

Nebraskan Editorials:

'It Tolls For Thee . . .'

For several weeks The Nebraskan has been discussing academic freedom at the University of Nebraska.

With the publication of charges by various University professors, the discussion has assumed most serious proportions. But it must be emphasized strongly that we do have academic freedom on this campus, and the very fact that this paper has been able to publish what it has is concrete evidence that such essential freedom exists.

Nevertheless, The Nebraskan has raised two areas of consideration which constitute a serious threat to the concept of academic freedom at the University.

First, the many statements which The Nebraskan has run in recent issues indicate that the spirit of academic freedom has been abridged in the individual cases of several University professors. Secondly, on the strength of the evidence which these statements produce, the serious question is raised as to whether the principles of academic freedom—in the true and final sense of the word—will remain at the University, just as the serious question is raised as to how long The Nebraskan will retain its freedom.

But it is to these two points—the moral aspect of academic freedom and its future at the University—that The Nebraskan has its serious attention.

And it is in these two points that lie the key to the academic autonomy, and inevitably the institutional integrity, of our University.

The Nebraskan is fairly sure—though not dogmatically certain—that we can control communism without sacrificing our constitutional liberties; we can combat the influence of special interest groups without jeopardizing our intellectual independence; we can stop the deadly trend toward conformity without endangering the vitality of our institution and the creativity of its personnel; we can resist the demands which elements in the state of Nebraska have imposed upon our University without imperiling the principles of academic freedom.

Disconcerting Results

Some rather significant statistics were revealed before the floor of the Interfraternity Council in their last meeting. For the first time the fraternity system has had the data available to observe the correlation between pledges' high school quartile ratings and their initial average made at the University.

And this year's results were rather disconcerting.

For out of the total number of men pledged less than half were eligible for initiation into their respective active chapters, with the required 5.0 average. Approximately 230 men failed to make the required average, contrasted to the 182 who did.

Further investigation into these figures show that 67 per cent of those pledged who were in the first quartile made their average. The percentage then drops to 36 per cent in the second quartile, 26 per cent in the third quartile and nine per cent in the fourth.

But the Nebraskan is equally convinced—in every conceivable sense of the word—that we cannot control communism if we do sacrifice our constitutional liberties; we cannot combat special interest groups if we do jeopardize our intellectual independence; we cannot stop the trend toward conformity if we do endanger the vitality of our institutions and the creativity of its personnel; we cannot resist the demands which elements in the state of Nebraska have imposed upon our University if we do imperil the very principles upon which it was founded.

" . . . And though all the winds of doctrine were let loose to play upon the earth, so Truth be in the field, we do injuriously be licensing and prohibiting to mislead her strength. Let her and falsehood grapple; who ever knew Truth to put to the worse in a free and open encounter?"

And by the same token, who ever knew the principles upon which our constitutional liberties, our intellectual independence and our universities were established put to the worse in a free and open encounter?"

It has been upon this premise that The Nebraskan has urged that all the facts surrounding the demotion of Clyde Mitchell be placed before the public for a free and open discussion; it is upon this basis that we are glad to find that Mitchell's charges have been placed formally before the University Committee on Academic Tenure and Privilege.

But it is with genuine regret that the initials B.B. must be placed behind its last Nebraskan editorial before all the facts are brought before the public in a larger issue which may determine the future and integrity of the University of Nebraska.

But they rest for the last time in their usual position with but one solemn reminder: that those who have yielded to pressure; that those who have sacrificed principle; that those who have forsaken integrity; that those who have been afraid to stand up and fight for the rights which are theirs may . . . not send to know for whom the bell tolls."

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The partiality a fraternity seems to have towards a so called "good guy" has always had a controversial position. However, even if the value of such an individual merits his pledging, the fact remains that in order for him to be beneficial to a chapter he must be affiliated for the full four years of his college career, which can be attained by acquiring the required 5.0.

It is here the proverb reappears that "it is much easier to make a 'good guy' out of a scholar than it is to make a scholar out of a 'good guy.'" The importance of the selection process used in rushing certainly should be adapted to scholastic standards as well as social. B.C.

Toward A Monetary Boost

There is a marked span between salary levels of instructors at this University which was made apparent in a list of Nebraska-connected government job salaries released last month.

Since the University is a state institution, its salaries were included on the list.

The top salary is, of course, the Chancellor, at \$17,500. The dean of the College of Medicine is close behind with \$16,000. Next is the Director of Athletics with \$12,500 and the comptroller and the head football coach at \$12,000.

Ten of the deans of colleges are at this level, receiving between \$12,000 and \$13,000 yearly. Eleven other faculty members get \$10,000, including six in the College of Dentistry.

Assistant football coaches receive \$8,000, \$7,200 and \$6,500. They are rated as assistant professors. Average salary for University assistant professors is \$5,770. The head coach is an associate professor. Average for associate professors on a 12-month basis is \$7,040.

Full professors, working on a 12-month basis, receive \$8,919. Most full professors, however, work on a 9-month basis for an average of \$7,074.

Instructors average \$4,586 a year. The difference between instructors and full professors is more than \$4,000, between instructors and associate professors about \$2,500 and between instructors and assistant professors about \$1,000. Deans of colleges get about twice as much as an instructor.

The point of these figures is that the average instructor—the backbone of the academic faculty—receives a salary quite a bit less than a football coach, and what would seem to the layman to be quite a bit less than a professor.

This does not call for lowering of salaries of football coaches. A coach at any large school and many small ones is under mental and physical strain usually not felt by the average instructor. Coaches also have no academic tenure, and can be fired at any time.

Instructors, even with their tenure and other faculty privileges, often find it hard to get along on small salaries and still keep up a high degree of research and background work their courses and other academic functions entail.

The administration should look into the possibility of boosting faculty salaries, if for no other reason than to keep the University's salary level up with other schools of similar size and makeup.

A little monetary boosting could very well boost the academic proficiency of the University as well. F.T.D.

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LITTLE MAN ON CAMPUS

by Dick Bibler



"I KNOW SOMEONE FLUNKING IN EVERY ONE OF MY COURSES—ME."

—The Challenge—

Individual Sovereignty
Requisite For Survival

By ELMO ROPER

Public Opinion Poll Specialist
I should like to present for the readers of your paper a problem which I am afraid is getting much too little serious attention in the free world today.

During the past two decades, by reason of the airplane and faster ships and rapid communication, the world has shrunk to where London, Berlin, and Moscow are now closer to Boston, for example, than Boston was to Charleston in 1776.

During those same decades the ingenuity of the human race has succeeded in producing weapons which can wipe out most of the population of large cities at a single blow.

During those same two decades the free world has been confronted with a resurgence of extreme nationalism, not only in Germany and Russia but in newly liberated countries in two of the so-called backward continents, Asia and Africa.

Along with this has been confronted with extreme manifestations of the philosophy that the state is all important—that man exists to serve the state rather than the state exists to serve man.

With distance shortened so that no part of the United States is more than a very few hours away from total destruction by a weapon whose effectiveness has been proved, and with extreme nationalism going hand in hand with the philosophy that the individual human is not very important after all, we have a situation of appalling consequences for people who want peace along with freedom and who believe in the dignity of man.

Unfortunately, our political scientists, our economists, and our good work they have done—have not made the progress necessary to prevent the combination of situations outlined above from becoming a veritable tinderbox.

Twice within my lifetime those nations whose people believe in peace and freedom and the dignity of man have been called upon to stand shoulder to shoulder in wars against the forces of extreme nationalism and a philosophy that the individual is of little importance.

Instructors, even with their tenure and other faculty privileges, often find it hard to get along on small salaries and still keep up a high degree of research and background work their courses and other academic functions entail.

The administration should look into the possibility of boosting faculty salaries, if for no other reason than to keep the University's salary level up with other schools of similar size and makeup.

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When called upon to do so, they have had to hastily improvise military cooperation, economic collaboration, and some measure of political unity as represented in their several foreign policies. The delays have been costly—but far less costly than they would be now that we and others have the hydrogen bomb.

It seems to me that the democracy-loving peoples of the world will never be able to achieve respite from the threat of constant aggression and constant war until they recognize the fact that the important thing is the sovereignty of the individual, not the sovereignty of the state.

We as citizens make our own decisions that we will have certain parts of our government carried out by duly elected city officials; other parts carried out by duly elected county officials; other parts by the state; and other parts by the United States.

Why can't we then exercise that sovereignty to decide that still other parts of the necessary acts of self-government must be carried out on a bigger scale now than physically, at least, we do have "one world."

I am, of course, asking for consideration of some sort of a carefully worked out plan which will put the foreign policy of the United States and a limited number of our democratically minded nations in common hands.

I would go further and have a common military force. Whether or not we can go still further toward the elimination of tariff barriers, of common currency, etc., is something which I think calls for the careful deliberation of the best minds in all the countries which believe in the dignity of man.

Yet it seems to me very few people are worried about the fact that we have not changed out political and economic structure to meet conditions in a world which has been so considerably altered otherwise.

Some say, "It's a wonderful dream and I'm all for it, but it can't happen in our lifetime."

I have no basic quarrel with

Ludell Vestal

Independents
Gain Strength

This is the last time you will see the Silent Majority. So, let's look back over the year and see what the independent students have accomplished this year. (In case you have forgotten, this column is dedicated to active independent students and their interests.)

The year 1955-56 can be recorded as one of considerable progress for independent organizations. For during this past year the Big Four, Barb Activities Board for Women, Women's Residence Halls, Inter-Coop Council and the Residence Association for Men, have expanded their programs greatly and laid the foundations for much more expansion in the future.

BABW, under the capable leadership of Carol Anderson, has strengthened its position as a unifying body for all independent women.

Vic Gollitz of ICC showed a real

interest in the cause of the co-ops and has helped put the ICC somewhat nearer the position it should hold. ICC has a long way to go but its progress has been encouraging.

The Residence Halls for Women, always hampered by the presence of pledges living in the halls, has made some strides which seemed impossible a short time ago. Special commendation should

The Silent Majority

go to House Council for successful sponsorship of a winning glee club.

Organized only two weeks before Ivy Day, the group took second place in competition with other groups who had practiced many weeks.

The WHR club is a voluntary membership group and participants purchased their own music.

Because of overcrowded quarters the WHR social program was abandoned but Governess Ruth Vollmer and the other officers worked closely with other groups to provide jointly sponsored social activities.

The largest and probably most rapidly growing of the Big Four is the RAM. With Doug Jensen in the presidency for a second year, the RAM proved that it can really push a program along.

The possibilities are far from exhausted; in fact the potential has barely been touched. But things at Sellick Quad have happened faster than even anyone thought possible.

The RAM started its glee club early in the fall and has had one successful appearance after another. It has done concerts, appearances in Lincoln, a TV show and made its Ivy Day debut. Next year plans look even bigger with the possibility of an all-campus event in the offing.

Probably, the first photography club to have its own darkroom on the campus was founded by the RAM this year. Through the diligent efforts of a few leaders the club has cleared the planning and constitutional hurdles and will open in the fall with a physical plant.

Each of these organizations has many more accomplishments to its credit and many more persons deserve mention for their work.

The birth given to the Fusionist party, though still in its infancy, stands as a monument to the spirit of cooperation of the independent organizations. They urgently hope that they have begun what will be a truly representative political party and not another factional group that puts affiliation over issues and character in the selection of candidates.

A final indicator of the rapid rise in independent spirit is the establishment of a chapter of the National Society of Tomahawk, a leading independent honor society. Incentive will undoubtedly be boosted by the presence of the chapter.

Altogether it has been a great year but it can easily be dwarfed in its accomplishments by succeeding years because of the nearly unlimited scope of independent activities.

All indications show that the spirit is strong and will grow stronger with each passing year.

—'Fading Ideals'—

Freedom, Discipline
Must Be Adjusted

By ALFRED NORTH WHITEHEAD

The Aims of Education

The fading of ideals is said evidence of the defeat of human endeavor. In the schools of antiquity philosophers aspired to impart wisdom; in modern colleges our humbler aim is to teach subjects.

The drop from the divine wisdom, which was the goal of the ancients, to text-book knowledge of subjects, which is achieved by the moderns, marks an educational failure, sustained through the ages.

I am not maintaining that in the practice of education the ancients were more successful than ourselves. My point is that, at the dawn of our European civilization, men started with the full ideals which should inspire education, and that gradually our ideals have sunk to square with our practice.

But when ideals have sunk to the level of practice, the result is stagnation. In particular, so long as we conceive intellectual education as merely consisting in the acquisition of mechanical mental aptitudes, and of formulated statements of useful truths, there can be no progress.

What I am anxious to impress on you is that though knowledge is one chief aim of intellectual education, there is another ingredient, vague but greater, and more dominating in its importance. The ancients called it "wisdom."

You cannot be wise without some basis of knowledge; but you may easily acquire know-

ledge and remain bare of wisdom.

Now wisdom is the way in which knowledge is held. It concerns the handling of knowledge, its selection for the determination of relevant issues, its employment to add value to our immediate experience.

This mastery of knowledge which is wisdom, is the most intimate freedom obtainable. The only avenue towards wisdom is by freedom in the presence of knowledge. But the only avenue towards knowledge is by discipline in the acquirement of ordered fact. Freedom and discipline are the two essentials of education.

The antithesis in education between freedom and discipline is not so sharp as a logical analysis of the meanings of the terms might lead us to imagine. The pupil's mind is a growing organism.

On the one hand it is not a box to be ruthlessly packed with alien ideas; and, on the other hand, the ordered acquirement of knowledge is the natural food for a developing intelligence.

Accordingly it should be the aim of an ideally constructed education that the discipline should be the voluntary issue of free choice, and that the freedom should gain an enrichment of possibility as the issue of discipline.

The two principles, freedom and discipline, are not antagonists, but should be so adjusted that they correspond to a natural way, to and fro, of the developing personality.

Advice Of Seers

By ALDOUS HUXLEY

Personal Philosophy

We see, then, that a "great man" can be good—good enough even to aspire to unitive knowledge of the Divine Ground—provided that, while exercising power, he fulfills two conditions.

First, he must deny himself all the personal advantages of power and must practice the

patience and recollection without which there cannot be love either of man or God.

And, second, he must realize that the accident of possessing temporal power does not give him spiritual authority, which belongs only to those seers, living or dead, who have achieved a direct insight into the Nature of Things.

A society, in which the boss is mad enough to believe himself a prophet, is a society doomed to destruction. A viable society is one which those who have qualified themselves to see indicate the goals to be aimed at, while those whose business it is to rule respect the authority and listen to the advice of seers.

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