LITTLE MAN ON CAMPUS

Jess Brownell
The Sad Story

Nebraskan Editorials:

That He Might Return

An Open Letter To C. Clyde Mtichell:

* Two weeks ago the University administration replaced you as chairman of the department of agricultural economics because there was . . a need to strengthen the research and extension departments of the Agricultural Economics Department.

student and faculty friends-that this was not the real reason for your demotion.

The real reason-known only to you and those responsible for your demotion-lies somewhere in the areas of special interests, outside pres-

sures and administrative weakness. However, for this very reason, for the very reason that you have been a victim-and certainly not the only victim-of these deadly circumstances, it is imperative that you do not become

discouraged to return here to the University.

convictions in the face of administrative partiality and coercion.

Men who are not afraid to oppose the economic interests whose efforts to mold conformity and stifle dissent are all too prevalent in the mid-

Educators who refuse to be intimidated by the The Nebraska knows-as do many of your pressures of conservative political elements in

Instructors who dare to fight the national, institutional and personal conformity which threatens our constitutional liberties.

In short, professors who have the guts to fight for what they think is right-in a college community which is moving closer to collectivism in expression and farther from individual responsibility to its students, its faculty and its profes-

For these reasons, The Nebraskan urges you The University is running short of men with to return to the University of Nebraska as a the courage and resourcefulness to express their professor in agricultural economics.-B. B.

A Stronger Bond

Student representation on two faculty committees will be discussed today in the meeting of the ence of this one that student opinion and repre faculty Committee on Student Affairs.

Acting on an endorsement by the Student Council, the committee will consider adding student members to its own group, and to the library committee. The endorsement was strongly approved in Council meeting two weeks

Students are already sitting on faculty subcommittees on student affairs, convocations, calendar and final exams.

They fulfill a valuable function in giving the committees a student opinion on matters which are more important to students than any other part of the University community.

The logical conclusion to student representation on faculty committees, therefore, is to include students on one of the more powerful faculty committees—the Committee on Student of the Committee. The Nebraskan is certain

It is on a committee of the scope and influsentation is the most important.

For example, when the Committee ruled on suspending the Kosmet Klub Fall Review, no student vote of official opinion was heard on the matter, yet it was an entirely student show, involving student competition.

The library committee, too, is needful of student representation. The head of the committee has strongly advised that students be included, to acquire their opinions on proposed library changes and expansion.

The Nebraskan has continually supported more student participation in the governing and planning of student affairs. Including them on these committees is an excellent way to further this participation, and an excellent way to build a stronger bond in student-faculty relations.

The maintenance of this bond is in the hands they will act wisely .- F.T.D.

Once And For All

ruling several weeks ago, placing IFC, Panhellenic and the Student Union Board under the Council scholarship standard, will be brought before the Faculty Committee on Student Affairs for a decision Wednesday.

Two issues will be inherent in the discussion: Council. (1) Specifically, is the Council average minimum applicable to the IFC, Panhellenic and Student Union? (2) Generally, what control does the Council have over these organizations?

Each group, because of its unique qualities, has been specially provided for by the Board of Regents by-laws.

The Union ". . . shall be responsible to the Chancellor and the Board of Regents

Board of Control, actions of which are ". . . subject to review and control by the Chancellor and the Board of Regents."

The Student Panhellenic Association ". . . shall be under the supervision of the Associate Dean for Women." answerable ultimately to the Chancellor and the Regents."

Interpretation here would seem to indicate that these three organizations do not fall under Council jurisdiction but are answerable only to

The Student Council Judiciary Committee the parent agencies established specifically by the Regents.

> But just as the lines of authority of these three groups are not given to the Council, neither are they placed exclusively beneath the parent bodies nor are they expressly denied to the

And the Council constitution states that it has the power to (1) "regulate and coordinate . . . all student organizations of general university regulation;" (2) "to recognize and approve the constitutions of any new student organization," and (3) "to review the constitution of any student organization with power of revocation."

Interpretation here would appear to mean that the Council, even though it may not be able The IFC is responsible to the Interfraternity to approve these constitutions, can nevertheless call them up for review.

> Both the Regent by-laws and the Council constitution are too vague and to general to explicitly clarify the lines of authority between the Council, Panhellenic, IFC and the Union,

It remains for the "proper faculty committee" -in this case, the Faculty Committee on Student Affairs-to settle the question once and for

-From The Slot-

Grounds For Doubt Must Be Cleared

By SAM JENSEN Managing Editor

During the past two weeks, The Nebraskan's front page and editorial page have been largely concerned with changes in administrative posts of two of the University's departments.

Editorially, The Nebraskan has deplored the means and questioned the ends involved in the transfer of responsibilities within the department of agricultural economics and the School of Journalism.

On the news pages, The Nebraskan has reported the events as they happened. In repetorial procedure, Nebraskan reporters have asked questions. The answers have not always been clear, neither have they always been consistent. Perhaps this is what is causing the confusion and misunderstanding.

R is hardly conceivable that the officers and administrators of the University would be pursuing a policy detrimental to the general welfare of the University community. It is also extremely unlikely that outside interests are controlling the policy of the Uni-

In trying to attain a degree of objectivity, there are certain things that must be acknowledged. The first of these is that C. Clyde Mitchell, chairman of the department of agricultural economics, is not the most tactful or the most discerning individual.

Mitchell is a competent and stimulating instructor, but it is possible that he is not the most suitable type of individual to represent the University as a department head and an official of the University administration

Secondly, people are leaving the School of Journalism like rats leaving a sinking ship. The reason for this may be due to a failure of the administration to recognize the needs and importance of this department, but if the present director is unwilling to work within the means available to him, then someone who is

willing to do so should fill the position.

This, of course, does not mean that the present directors aims or objectives are wrong, nor does it mean that the administration is correct. But this rather pragmatic analysis does point out that things are unsatisfactory in their present state.

What all this does mean is that, as in most cases, nothing is black or white-there seems to be varying shades of gray which have shrouded and fogged a distasteful and degrading situation.

The Nebraskan can not question the administration's right to execute its prerogatives, but The Nebraskan's prerogative remains and is the right to continue to ask ques-

When completely satisfactory answers appear, then The Nebraskan will in turn have satisted its appetite for asking questions. And when grounds for doubt disappear. then The Nebraskan will cease

The Nebraskan

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Lincoln, Nebruska and the control of the control of

Lincoln, Nebrasku, urder the act of August 4, 1912. EDITORIAL STAFF

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To the Editor: tions for being alive. fers one of the most convincing

The vigorous way you defend free speech and academic freedom stands out like Mars at Perhelion, the hd.

Children, it is time to rise up from your beds, throw away those nearly empty bottles, and take your weekly injection of Brownell.

must be about the Lord's business. I see that my friend Roger Henkle has greedily snatched up the only important issue on campus, apparently in the hope that I would be able to find nothing to write about.

However, I shall foil him again, for I have received many requests

Jess Jestin'

for another of my charming tales of the West, and today you shall hear the gripping story of Birdie Slocum, the Flower-Girl of the Plains.

Birdie was the only daughter of

nation. But our citizens will rec-

ognize that the type of government

employee or school teacher most

valuable to America is one who

will not surrender any of his basic

rights merely to draw his salary

The Nebraska Board of Regents

recently adopted an outstanding

statement of principles regarding

the rights and responsibilities of

teachers, a statement of which

The number of universities

whose governing bodies have been

simiarly courageous is unfor-

The number heading the other

direction is frightening. And most

frightening of all is the now of-

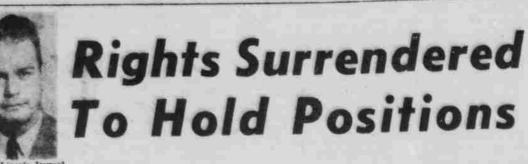
ficial attitude of the largest em-

ployer of professional scholars in

Nebraskans can be proud.

from public funds.

tunately small.



Courtesy Lincoln Journal

Professor of Agricultural Economics

(Eds. note: Today's "Challenge" is an article submitted by Ciyde Mitchell, former chairman of the department of agricultural economics, to December 2, 1953, edition of The Nebraskan. It was originally titled "Must A Prof Surrender His Beliefs To Be Paid?" and was run shortly after the Regents adopted a policy endorsing the principles of academic freedom in 1953.)

From an imaginary editorial in the Podunk Tribune:

"Professor Doakes is currently under attack by the Podunk Chapter of Sons and Daughters of 100 per cent Americanism for his leftwing views. Naturally, he and his pinko friends are howling that their rights of free speech are being threatened.

"Heck, Professor, nobody is trying to take away your free speech. You can talk all you want to about how nice it wauld be to have socialized medicine, public housing or any other new dealish you want. Nobody will stop you.

"But our taxpayers here in Podunk support the University, and we intend to have some sayso about whom we hire. We don't like our money going to pay people who say things we disagree with. Remember, professor, nothing in the American constitution gives you the right to work for the

Unfortunately for America, this imaginary editorial, with real names and places, has appeared all over the nation. Professors have been gagged or fired because their views and opinions on economic and social matters were unpopular. In a slightly different way, the

"right to a job" argument has "right" to a job with the state

come up in Washington, A Federal | or the county or the city or the employee is summarily fired without a chance to find out why.

by Dick Bibler

He "hears" that a loyalty board has considered his case, although not finding evidence of disloyalty, nevertheless has ordered him dismissed as a "security risk." The man, believing himself to

be completely loyal, demands to be faced with the allegations, to meet his accusers and to force them to prove his guilt or withdraw accusations. Under regualtions set up under

Truman and continued under Eisenhower, he is denied this right. He is told that in accepting a federal job he has surrendered his rights. "You have all your rights as an

American citizen," he is told, "but you cannot claim the right to work for the government. If your superiors fire you, they do not have to tell you why. Somehow is this hysterical era the direction of justice has been

lost. No longer is a man presumed innocent until positive proof of guilt is established under law, with the rights of the accused protected. We have moved over into the fanatic realm, where charges of guilt, even those made irrespon-

sibly by spiteful and anonymous tipsters, are accepted as proof. The reason for this hysteria, of course, is the desire to ferret out any Communists who may be employed in the government. It is highly probable however, that

the methods employed are as sinister as communism itself. It is possible to staff government and universities with people who relinquish their basic rights in exchange for jobs. The result will be a loss of one thing Americans have long considered priceless the free and questioning spirit.

No, no one has any inalienable

earthly goals of man and that evil

and false things should be opposed.

Someone once wisely said that

you can not know good until you

know its opposite, evil. I think

that this is justification for the

teaching of "opposites" which is

implied by "academic freedom".

Does it mean that the person who

possesses it has the right to do

whatever he desires whether it be

right or wrong? There are those

that hold to this definition which

I consider to be completely false.

I will define "freedom" for you

-"Freedom is the right of the

individual to be good and to do

whatever he desires that is good

as defined by God's Law and the

civil laws which are taken from

Therefore, "academic freedom"

teacher to teach the individual to

be good and to do only that which

If we are to know good by know-

ing evil we must insure that "op-

posites" are taught. But evil must

Teachers must know the differ-

ence between good and evil and

define the subjects of their teach-

ing as such so that the easily

impressed student will know every-

never be represented as good,

"the right and duty of the

What does "freedom" mean?

-Good, Evil-Columnist Interprets

'Academic Freedom' By JACK FLYNN

Academic Freedom? This is a question which is bothering the minds of many people in our world today. The answer to the question is of signal importance to the student, for it is he who will be most directly affected.

The lectures of Dr. Reisssman and the dilemma of Professor Mitchell puts the question of "academic freedom" to the fore on our campus-and the student body

The Mirage

scratches its collective head and wonders what it is all about. Here is my interpretation-

As defined, "academic freedom" "the right of the teacher to teach whatever he desires and the right of the student to hear what the teacher has to say"

Political theories, both national and international, and religion are the two areas of academia most often connected with the question of "academic freedom".

Should the teacher be allowed to teach the theories of communism and socialism? Should teachers be allowed to

teach theology and evolution and should there be a chapel or meditation room in the Student Union? It is principally in these two questions that the controversy over "scademic freedom" lies.

thing for what it truly is. Only then will we have "Academic No honest man will deny that | Freedom''!

is good"

Convincing Argument

Please accept my congratula-To my mind The Nebraskan of-

arguments that this state really has an institution of higher learn-

Truly each generation has to win its own freedoms and it is heartening to some of us old roosters to note that The Nebraskan is furnishing its full quots.

Please keep it up with good heart.

When the bells of doom's day sound, truth will still be struggling for a chance to be heard and the mossbacks will still be sitting on

Of Birdie Slocum Those of you who feel to weak for even such an insipid tonic may have a few more minutes of re-

her father's men, who were bewitched, beguiled, bereft, beknighted, bedraggled and bedad at the very sight of her. But for spite, but mind you, then we all that, she was a simple girl who wanted only to grow up and become Princess of Monaco. Alas, her fond dream was not to

a respectable cattle rancher, and

as lovely a lass as ever straddled

a pony or baked a blue-berry pie,

She was a great favorite with

be; Grace Kelly married Prince Rainier, and one day in '76 Birdie Slocum met the man who was to change her life.

That day she took a buck-board into town to pick up some hardtack and sour-dough for her mother, who prided herself on setting a good table for the men.

She had made her purchases and was gazing at some of the old Paris creations in a store window when her eyes caught the reflection of The Man.

He was Ace O'Shaugnessy, softspoken, flint-eyed, craggy-jawed, thinning-haired, runny-nosed, runtish gambler, who divided his time between baccarrat and bawdry, and was known all over the West as "The Laughing-Stock of Murdock's Saloon."

Birdie loathed him on sight, and despite his protestations of eternal love and devotion, as well as his promise of a million dollars for her on their wedding day, absolutely refused to have anything to do with him. Instead, she loaded her groceries and went home like a good girl.

Six weeks later, Ace died, and when his personal effects were examined, it was discovered that he had fourteen million dollars sewed in an old sock and hidden in his burro. The money was willed to the Iranian Fly-Casting and Vodka-Swilling Club.

Birdie was never the same girl after this heart-breaking revelation, and she soon left home to join

a group of touring players. Her family never heard of her again, but informed sourced say that she eventually wound up in the flesh-pots of the University of Nebraska, where she contracted Crib the world-the U. S. Government. Rash and died.

-Nebraskan Letterip-Removal Of C. Clyde Mitchell

To The Editor:

your staff on the manner in which you have discussed of C. Clyde Mitchell's removal from the chairmanship of the agricultural economics department.

You have displayed a healthy respect for facts and have used restraint and good judgment in dealing with this question. Active student interest in questions of this kind is essential for the development of a strong University community.

The University community must be the place where the development of ideas is encouraged. You as students and student leaders share responsibility of rbuilding nomics were informed by the adand maintaining a vigorous University environment where the search for truth is held as the highest objective.

We as staff members of the University also share in this responsibility. The members of the Department of Agricultural Economics were informed by the administration on March 16, 1956, that C. Clyde Mitchell would be replaced as chairman of the department.

Pollowing this administrative decision we were asked to make

suggestions for a possible succesattributed to the administration and reported in The Nebraskan. inferences can be drawn that the Department of Agricultural Economics was a party to this decision. I think it should be made clear that to my knowledge no members of the Department of Agricultural Economics were instrumental or a party to recommending a change in the charirmanship. The working relationships in our department have been excellent despite a wide range in professional training and

points of view. During the past few years the research, teaching and extension programs have been improved to the point where our department is nationally recognized as a strong department.

C. Clyde Mitchell has consistently attracted competent professional personnel

Despite a relatively low salary scale, C. Clyde Mitchell was able to attract competent staff members because of his stimulating leadership and because he encouraged independent thought even when we disagreed with him, Kris Kristlanson

Associate Professor of Agricultural Economics

Solution To Parking Problem

As I have read a few of your articles as of late which all deplore the tragic situation with regard to the parking of automobiles on the University campus, I thought I might be able to add a sugges-

I think everyone at the University is thoroughly agreed that the parking situation is atriocus at the present time and that within a few years it will become even more

I also realize that any complete solution would be very expensive, i.e. building a multi-story parking

As long as all students who can possbily afford a car and a lew who who can't, but think they can, insist upon wheeling their belch-fire eight convertible down to school every day, the parking problem will never get much bet-

It has been my observation that most of the parking is used by students and faculty that live at least three or four blocks from campus, but still live within the city limits of Lincoln.

Since so many students and faculty lives throughout Lincoln, it seems that one solution, although not the most pleasant, but still practical and probably the most inexpensive would be for the University to either rent city buses or buy their own buses and allow students and faculty to arrive at the University at the most conven-

ient time they could decide upon. The buses would, of course, have to have definite schedules and would have routes that would accompdate W. T. Davis | the most students and faculty while driving the shortest distance.

These buses would be free for riders at the University's expense. I don't believe these buses would be too expensive to operate if only operated in the morning, at noon and again at four and five in the afternoon.

versity, detests riding a bus, city or otherwise, and revel at the freedom of riding in a private car where you can go where ever you However, if the parking prob-lem is to be solved before fifteen

I, like everyone else at the Uni-

thousand students are enrolled at the University, rather drastic measures will have to be taken. I am an Ag College student, and this past year have had downtown

classes at eight a.m. three times a week To get a parking place you must arrive at least by 7:45 and I am certain that about 30 to 40 cars

each morning are driven by students living near Ag College. If a bus or two were chartered from Ag College these students would probably ride it. If not, then possible a compulsory system

could be arranged. This, of course, is not fool-proof system, and would have many problems before it moved smoothly, but if the present trend continues, I am certain very drastic measures will have to be taken to get students from their homes to classes and back again.

You asked for suggestions and I thought I would give you one. I am certain it is not the most perfect solution but at least it is w

try.

Russell Long