

Nebraskan Editorials:

'... To What Point'

Chancellor Hardin said Monday that he had been "... increasingly concerned with the series of reports printed in The Nebraskan which either state or imply that academic freedom is being violated by the administration."

He should be.

Four of these reports came from prominent University professors; three of these reports came from professors who had recently left the institution; the remainder of the reports came from unidentified University personnel — but nevertheless reports which were gathered first hand by Nebraskan reporters from nearly 50 professors, representing a cross-section of 15 departments in the University.

Not one statement, not one quote, not one article — either in toto or in part which has been printed this semester or this issue — can The Nebraskan fail to back up factually.

The complete story which The Nebraskan has tried to piece together for its readers lies in the thread of thought contained in the official statements of these professors:

Don Moore: "I have reluctantly come to the conclusion that the present administration of our University is not concerned with the free enterprise of ideas — at either the level of the department chairman or the individual staff member. There is a clear conflict between integrity and expediency."

Dr. Mitchell (according to a student in his class): "... since the 1953 statement (the Regents' statement endorsing the principles of academic freedom), the pressure has never stopped for one moment, even from individuals who publicly supported the statement."

Frederick Beutel: "... whatever excuses are given, there is no doubt that somebody in authority yielded to the adverse pressures to demote him (Mitchell) from his non-tenure position as head of his department."

William Swindler: "... independent thinking breeds hostility among the most vocal and hide-bound elements in the state. The mark of an institution's integrity is its capacity to resist such pressures."

William Werkmeister: in speaking of "administrative pressures" of the Gustavson regime, said "... I could see that Nebraska was headed for trouble."

Effort And Forethought

The Student Council, with a little effort and forethought, could really make something out of Spring Day, 1957.

As a major part of their early fall business, the Council should appoint a special Spring Day committee, which would devote the fall, winter and early spring to working on the spring event.

This committee could include two or three Council members as a nucleus, as this year's committee did, with additional members to take charge of special facets of Spring Day. The committee would take charge of general planning, and would decide specifically what would be included in the event.

Special committees should then be organized, directly responsible to the central committee, to take care of details and lower-level organization.

There are a number of reasons why the Council should take immediate action on Spring Day.

Clayton Libeau: "... it was rather clear to me that the pressure group — vested interests were taking over the University" and that "... the educational program was being sold out to a few people ..."

Norman Landgren: "It is impossible for me to accept any other reason for his demotion (Mitchell) ... than economic views different from those held by relatively small but extremely powerful and vocal special-interest groups in the state."

However, an important distinction must be made between the statement of Chancellor Hardin, which discusses "academic freedom," and the remarks of these professors who discuss the "spirit of academic freedom."

No one has questioned the legality or the prerogatives of the administration. But almost everyone with whom The Nebraskan has talked agrees that whether the University has operated within its legally prescribed prerogatives or not, the sum total of many recent administrative actions does not make toward a better University, a stronger faculty or a more academic independence.

The questions which remain before us are indeed serious.

Are public relations replacing academic achievement; is diplomacy being substituted for sound education practice; is administrative pressure displacing honest faculty participation; is expediency being used in place of integrity; are the sustaining principles of a free university and a free society being sacrificed for the benefit of a small group of political interests in the state?

And generally, to what degree have the statements of Clayton Libeau, Don Moore, Frederick Beutel, Norman Landgren and Clyde Mitchell been realized?

To what extent have the fears of Dr. Werkmeister been fulfilled?

To what length does the "trend" of which these professors speak extend through the colleges, departments and schools in the University?

In short, to what point has the University of Nebraska approached "... a shattering of faculty morale and a deterioration of the university as an institution dedicated to free inquiry and learning.—B.B.

oil should take immediate action on Spring Day.

First, early organization would enable the committee to contact special groups such as a band or carnival easier than if they waited until the second semester.

Second, a suitable date could be found that would fit easily into the University calendar of events.

Third, if one or more parts of the preliminary plans could not develop, there would be more time for something else to be substituted.

The Student Council this year did a fine thing by sponsoring and organizing the first of what is hoped to become an annual event. The committee, organized on late notice, also did a fine job.

It is up to the new Council to carry on this groundwork to develop a bigger and better Spring Day.—F.T.D.

Cultural Oasis

"Jeanne d'Arc," presented at the Coliseum Sunday through the combined efforts of Vera Kohna and various University musical groups was, to say the least, a success.

Miss Zorina spoke the part of Joan of Arc, a handful of other professionals carried the rest of the dramatic load and the University Symphony Orchestra and a 500-voice choir presented a powerful background that gave the presentation its final effectiveness.

It is good that University groups could have such an important part.

It is enough to raise the faith in the intellectual and cultural possibilities that can be found

on this or any other large university campus.

In spite of charges of "educational machine" and "cultural drillpress" often leveled at modern education, the performance presented at the Coliseum Sunday, with large participation of University students and as a result of the efforts of University departments, showed that there are things to be attained in college far above the standardized curriculum or approved text.

"Jeanne d'Arc," and everything else of like artistic nature presented here recently, is another example of a fast-growing oasis in Nebraska's "cultural desert."—F.T.D.

—Hippocrates—

A Teacher's Pledge

By HIPPOCRATES
Father of Medicine

Greek Physician (460-359 B.C.)

I hereby pledge that I will keep before me the faith of the teacher; that men are contemplated and fulfilled by the truth.

That it is my duty and privilege to serve the community by presenting the truth as I see it; that I must do this not merely when it is safe but also when expression of truth is threatened by the ignorant and the powerful.

That in times when freedom to teach is beleaguered, I will refuse to compromise with the enemies of freedom; but rather will defend the truth not only by teaching it, but also by working to persuade those who are confused that society is never endangered when men are free to read, hear, discuss and debate.

I will keep the air of the classroom free by permitting and encouraging all points of view on all subjects, recognizing only the boundaries im-

posed by time, appropriateness and good taste.

I will never use the classroom as a vehicle for special or personal pleading, but I claim the right to express my own opinion whenever I feel it appropriate; and will, in the classroom, use my own opinion never to impose or indoctrinate, but only to enlighten and stimulate.

I will never withhold ideas or opinion through fear of being criticized or labeled.

I will fulfill my responsibility to the institution which hires me. I recognize my obligation to fulfill the tasks properly assigned without a selfish preoccupation with the time spent, and also the obligation to grow in knowledge and in professional effectiveness.

But I will insist that a teacher would do great disservice to his school or college as well as to society if he permitted school or society to intimidate or silence him.

No man is owned by the in-

stitution which hires him. No man is owned by society.

Every man is a man first, a citizen second, and an employee only third.

As an employee I must see that my employer imposes no burdens or restrictions that interfere with my responsibilities as a citizen and as a man. The teacher who is intimidated or silenced by his superiors is disloyal to himself and to his profession.

It is the teacher's duty not only to provide freedom within his own sphere of activity, but to promote and defend civil liberties in society at large. It is his duty—both as teacher and as citizen—to help provide the atmosphere of freedom without which he cannot teach.

Finally, I will always remember that the teacher, though not a propagandist or special pleader, should work for what all decent men believe in, the creation of a society of free men.

The Nebraskan

FIFTY-FIVE YEARS OLD

Members: Associated Collegiate Press

Intercollegiate Press

Representative: National Advertising Service, Incorporated

Published at: Room 28, Student Union

14th & E

University of Nebraska

Lincoln, Nebraska

The Nebraskan is published Tuesday, Wednesday and Friday during the school year, except during vacations and when needed, and one issue is published during January, by students of the University of Nebraska under the supervision of the Committee on Student Affairs. The Nebraskan is a non-profit organization. Publication under the supervision of the Subcommittee on Student Publications shall be for the purpose of providing a medium for the expression of student opinion on the part of the faculty of the University, or on the part of any person outside the University. The members of the Nebraskan staff are personally responsible for what they say, or do or cause to be printed, February 6, 1952.

Entered as second class matter at the post office at Lincoln, Nebraska, under the act of August 4, 1912.

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Letterip

Prestige Damaged

To the Editor:

We all realize that the University prestige has been damaged by the demotion of Prof. C. Clyde Mitchell because of the political implications and unexplained factors involved.

Now, as a bulwark against such future degradations, we should show the "money interests" that we are ready to fight again for academic freedom.

The "money interests" must have been frightened at the fervor and number of students fighting for the principle of academic freedom. From this time on outside pressures will have to be even more careful about bringing about the demotion of an instructor because they realize now that we want academic freedom and will fight for it.

I want to suggest that the Nebraskan conduct a fact-finding probe into the Graduate Faculty for a list of the qualifications needed by an instructor to gain entrance into the organization, the process of nomination, the group who decides and how they decide upon membership.

I honestly feel as the Chancellor does that student participation is necessary for a university to function properly. I request also, an explanation of the reason why Professor Mitchell was not granted membership into the organization on two different occasions.

I fully believe that these requests are in the best interests of the University community and the state as a whole.

Mark Clark
Ag Ec major

Waiting

To the Editor:

Clayton Libeau said that "it was rather clear to me that the pressure group-vested interests were taking over the University."

Don Moore said that "I have reluctantly come to the conclusion that the present administration of our University is not concerned with the free enterprise of ideas."

Frederick Beutel said that "... there is no doubt that somebody in authority yielded to the adverse pressures to demote him (Mitchell) from his non-tenure position as head of his department."

Norman Landgren said that "it is impossible for me to accept any other reason for his demotion than the one probably accepted by most people familiar with the situation — economic views different from those held by relatively small but extremely powerful and vocal special-interests in the state."

I am waiting patiently for Dean of Faculties Adam Breckenridge to "scotch" rumors.

Anxious

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