate students began its operation last week. Billed as an innovation that combines an educational experience with residence hall living, the Centennial College got off to a quick start.

T. E. Beck, one of the full-time teaching fellows at the Centennial College, said he was amazed at how rapidly a sense of community is developing at the College. He commented that "genuine inter-relationships between students, both casual and academic" are taking place. Beck felt that the residential aspect of the CEP is becoming more important than the Centennial Fellows anticipated.

Beck felt the residence system of the CEP "would not emphatically isolate the students from the mainstream of activities on campus." He explained that freshmen in the College are already involved in University music organizations, drama activities, athletics, fraternities and sororities.

He also explained that the Centennial scholars come in contact with the regular University since they eat all their meals in the Cather-Pound dining room and attend some classes outside the Centennial Center.

According to Beck, the CEP was running very smoothly in its first

week of operation. "We are not aware of any major problems as of yet," he said. "The college might have problems, but we have not discovered what they are."

One of the early controversies of the CEP involves the system of grading that is to be used. Dr. Robert Knoll, the director of the CEP, said "the students are in the process of discussing what kind of grading system is advisable."

The Fellows advised the students of three possible grading systems — the present University system; an honors, pass, fail system which would

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carry respective grades of A plus, B, and F; and a pass-fail system. If the CEP wanted to use a pass-fail system for all its students it would require legislative action by the University Senate.

Already the Centennial scholars have been busy at the Centennial Center, which comprises Love and Heppner Halls and the courtyard between them.

The students have been organized in small groups in the main Centennial Course for the first few weeks and will concentrate on discussing their summer reading, writing autobiographical essays, and studying movies.

The College has had three guest speakers already, and throughout the

year will have the services of many visiting authorities.

The Centennial College will also make use of movies as an educational experience this year. The scholars have already seen two movies: Martin Luther and Citizen Kane, a movie based on the life of William Randolph Hearst.

The CEP is divided into three divisions — the Centennial Course, language classes, and mathematics classes. All 177 undergraduates are participating in the Centennial Course which carries six credit hours. Most of the freshman scholars are either taking mathematics or a language in the Centennial College.

Beck explained that the mathematics is organized on the basis of independent study and the student progresses as fast as he can. "However," Beck said, "the math program has just begun and we prefer not to evaluate it for several weeks."

The language classes in the CEP are organized as conventional classes, but with built-in flexibility. Beck explained that learning how to speak the foreign language will be emphasized in the language classes.

"In addition to the class, the students are meeting with a native speaker in small groups of five to six for thirty minutes a week," Beck said. The language students will also attend a language lab and hopefully converse informally in the foreign

language with one of the several scholars who are bi-lingual.

The Centennial Course is described by Knoll as "an interdisciplinary study of a variety of contemporary problems and their historical antecedents, as they are revealed in historical documents, artistic objects, and intellectual traditions."

Knoll indicated that the student in the Centennial Course will do much independent study, but will also work in small groups. The student will also be expected to produce periodic reports on his findings to his teachers and fellow students.

Knoll, in describing the CEP, said "the difference between us and others is that we start with the questions instead of the discipline. Thus we are not concerned with departments as much as with questions."

"The two things we are trying to do is combine the student's academic and non-academic life into one experience. Thus we have students living in the same building in which they attend class. We hope their academic conversations will not stop when the bells ring."

The theme for the Centennial Course for the first year is "The Nature of Change." The work during the year will be divided into four major divisions with the students choosing a topic within one of the four divisions. The student has much freedom in choosing a topic as well as the limit of his study on the topic.

Knoll said that "after an introductory period of a couple of weeks in which all the students will consider a number of books together, each student will select one of a number of topics related to the nature of social change. Some of these topics are "American Business, 1870-1970," "The Ideal of the American West, Crevecoeur to Wright Morris," "Institutions and Individuals" and "The Influence of Slavery on American Psychology."

The second major project in the Centennial Course is "Stasis: The Ideal of a Static Society." In this project students will study some static society for six weeks.

The third project will be "The Nature of Environmental Change." According to Knoll, the students may elect to study problems related to physical change, like pollution or population growth; or they may choose to consider the influence of scientific ideas on the intellectual environment, like Einstein's theories of relativity.

In the fourth and last project of

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## NU alumni donations not slowed by riot fears

Fears of campus disturbances have not slowed donations from University of Nebraska Alumni as indicated by the over two million dollars given the University so far this year by the University of Nebraska Foundation.

Foundation Vice-President Edward Hirsch said Tuesday that he has received letters, however, which say, "We are giving to you because of the stable situation at Nebraska," or "I'll contribute as long as everything stays quiet."

The pamphlet being sent to prospective donors tries to quell riot fears. Following is an excerpt:

"It is true that in the Sixties, we have not had any incidents approaching the 1898 riot, when the Senior Class's attempted take-over of the campus resulted in suspension; or the 1904 epidemic of cheating; or the closing of the library in 1911 to undergraduates because of the stealing of books; or the recall of the Cornhusker Yearbook in 1912 because it fell in the category of 'obscene,

lewd, indecent or lascivious books; or the parking riot of 1949; or the party raid of 1952."

The two million dollars received so far this year is nearly six times the amount received in 1960, according to Hirsch. Donations come from alumni, other individuals, companies and foundations making Nebraska the second largest recipient in the Big Eight behind the University of Kansas.

Hirsch said that donation requests are usually mailed out to 65,000 alumni by September 1. But this year mailing was delayed with 2,000 letters still to be sent.

Although the number of donors is down 10 per cent from last year — possibly due to the mailing delay — the amount received is slightly greater than at this time last year, Hirsch noted.

"It's too early to tell yet, but since this is a Centennial year, we're hoping to get more," he said.

Foundation President Harry R. Haynie said this spring. "The Foundation is now the main source of student financial aid at the University." Last year the Foundation provided about \$500,000 in scholarships and fellowships, he said.

Almost half the money donated is for research projects particularly in agriculture. For example:

1) Rockefeller Foundation gave \$124,000 last year for an Agriculture College project in Columbia, South America.

2) The Cooper Foundation of Lincoln announced this spring a \$200,000 grant to be used half for educational and research projects and half for acquisition of "strategic land."

3) Ford Foundation donated \$200,000 for an ETV series entitled "The Black Frontier" which will trace black contributions in the settling of the West.

4) A \$38,000 grant from the Woods Charitable Fund is helping to support the Centennial College, an innovative teaching project begun this fall with 175 students.

The Foundation is more than the middle-man between donor and University. It invests money not immediately used as well as money specified by donors to be invested. Its assets total nearly 14.5 million dollars. The Foundation also assists in will-making or "estate planning" according to Haynie.

Last year 11,000 alumni gave an average of \$10-15 each.

## Foreign policy expert makes NU home

by Sarah Schwieder  
Nebraskan Staff Writer

An expert on foreign policy has temporarily made the University his sounding board.

He is Dr. William Miller who came to NU as part of a diplomat-in-residence program.

Although his duties do not include teaching, he will speak to civic groups and students about United States foreign policy.

Miller has served on embassy staffs in Pakistan, Germany, Colombia, Ecuador and Panama. He has also served on assignments in Washington, and in South America from 1961 to 1968. He recently returned from Panama.

"The sore spot in Panama," Dr. Miller commented, "is the Treaty of 1903. The Panamanians think it is too old, too outdated."

A clause of the treaty that caused most concern was entitled "A Grant of Perpetuity." The clause gave the

United States sovereignty in the canal zone.

"The two issues are United States sovereignty in the Canal Zone and compensation paid Panama for use of the zone," Miller said. "Panama feels it must be compensated at modern rates."

Former President Lyndon Johnson issued a declaration in 1967, encompassing areas of disagreement, but negotiations halted and are just beginning again this year.

Dr. Miller thinks that recent anti-American demonstrations in Latin America during Governor Nelson Rockefeller's visit were not directed at the United States, but at local inefficiency.

"Rockefeller's stature as the President's personal envoy acted as a lightning rod for dissident elements," he said. "The rioting was directed at domestic elements rather than toward the U.S. It was done to embarrass the local administration."

"Panama was not involved in any

of the demonstrations, so my comments are based mainly on newspaper articles," he added.

Dr. Miller described the foreign policy-making process, emphasizing that policy is a product fabricated by many people.

"Making foreign policy is a process by which various elements relate to a country," he said.

Ambassadors make recommendations based on their view of the country in which they are serving. The State Department then coordinates this information and attempts to form broad guidelines or general trends.

Related agencies such as the Cabinet give their views, then private interest groups that are affected by the policy have their say and finally the policy is reviewed by Congress.

Dr. Miller felt he could not comment on how much power should be given Congress in policy-making decisions but noted that there "is a