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trying to single out any group as worse than another in making indiscriminate reprint requests, and no doubt some of those researching in medical centers are doing broadly-based comparative work. Moreover, small libraries don't carry many journals, and reprints are especially useful to some people for this reason. But how does one identify those who are really interested when no information comes on the card? I honestly want to send reprints to those who are going to use them, but I can't afford to supply everyone who thinks he might just possibly be interested. Has anyone else solved this problem?

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Progress in Academic Freedoms

In "Academic freedom: lessons from the crisis at St. John's," (16 Dec., p. 1428) Carter states: "In October 1965, the AAUP chapter [American Association of University Professors], though it was later to fall under the domination of administration sympathizers. . . ."

As president of the AAUP chapter at St. John's University, I disagree with the implications of the statement. When the 1965-66 executive committee of the AAUP chapter at St. John's resigned at the 2 February 1966 meeting, a new group of officers was elected in accordance with the national and local AAUP constitution. Furthermore, a new executive committee was elected at the June 1966 meeting for the academic year 1966-67.

Some of these elected officers were hardly what one might term "administration sympathizers." There were then and are now many shades of opinion as to the action taken by the board of trustees of St. John's, not to mention some of the administration policies prior to December 1965. Merely to agree with the administration of an institution when such agreement is justified does not imply that one is an "administration sympathizer." On the other hand, to indicate justifiable disagreement with an administration policy or procedure does not imply that one is "anti-administration."

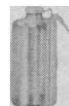
When the February 1966 meeting took place, there were over 250 faculty members of the AAUP chapter at St. John's and, except for those who were also members of the United Federa-

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tion of College Teachers, many members of the AAUP were opposed to the chapter's "political maneuvers" at St. John's. For example, not a single general membership meeting of the AAUP was called from October 1965 to February 1966. During this time, one need not review what happened at St. John's. However, though opposed to administrative policies, many AAUP chapter members are working to improve the situation by participating in the University Senate (since March 1966), departmental committees, and other university committees.

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Readers of Carter's article may be interested in the policy statement, adopted in October 1966, by the Federation of Regional Accrediting Commissions of Higher Education for the guidance of the regional commissions in their work of evaluating colleges and universities:

"By academic tradition and by philosophical principle an institution of higher learning is committed to the pursuit of truth and to its communication to others.

To carry out this essential commitment calls for institutional integrity in the way a college or university manages its affairs—specifies its goals, selects and retains its faculty, admits students, establishes curricula, determines programs of research, fixes its fields of service.

The maintenance and exercise of such institutional integrity postulates and requires appropriate autonomy and freedom.

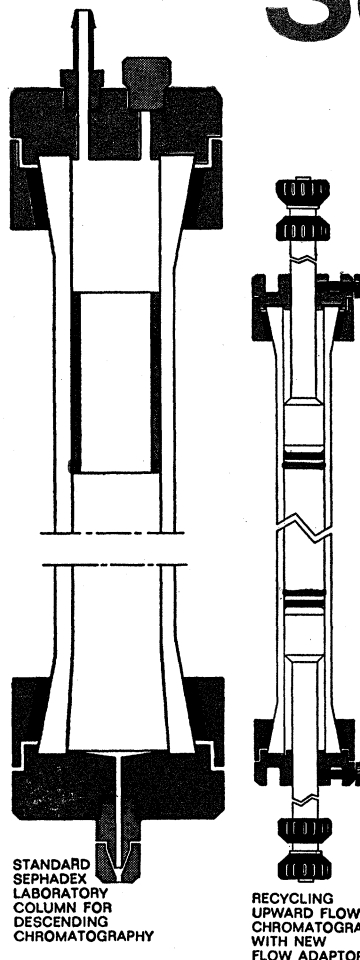
Put positively this is the freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows—to be a learner and a scholar. Put negatively this is a freedom from unwarranted harassment which hinders or prevents a college or university from getting on with its essential work.

A college or university must be managed well and remain solvent, but it is not a business nor industry. It must be concerned with the needs of its community and state and country, but an institution of higher learning is not a political party nor a social service. It must be morally responsible, but even when church related, it is not a religion nor a church.

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A college or university is an institution of higher learning. Those within it have as a first concern evidence and truth rather than particular judgments of institutional benefactors, concerns of churchmen, public opinion, social pressure, or political proscription.

Relating to this general concern and corresponding to intellectual and academic freedom are correlative responsibilities. On the part of trustees and administrators there is the obligation to protect faculty and students from inappropriate pressures or destructive harassments.

On the part of the faculty there is the obligation to distinguish personal conviction from proven conclusions and to present relevant data fairly to students because this same freedom asserts their rights to know the facts.

On the part of students there is the obligation to sift and to question, to be actively involved in the life of the institution but involved as learners at appropriate levels. The determination and exercise of proper responsibilities will be related to the students' status as undergraduate, professional, or graduate students.

Intellectual freedom does not rule out commitment; rather it makes it possible and personal. Freedom does not require neutrality on the part of the individual nor the educational institution—certainly not towards the task of inquiry and learning, nor toward the value systems which may guide them as persons or as schools.

Hence institutions may hold to a particular political, social, or religious philosophy as may individual faculty members or students. But to be true to what they profess academically, individuals and institutions must remain intellectually free and allow others the same freedom to pursue truth and to distinguish the pursuit of it from a commitment to it.

All concerned with the good of colleges and universities will seek for ways to support their institutional integrity and the exercise of their appropriate autonomy and freedom. In particular, the Federation and the regional commissions, which have a particular responsibility to look at an institution in its totality, will always give serious attention to this aspect and quality of institutional life so necessary for its well-being and vitality."

E. J. DRUMMOND

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