

# Number One

With the first issue in 1967—the Daily Nebraskan is beginning what could be both the paper's and the University's most important semester.

The questions, the problems, the issues that confront the University, the students and the citizens of Nebraska are overbearing and all at one time almost unbelievable.

Before the semester is over the state will have to decide what kind of University it wants and how to support it. Students will see the success or failure of their efforts to improve the school and an even more rapid rate of change or insistence on the status quo will be decided on by the students' actions.

This issue is only number one — but along with the many others to come the Daily Nebraskan is prepared for its greatest challenge this semester.

# Just A Beginning

In recent months there has been swelling criticism of the quality of education at the University. Since the resignation last spring of many of the University's best professors, angry students have become more vocal.

Students are complaining because they are unable to seek out the remaining top professors and desirable courses because of binding requirements, advisers who often steer students in the wrong directions and lack of classroom space.

They are complaining because instructors are loaded with too many students and as a result either don't have the time or become too lazy to update their course material and improve their presentation from semester to semester. "Spoonfeeding" has replaced creative thinking in the classroom and the four-year ordeal has become little more than grasp for the degree that will get the student along to more important things.

In the last two months, however, the angry students have decided to do something about this situation. Because they do not want their professors to do all their thinking, they have laid the framework for a group of courses which center around their own ability to explore and think about subjects of mutual interest.

The Daily Nebraskan shares the hopes of those students who planned the Free University that it will be the beginning of a solution to achieve first-rate education.

The Free University is one of the most exciting projects that students have undertaken in years. It offers the students who are dissatisfied with the classroom trivia an opportunity to relieve their frustrations by digging into subjects which have been skimmed or ignored in the regular University curriculum. More than that, the Free University will challenge those students who have never demanded a better education to see what they can do when they are stimulated to be creative.

The Daily Nebraskan hopes that the Free University will not become a group of private seminars for the intellectual elite at Nebraska. Actually, many students of this type need no Free University because although they may be unhappy about the classroom situation, they often have discussions of the same type that are inherent in the idea of NFUA.

Rather, the Daily Nebraskan is anxious that all students participate to benefit from the knowledge that each has and to grow together in the thirst for education.

The Free University is without restrictions. It costs nothing, there are no requirements. There are no assignments, exams, grades. There is only the opportunity to get more for your money at the University. The Free University is a big step forward.

# Daily Nebraskan

Vol. 91, No. 1  
Second-class postage paid at Lincoln, Neb.  
TELEPHONE: 477-5711, Extensions 2584, 2389 and 2590  
Subscription rates are \$4 per semester or \$6 for the academic year. Published Monday, Wednesday, Thursday and Friday during the school year, except during vacations and exam periods, by the students of the University of Nebraska under the jurisdiction of the Faculty Subcommittee on Student Publications. Publications shall be free from censorship by the Subcommittee or any person outside the University. Members of the Nebraskan are responsible for what they cause to be printed.  
Member Associated Collegiate Press, National Advertising Service, Incorporated. Published at Room 31, Nebraska Union, Lincoln, Neb., 68581.

### EDITORIAL STAFF

Editor Wayne Kreuzer; Managing Editor Bruce Giles; News Editor Jan Hiki; Night News Editor Bill Miner; Editorial Page Assistant Susie Phelps; Sports Editor Ed Icenogle; Assistant Sports Editor Terry Gramacki; Senior Staff Writers, Julie Morris, Cheryl Trill, Randy Ivey; Junior Staff Writers, Nick Lewis, David Buntain, Roger Boye, Jim Pinner, Dan Looker, Paul Eaton, Marc Gordon, Chris Carlson; News Assistant Eileen Wierth; Photographers, Mike Hayman, Doug Keister; Copy Editors Romney Reutzel, Lynn Ann Gottschalk, Marty Dietrich, Jackie Glawock, Chris Stochwell, Diane Lindquist, Pex Benzet.

### BUSINESS STAFF

Business Manager Bob Ginn; National Advertising Manager Roster Boye; Production Manager Charles Baxter; Classified Advertising Manager Janet Boatman, John Flemming; Secretary Amy Bouiska; Business Assistants Bob Carter, Glenn Frensch, Russ Fuller, Chris Longue, Kathy Schowley, Linda Jeffrey; Subscription Manager Jim Buntz; Circulation Manager Lynn Radtjen; Circulation Assistant Gary Meyer; Bookkeeper Craig Martinson.

# I'M FADIN' AWAY

...by dennis bartels

When a rule or law is enforced selectively, most people would say that some sort of injustice has been committed. Obvious instances of this sort of injustice abound in American society.

However, it appears that people have fewer apprehensions about condemning this sort of injustice when it is remote (e.g. in the Deep South) than they do when it occurs in their own communities.

If this were not the case, the condemnation of Lancaster County's prosecution of William Steen for selling "pornographic" literature in his Heroic Book Store would necessarily be overwhelming.

Some people, including several "investigators" from the Lincoln Police Department, seem to be upset about the sale of "Candy" ("that dirty sex novel" and "that insightful social commentary on our time"), and certain magazines which, reportedly, reveal certain parts of the human anatomy which, if they must be mentioned at all (since such mention might transcend the limits of "ordinary candor" as defined by the Nebraska obscenity law), must be discussed in euphemistic terms—e.g. "How's your ol' euphemism?"

Somehow, these same people seem to have overlooked the fact that other book stores in Lincoln sell books that are similar to "Candy" in both quality and quantity of "pornographic" content. In fact,

some people have even claimed that these other stores have sold books that are "identical" to "Candy," although the truth or falsity of this claim is subject to question.

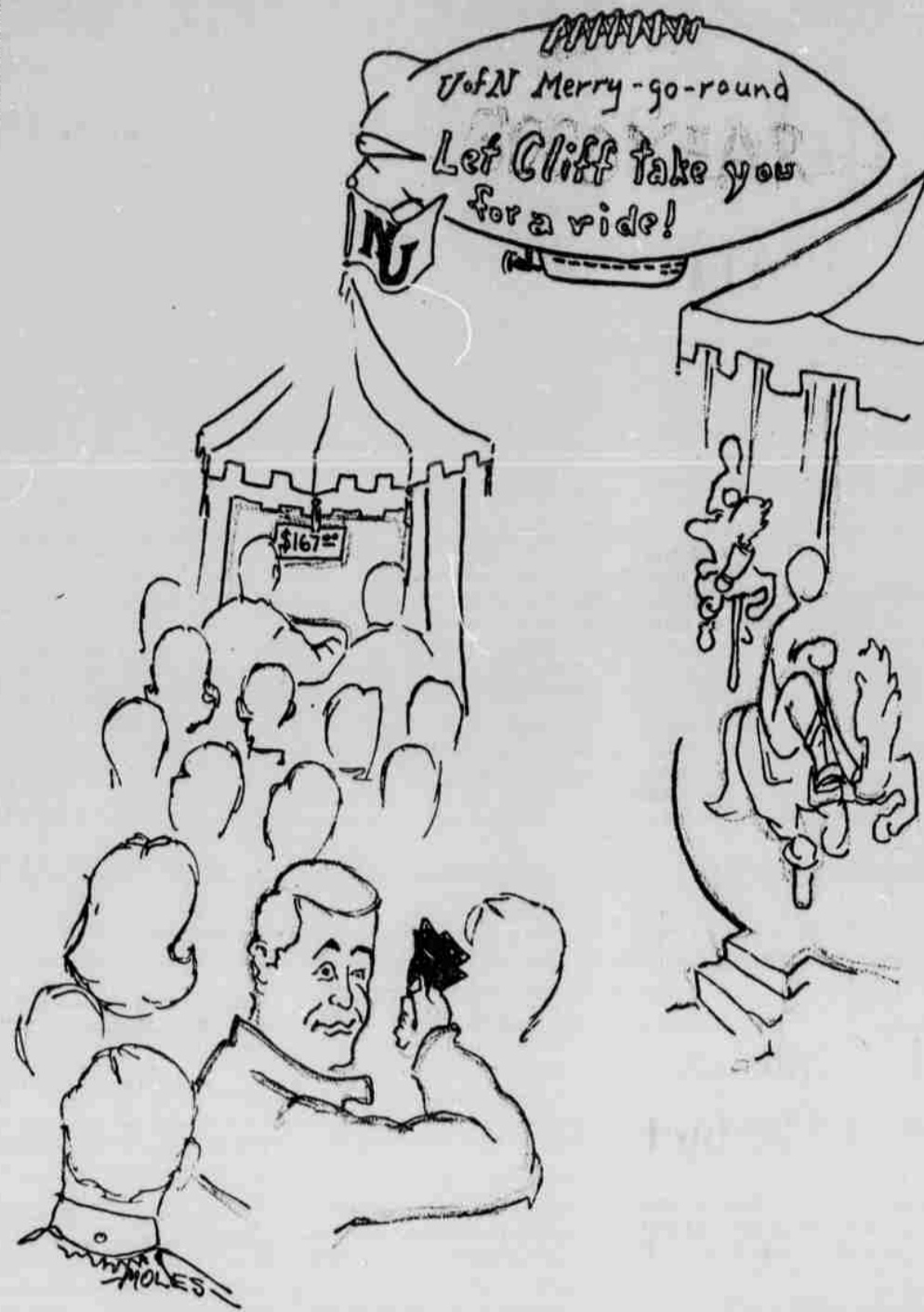
However, whether the claim is true or false, I suggest that pages 158 and 159 of "The Ginger Man" by J. P. Donleavy to be found in other book stores will not only match but even surpass anything "Candy" has to offer if one chooses to allow his or her prurient interests to warm up. And what's worse, "The Ginger Man" has been required reading in some English classes at the U. of N.

Shame on you, bookstores and University of Nebraska!

Furthermore, these people seem to have overlooked the fact that many newsstands and magazine outlets (even in downtown Lincoln, I think) sell literature with photographs of certain parts of the human anatomy that would probably make the photographs in Mr. Steen's "questionable" magazines look like illustrations from a first-grade reader.

In the light of these considerations, one is led to ask, "Why is Mr. Steen being prosecuted while other book stores and certain downtown Lincoln magazine outlets aren't?"

Perhaps Dick Benedict of the "What's Your Opinion" show on KLIN Radio provided a clue when he said, "There must be politics mixed up in it somewhere."



# Our Man Hoppe

# Ideal New U.C. President

Arthur Hoppe



The search for a new President for the University of California appeared a mere formality today with the post almost certain to go to Dr. Homer T. Pettibone. While other distinguished Americans, such as J. Edgar Hoover, General Curtis LeMay and Senator Eastland, have been mentioned, Dr. Pettibone, except for one small handicap, is ideally suited for the position.

Tall, broad-shouldered, silver-haired, Dr. Pettibone looks every inch a university president. His extensive wardrobe includes baggy tweed jackets for strolls about the campus, conservative pin-striped suits for meetings of the Board of Regents, and friends say his elegance in dinner jackets will prove a tremendous asset at fund-raising banquets.

But it is his forward-looking program that has won him overwhelming support. "A great university," he says, "deserves an unbroken record of excellence. And our first requirements to achieve that record are a quarterback who can throw long and a heavier defensive line."

But Dr. Pettibone feels strongly that a well-rounded university life should also include academic pursuits. To this end, he has proposed a new multi-million-dollar building program — primarily to construct a 12-foot-high wall around each campus topped with barbed wire, searchlights and guard towers.

"Order and discipline are essential to a quiet scholastic atmosphere," he says. "And I believe a widely-expanded campus security force, armed with cattle prods, will insure it."

No prude, Dr. Pettibone holds that sex has its place on each of the university's nine campuses. "The female sex has its place on four of the campuses and the male sex on the other five," he says, firmly. "Co-education is sex education."

To consume the time and energy now wasted on the latter, Dr. Pettibone proposes a unique work-study program. After classes each day the students would be marched to a new Student Activity & Jute Mill Center, where they would learn good habits, make potato sacks and help put the university on a paying basis.

As for studies, Dr. Pettibone feels the present con-

fusing plethora of degrees should be replaced by a single one in Americanism. Each lecture hour, he believes, should open with the Pledge of Allegiance, a loyalty oath, the Star-Spangled Banner and a selection from The Thoughts of H. L. Hunt. The remaining 15 minutes, in the traditions of academic freedom, would be devoted to whatever approved subject the student wished to minor in.

But, above all, Dr. Pettibone hopes to project a new image of the student so that the public will easily recognize a Cal man — primarily by his shaved head and blue denim uniform.

"This will be of great help in rounding them up," he explains grimly, "in case some hardened trouble-makers start a breakout."

Needless to say, the majority of Regents have been won by Dr. Pettibone's personality, his program and his wide experience in penology. And he would have already been named the new university president if it weren't for his one small handicap.

"I think we should overlook it," says one Regent enthusiastically. "After all, he'll have plenty of assistants who know how to read and write."

# A Change In Direction (Reducing General Fees)

EDITOR'S NOTE: Ever since the University's Budget Hearings before Gov. Frank Morrison last December, Gov. Norbert Tiemann has made it clear that he feels the school's tuition needs to be raised. Tiemann has recently announced that his budget recommendation for the University will most likely include a student tuition increase to be effective possibly next September. The following is the first part of an article concerning the question of tuition in institutions of higher education by Albert J. Hoban, vice chairman of the Board of Trustees of State Colleges of Rhode Island, who not only fought a tuition increase in Rhode Island, but he suggested that fees for the first two years at all higher education institutions in his state be eliminated.

Pending before the Board of Trustees of State Colleges of Rhode Island is a proposal that the tuition fee at the University of Rhode Island be raised from \$250 to \$300 and that the tuition fee at Rhode Island College be increased in two steps of \$25 each. This proposal will be voted upon at the Sept. 8, 1965, meeting of the Board. It is my intention to vote against this proposal and to make a counter proposal calling for the reduction of fees at the University of Rhode Island, Rhode Island College, and Rhode Island Junior College.

I will propose that the fees for freshmen and sophomores at the University of Rhode Island and Rhode Island College and for all students at the Rhode Island Junior College be reduced by \$50. It is my intention to ask the Board to gradually eliminate all fees for the first two years at all institutions so that by 1972 qualified Rhode Island students may attend any of our public institutions of higher learning for two years without payment of fees.

### Function Of Board Of Trustees

While expressly defending the principle of free public higher education, the president of the university has proposed an increase in tuition fees on the ground that the people are not yet ready to support free education at the college level.

I do not concur with the president's opinion of the temper of the people of Rhode Island and their overwhelming support of every proposal placed before them in the form of referendum contradicts him. But even if I did agree with his estimate of their attitude I do not believe the Board has the right to assume the responsibility of deciding what taxes the people of Rhode Island are willing to pay or to what purposes their tax dollars should be allocated.

The Board's duty is to make sound requests for money to the governor and the Legislature and to prudently expend the share of tax revenue allotted to it. It is for the governor and the Legislature to take into consideration what taxes should be imposed and the relative importance of expenditures for education and such competing needs as those of public welfare, public roads and police protection. In this area the Board has no authority and its members no special competence.

Therefore it is not the duty of the Board to decide whether the people are ready and willing in 1966 to pay for free education beyond the high school level. It should decide whether, tested according to standards of justice and wisdom, such a program is sound. If it is then the Board should propose a budget which incorporates the program. The people of Rhode Island, through the governor and the Legislature will decide whether they wish to invest their money in the program.

### Misconceptions About Free Education

Free education and high academic standards are not adverse to each other. I do not advocate that the academic standards of our colleges and universities be lowered. On the contrary I would stiffen them. The City College of New York is proof that free education and high achievement can go hand in hand.

Moreover, I am not concerned with providing luxuries. All I would eliminate are tuition fees. Those parents who wish to have their children live on campus, have private telephones and wear expensive clothes will have to pay for these items themselves. What I want to do is to bring a college education within the reach of every qualified but poor or middle income high school graduate in Rhode Island.

What I urge the Board to do is to return to a policy that was in effect from the birth of our public institutions of higher learning until a relatively short time ago. Until 1943 there was no general fee at the University and until six years ago there was no general fee at Rhode Island College.

It has been asserted that no qualified high school graduate in Rhode Island is being denied a college education because he cannot afford it. The facts indicate otherwise.

According to the recent study conducted by the Board of Education by Columbia University 58% of Rhode Island high school graduates do not go on for further education of any kind. Why are more than 5,000 boys and girls quitting at the high school level each year? Eliminate half of them as unqualified for college work, discount the girls who wish to get married and those who have the talent but not the desire for college and you still come up with a substantial number who cannot be accounted for. These do not go to college because they cannot pay for it.

A year ago 3,200 students applied for scholarships under the state scholarship program. Only 600 were awarded. Some may not have met the standards based on need and some may not have met the

standards based on ability but many more who did qualify had to be turned down. The Student Aid Office at URI finds that one-third of all the students at the university have limited resources. When 1167 undergraduates applied for scholarship aid amounting to \$600,000, the office was able to give partial assistance to a mere 390. In other words, 66% were turned down.

These figures reveal the unfulfilled need only among those who applied for aid. Guidance teachers and other experts in the field are convinced that such figures reveal only the surface portion of the iceberg. A great mass of qualified and needy students are not counted in the statistics because the prospect of college is so remote they do not file applications for assistance. Just as the opening of the Junior College brought forth thousands of applicants from sources we only guessed existed, tuition free past high school education will reach thousands of qualified boys and girls who are eagerly waiting the opportunity for the college education they cannot now afford.

Some of us are prone to make hasty judgments about what all students can afford because we see a few of them driving expensive automobiles around the campus. At URI there are approximately 5,000 students including graduate students. Of 2,041 cars registered, 1,462 belong to commuting students. Virtually all of these commuters have cars only because they don't have enough money to live on campus. Five hundred and seventy-nine are owned by residents, many of whom are self supporting graduate students. Thus, less than one student in every ten has an automobile which, as far as we know, is for his personal use.

This is comparable to what we can observe at most high schools in Rhode Island. It is hardly a sound basis for rejecting a proposal for tuition free public higher education.

When tuition fees are eliminated for freshmen and sophomores, it will still be a struggle for the average Rhode Island family to put a boy or girl through college. The average annual income of wage and salary workers in this state is \$4,375, and the median family income is less than \$6,000. With no tuition fee and with a child commuting to the University of Rhode Island, the cost to him and his parents would still exceed \$500 a year.

It requires no great imagination to visualize the many things the average family in Rhode Island must forego to send one or two children to college. I submit that a figure of \$500 a year is the breaking point. A boy or girl who is willing to work in the summer can, with family help, reach that goal, but when a tuition fee of \$250 or \$300 is added, what might have been the fulfillment of a dream becomes an exercise in frustration.

Some opponents of free public education at the college level claim that it discriminates in favor of the wealthy student who can easily afford to pay full tuition. The same objection was made to free education at the secondary level and was rejected 50 years ago. In the case of higher education today the very few wealthy students at our state colleges are already heavily subsidized because taxpayers are paying about 85 per cent of the cost of operating our state colleges and universities. Charging each student the same tuition to make up the balance of total cost discriminates in favor of the wealthy student in the same ratio as charging no tuition at all. If we are to treat the poor and the rich with equality we would have to graduate tuition fees according to family income.

And if we attempted some method of basing tuition upon ability to pay, we would still be confronted with another kind of discrimination which is built into the tuition system of every public and private college in the country for the tuition paid by a particular student bears no real relationship to the cost of his education. A freshman candidate for a liberal arts degree pays a high percentage of what it costs to instruct him but a graduate student in electrical engineering pays only a very small share of his costly instruction. In this way our present single flat rate for all compels certain students to pay a greater proportion of the total cost than others.

I do not propose that we attempt to relate tuition fees to individual income or to individual costs of instruction. What I object to is the argument that a system of free education should be rejected because it permits the wealthy to pay nothing. A tuition system at the present level, and at the level which has been proposed, is characterized by inequities which are fully as grave as those in a free system and, for the reasons set forth elsewhere in this statement, a tuition system does not have the redeeming political, economic and cultural features of a system of free education.

The proposal of the president that the Board set aside a percentage of the increase in tuition fees for student aid assumes that each student who goes to the university and pays the increase can afford to subsidize somebody else. This assumption is contrary to the facts. Many students pay their tuition from funds they borrow from banks, from student aid or from relatives. To me it seems poor policy to compel one student to borrow additional money to contribute to the student aid and so that another student borrow money to pay his tuition. This suggestion should be rejected before some of our students attempt to earn their way through college by taking in each others washing.

(Hoban's argument against tuition increase will be continued and finished in Thursday's Daily Nebraskan.)