

ACADEMIC FREEDOM *and*  
ACADEMIC RESPONSIBILITY

Their Meaning to Students, Teachers,  
Administrators and The Community

*A Statement of Principles Concerning the  
Civil Liberties and Obligations of Stu-  
dents and Teachers in Public and Private  
Schools, Colleges, and Universities.*

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AMERICAN CIVIL LIBERTIES UNION  
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## Foreword

THE AMERICAN CIVIL LIBERTIES UNION is a continuing expression of faith in the vital principles of democracy set forth by the founding fathers in the Declaration of Independence and in the Constitution of the United States and of the several States. The Union believes that these principles are dynamic and that they have permitted us to preserve and extend our civil liberties through everchanging conditions. The Union implements this faith in every appropriate manner available to it.

Academic freedom has the same function in schools and colleges as civil liberties in the community at large. It enables students and teachers to act as responsible members of a democratic educational system within the larger framework of a democratic country. It assures them the rights of freedom of expression, fair procedures and equality of treatment.

Since 1925 the ACLU, through its Academic Freedom Committee has actively championed these rights wherever infractions of them or threats of such infractions have occurred. It has fought against legislation which restricts academic freedom, and for legislation which supports freedom in education. It has intervened with administrative officials. In the courts it has contested expulsions of students, and discharges of teachers because of their opinions, associations, or their exercise of rights as citizens. It has challenged in the courts religious "released time" programs and mandatory flag-salute regulations as unwarranted interference with freedom of conscience and the principle of separation of church and state. It has challenged efforts to control thought, special loyalty oath regulations and special inquisitions which admit hearsay and secret evidence. It has sought to arouse the public to resist the mounting demand for orthodoxy and conformity in political and economic thought. It has recognized the futility and delusiveness of any such orthodoxy.

The ACLU has sought to preserve in our schools and colleges the American traditions of a free market-place for ideas and of cultural diversity. These traditions recognize the need for encouraging differences in views and practices, and benefiting from them.

ACLU work for academic freedom has not been accomplished solely through the courts. Because of the nature of schools and school laws, which frequently do not render litigation advisable or possible, the ACLU has often resorted to negotiation, implemented when need be by publicity and the influence of cooperating organizations.

The relationship of the ACLU to other organizations which also defend academic freedom should be clearly understood. The ACLU maintains an independent position, but has cooperated when feasible with such organizations as the National Education Association (NEA), the American Federation of Teachers (AFT), and the American

Association of University Professors (AAUP). These bodies are spokesmen for important professional groups.

The Academic Freedom Committee of the ACLU acts promptly and publicly on issues that deserve its intervention. Teachers and students are invited to communicate at once with the ACLU wherever and whenever such issues arise. Suggestions and advice, based on a knowledge of the best existing principles and practices, are gladly furnished to any who anticipate at any institution the adoption of policies in accord with the principles here stated and interpreted.

This pamphlet is the fifth in a series which ACLU has developed through its Academic Freedom Committee. In "The Gag on Teaching" (1932, 1937, 1940), it described state laws concerned with compulsory subjects of instruction, and with the injection of religion and the churches into education. In "What Freedom for American Students?" (1941), it dealt with controls on student activities. In "A Statement of the Principles of Academic Freedom" (1937), and in "Civil Liberties of Teachers and Students—Academic Freedom" (1949), it offered earlier statements of the principles set forth in this pamphlet.

The need for a new statement on academic freedom arises from a number of current pressing problems in academic freedom:

1. Teachers are being discharged because they hold, or are said to hold, unpopular political and economic views—or because they associate or are said to associate with persons holding such views. The proper criteria of responsible citizenship and teaching competence have been thrust aside. In some instances, loyalty oaths and inquisitorial techniques are used indiscriminately and outrageously in open violation of the civil liberties of teachers. These efforts hurt conscientious liberals vastly more than they do authoritarians, whether Communist or other. These efforts intimidate many more teachers than are formally arraigned or fired.

2. Individual students and student organizations are increasingly subject to investigation. Some administrators are building up permanent student dossiers which, extending far beyond proper official needs, often tend to restrict student participation in extra-curricular activities and to convert the results of worthy intellectual curiosity into permanent damage to individuals. Students are also being unduly restricted in their choice of speakers for student groups.

3. Hysterical, reactionary, or deliberately authoritarian elements in society are attempting to force educational institutions "into line" and are calling for dismissal of administrators where compliance is not immediate. Many administrators, instead of properly maintaining the independence of the schools, yield to and even approve outside pressures.

Improper pressures by sectarian forces are being brought to bear upon the American public school system in the areas of course content, recommended reading, teaching methods and selection of

staff. If successful, these pressures will substitute authority and orthodoxy for the free and healthy play of ideas among responsible democratic minds.

This pamphlet is a new statement of principles long advocated by the ACLU. For the sake of brevity it summarizes the principles without repeating illustrations presented in other ACLU publications. This restatement is intended to be a guide in dealing with issues of freedom and responsibility as they arise.

No briefly stated formulas can fit all cases and all problems. Applications of general principles are indicated as specifically as possible within the space available. Because controversial matters more often attract repressive efforts among students and teachers in colleges and high schools, the pamphlet devotes to them its chief attention.

## Academic Freedom and Academic Responsibility

**A**CADEMIC FREEDOM AND RESPONSIBILITY are here defined as the liberty and obligation to study, to investigate, to present and interpret, and to discuss facts and ideas concerning man, human society, and the physical and biological world in all branches and fields of learning. They imply no limitations other than those imposed by generally accepted standards of art, scholarship, and science. They include the right within and without institutions of learning to be free from any special limitations of investigation, expression, and discussion. As citizens, students and teachers have the rights accorded to all citizens.

Outside the academic scene the teacher has no less freedom than other citizens. He is not required because of his profession to maintain a timorous silence as a price of professional status. On the contrary his greater knowledge imposes upon him the twofold duty of advancing new and useful ideas and of helping to bury ideas which are outworn. However, since the public may judge his profession and his institution by his utterances, he should make every effort to maintain high professional excellence and at the same time to indicate that he does not speak for the institution which employs him. When he speaks or writes as an individual he should be free from both institutional and public censorship or discipline.

A time of crisis puts pressure on the schools to accept and inculcate current official interpretations of human behavior. Yet it is precisely in time of crisis that it is valuable democratic strategy to encourage the presentation of contrasting viewpoints and to cause students to realize that they are free to draw such conclusions as they think wise. As a member of an academic community and particularly as a teacher, the faculty member is free to present in the field of his professional competence his own opinions or convictions and with them the premises from which they are derived. It is his

duty, on the other hand, not to advocate any opinions or convictions derived from a source other than his own free and unbiased pursuit of truth and understanding. Commitments of any kind which interfere with such pursuit are incompatible with the objectives of academic freedom. To the extent that activities of Communists or others represent violations of law the violators should be vigorously prosecuted. When we attempt to prevent divergent thought, however, we neither strengthen democracy nor weaken its enemies.

Anti-democratic groups can readily obtain a strong hold upon a society stricken with a fear of ideas. Unless we as a people give new enthusiasm and support to traditional American democratic principles and practices, we are in grave danger of being victimized by such groups.

The concept of academic freedom, like the concepts of most of our other freedoms, never remains static. It is continually reinterpreted in the light of changing events and conditions. Of recent years it has been extended in two notable and important directions.

1. It was held until about twenty-five years ago that academic freedom related chiefly to colleges and universities. Now, with increased awareness of the vital significance of each stage in the whole educational process, we realize that all educational institutions must be assured of reasonable freedom.

2. It was earlier held that academic freedom concerned only the interests of teachers and that it only incidentally touched upon interests of students. Now we recognize that the indispensable basis of this liberty is freedom of inquiry and discussion within the whole institution and we realize that the distinction between teacher-freedom and student-freedom is artificial and should be discarded. It is to the interest of the public as a whole that this freedom be maintained for both students and teachers.

Our further discussion of academic freedom and responsibility falls into three sections. These restate ACLU interpretations of what academic freedom and responsibility mean (1) for students, (2) for teachers, and (3) for administrators and the community.

## The Meaning of Academic Freedom and Academic Responsibility for Students

**E**DUCATIONAL INSTITUTIONS afford the nation's youth opportunities to develop into enlightened democratic citizens. Courses give students theoretical acquaintance with democratic processes. But learning becomes successful education only when theory finds reinforcement in practice. Both in their classes and through extracurricular functions (including extramural activities) faculties should encourage such activities as will provide democratic experiences.

The democratic way of life depends for its very existence upon the free contest of ideas. This is as true on the campus as in the community at large. If our students are to grow to political and social maturity, no step should be neglected which will habituate them to the free interchange of ideas—unpopular and strange ideas as well as those which are favored and familiar.

These primary considerations demonstrate the need for maintaining in extracurricular activities a system analogous, so far as practicable, to the rights of free speech and assembly enjoyed by the community at large. This system should begin to operate in the early grades in matters consonant with the intellectual and general maturity level of the students and gradually broaden as high school years are reached. Failure of an educational institution to maintain this principle not only thwarts student development but causes positive loss to the community in other ways. With anti-democratic forces rampant in the world, the danger of repressive policies regarding student activities becomes apparent. Some students of educational institutions which rigidly supervise expression may come to regard suppression of free speech as normal and possibly even desirable. Others may come to feel that established institutions are inimical to the public interest rather than designed to serve it.

The principles set forth in detail below are offered as guides to democratic organization and functioning in the extracurricular and extramural activities of a student body and in the relations between administrative authorities and the student body as a whole. They also apply to the relations between a general student organization (where one exists) and the rest of the student body. Specific recommendations are arranged, as nearly as possible, under the principles to which they correspond.

1. *A democracy encourages to the highest degree possible the participation of the governed in the governing process.*

- a. *Right of Petition:* Students should have the right to petition school administrators for changes in curriculum, faculty, and school regulations.

- b. *Due Process:* No student should be disciplined either by suspension, by notation in his permanent record, or by expulsion, without a prompt hearing at which he is presented with the evidence against him and given the opportunity to answer accusations.

- c. *Student-Faculty Committee:* The regulation of extracurricular activities should be the function of a joint faculty-student committee, to which student members should be elected by the student body itself. If a provision of the charter or other basic code of the institution

vests such regulation in a dean or other administrative officer, or in the faculty or other body to which students may not be admitted, then the faculty-student committee should act in an advisory capacity, with the presumption that its advice will be followed. Such a faculty-student committee, whether acting in an independent or in an advisory capacity, should be concerned with the formulation and interpretation of all rules and regulations governing extracurricular activities. It should also sit as a judicial committee in all cases involving offenses in the field of extracurricular activities of such gravity as to entail a student's possible suspension or dismissal. In cases involving disciplinary action other than suspension or dismissal in connection with extracurricular activities, an appeal to this committee should be permitted.

d. *General Student Elections:* In the election of the officers of, and representatives to, the general student organization, the electorate should include the entire student body, or entire classes of other major divisions of that body, and should not be defined in terms of membership in clubs or organizations. The election of all student officers, committees, and boards should rest solely upon the students themselves, and it should not be subject to administrative or faculty approval. There should, of course, be the provision that academic authorities may properly set up a uniform system of academic eligibility requirements for the holding of major student offices.

2. *A democratic government functions according to clearly defined and well-publicized laws.*

Regulations governing educational and extracurricular activities should be clearly and fully formulated to cover the institution's entire policy on program and student activities. Realistic and practical definitions should be used in place of such general criteria as "conduct unbecoming a student" or "against the best interests of an institution." Regulations should be formulated jointly by administrators, faculty, and student representatives, and should be made public to the whole academic community. Any changes in code should be promptly publicized. When simplification, clarification, or interpretation is needed, the matter should, as indicated above, be referred to the faculty-student committee.

3. *The democratic way of life neither fears nor avoids competition in the marketplace of ideas. Its health depends upon the encouragement of such competition.*

a. *Freedom of Student Association:* Students should be free to organize associations for political, social, athletic, and other proper and

lawful purposes. The fact of affiliation with any extramural association should not in itself bar a group from recognition on the campus. Any group which plans political action or discussion, of whatever purpose or complexion and whether or not affiliated with a particular legal party, should be allowed to organize and be recognized in any educational institution. The administration should not discriminate against a student because of membership in any such organization.

b. *Statement of Affiliation:* All student organizations should in their charters define as clearly as possible their nature and purpose. Any student organization having an extramural affiliation should make clear the nature of this affiliation. If after due study and consideration the faculty-student committee concludes that the organization concealed, misrepresented or otherwise failed to make clear its purpose or affiliation, such finding may properly be continuously published to the educational institution at large. Experience has shown that this is the most appropriate form of discipline for such cases, and that it is far more effective from the educational standpoint than withdrawal of recognition, suspension, or other disciplinary action. The emphasizing of the "publication" procedure in no sense implies a condoning or justification of concealment or misrepresentation.

c. *Guest Speakers:* Student organizations should be as free as any other responsible group of citizens to invite speakers to address them on any subject. We Americans should never be afraid of ideas. Citizens and especially students should have the right to hear persons who are in the forefront of controversy even though they are under suspension or indictment, at liberty pending appeal, or free after serving sentence.

4. *A democracy combats possible abuses not by a system of precensorship but by definite fixing of responsibility for such abuses and the application of disciplinary measures when necessary.*

a. *Chartering of Student Organizations:* In order that the scope of activities of a student organization may be clearly defined, each organization applying for campus recognition (where recognition is required) should be obliged to submit a constitution or other statement setting forth its proposed purposes and modes of activity. A student organization should be granted recognition unless the provisions of its constitution contravene the standards suggested in Section 3 above. For administrative purposes each organization should be required to file and keep current a list of its officers, but it should not be required to file a list of its members.

b. *Organization Use of School Facilities:* The use of rooms and other

facilities should be made available, as far as their primary use for instructional purposes permits, to recognized student organizations acting within the provisions of their constitutions. Bulletin boards should be provided for the use of student organizations, and school-wide circulation of all notices and leaflets which come within the constitutional purposes of the organization concerned should be permitted. Objections to the content of a poster or piece of literature should not be misrepresented as efforts to safeguard school property against defacement or littering.

c. *Organization Use of School Name:* A student organization should be permitted to use the name of the school as part of its own name (e.g., "The Northfield College Sociology Club" or "The Student Government Association of Smithfield High School"), and to use this name in all activities consistent with its constitution. Restrictions may fairly be placed on the use of the school name in extramural activities (such as participation in public demonstrations or parades), but any such restrictions should be applied without discrimination to all student organizations. They should also form part of the written rules and regulations referred to in Section 2 above.

d. *Advisers for Organizations:* Student organizations should select their own faculty advisers. No student group should be forbidden to function because of the lack of a faculty adviser. If no other faculty member is available, an administrative officer should serve as adviser. In no case should the advisers dominate the activities of a student group.

e. *Publication:* Students should be permitted to publish such newspapers or magazines as they wish, subject to the provisions for the recognition of student organizations suggested in subdivision (a) of this section. No censorship in advance should be exercised over the contents of any publication. If a student editor should abuse the prerogatives of his position in the publication of material, or if he should fail to live up to his editorial responsibilities, disciplinary action should be taken, with due regard for the proper safeguards stated in 1(b) above. Where there is a newspaper monopoly, adequate representation of minority viewpoints should be assured. Students should be permitted to sell publications that they produce. Humorous periodicals produced by students are ordinarily sold on school premises, and similar privileges should be accorded political publications. No distinction should be made between local publications and intercollegiate publications with local campus sponsorship.

f. *Student Controls Over Student Organizations:* Any control exercised by the general student organization over other student organizations should be subjected to scrutiny to the end that the rights of all student groups may be protected, even those espousing unpopular opinions.

5. *Students should have the full rights and responsibilities of all citizens of a similar age.*

a. *Off-Campus Activities:* No college or university administrator should attempt to control the off-campus behavior of individual students in regard to their political, social, and economic activities (See also 4(c) above).

b. *Penalties:* No student should be penalized for exercising his rights as a citizen, even when this involves criticism of the school administration.

## The Meaning of Academic Freedom and Academic Responsibility for Teachers

ACADEMIC FREEDOM AND RESPONSIBILITY of teachers embraces two distinct areas: (1) the conduct of a teacher apart from specifically professional responsibilities and (2) his conduct in teaching and other activities directly related to professional responsibilities. An examination of the following principles reveals that the ACLU aligns itself with those adopted by the American Association of University Professors in 1947 and reaffirmed in 1950.

1. *When not engaged in specifically professional activities, the teacher should be able to function with the freedom of any other citizen.*

a. *Freedom of Association:* In his private capacity the teacher should be as free as any other citizen to participate in political, religious, and social movements and organizations and in any other lawful activity, and to hold and to express publicly his political, religious, economic, and other views. The fact of his being a teacher should not debar him from any activities open to other citizens.

b. *Freedom of Expression:* The teacher should be as free as any other citizen to write on any subject which interests him. In the field of his professional competence he should speak and write mindful of the special responsibilities that professional standards impose. When acting as a private citizen, he should make it clear that he speaks, writes, and acts for himself and not for his institution. He should, however, be free to use his academic title for purposes of identification.

c. *Freedom to Organize:* Like any other professional or non-professional worker, the teacher should be free to organize with others to protect group interests, or to join existing unions or other organizations for such purposes. Any attempt on the part of an administration or other agency to prevent the establishment of such an organization,

or to hamper its activities, or to discriminate against its members, is a serious infringement on the freedom of teachers.

d. *Oaths*: Teachers should not be required to take any special oath of loyalty to the government. We object to the irrelevance and futility of such special oaths and to their use as thought-control devices. No one should be subjected, as a condition of holding a teaching position, to any test of religious belief or of political belief other than his pledge to support the Constitution of his state and of the United States. A test oath is the first step toward tyranny.

2. *The criteria of performance for a teacher should be those associated with personal and professional integrity in a democratic society.*

a. *Professional Independence*: The basic question in this regard is whether the schools and colleges of a democracy should be independent institutions guided by professional standards of learning and teaching and scholarship, or whether they should be instruments of current national policy or of other special interests. The ACLU takes the position that the educational system in a democracy should be independent of government policy or that of any other special interest and free to carry out its own highest standards.

b. *Criteria of Appointment and Tenure*: A teacher should be appointed on the basis of his teaching ability and his competence in his professional field, not on the basis of his race, nationality, creed, religious or political belief or affiliation; a proper exception exists in the right of a private institution of publicly declared faith, denomination or special function to select teachers on a basis harmonious with its public declaration. Continuation of appointment and the granting of continuing tenure should depend upon a teacher's performance as a teacher. None of the factors excluded from entering into appointment should influence continuation of appointment.

As a classroom teacher, the teacher should seek to promote an atmosphere of free and earnest inquiry. This should include discussion of controversial issues without the assumption that they are settled in advance or that there is only one "right" answer in matters of dispute. Studying a philosophy or a social theory for the purpose of approving or denouncing it is not studying it with an open mind. Such discussion should include presentation of divergent opinions and doctrines, past and present, on a given subject. The teacher's own judgment forms a part of this material. If his judgment is clearly stated, his students are better able to appraise it and differ from it on the basis of other materials and views placed at their disposal than they would be if he were to attempt to conceal his bias by a claim to "objective" scholarship.

No set procedures for conduct of a class or for use of materials can guarantee the teacher's own integrity or take its place.

*c. Relationship of a Teacher's Views and Associations to his Teaching Position.* The central issue, in considering a teacher's fitness, is his own performance in his subject and his relationship with his students. The ACLU opposes as contrary to democratic liberties any ban or regulation which would prohibit the employment as a teacher of any person solely because of his views or associations, such as Communist or Fascist.

The ACLU does not oppose the ouster or rejection of any teacher found lacking in professional integrity. It will not defend a teacher duly discharged after proof that he has misused his position to pervert the academic process.

On the other hand, the ACLU steadfastly opposes any ban or regulation which would prohibit the educational employment of any person solely because of his personal views or associations (political, religious or otherwise). Even though a teacher may be linked with religious dogmatists or political authoritarians, the ACLU believes that he must nevertheless be appraised as an individual.

In advocating the principle of not imposing any tests on the beliefs or associations of teachers in public institutions the ACLU has been challenged by those who contend that a democratic society can not tolerate in its public schools teachers with anti-democratic beliefs or associations. The contention would be defensible if we could secure common agreement on what we mean by democratic and anti-democratic.

If we accept the views of dominant forces current at any one time or place there will be no end to the tests imposed on the fitness of teachers. If Communists are the main target today, as anarchists, socialists and the I.W.W. were a generation ago there will be some other main target tomorrow. What we do today to outlaw from teaching members of presently detested organizations creates the precedents by which all freedom of teaching can be destroyed. The ACLU stands on the principle that it is far better for our democracy to run the calculated risks of establishing freedom than to suffer the already proved dangers of repression.

Believing that an individualized judgment (as against generalized condemnation) is a basic democratic value, the ACLU urges the necessity for appraising the work of the individual teacher. The recent drives to discover Communist teachers illustrate the dangers of proceeding without specific charges that relate to a person's own conduct. In point of fact few Communists have been found in the nation's schools and colleges. But campaigns to expel Communists from educational posts have rarely stopped at their first objective; they have instead resulted in attacks upon persons who merely hold unpopular opinions. As a

consequence, teachers everywhere have been made less courageous and less independent in the pursuit of truth, more cautious and more subservient.

The harm done by a few teachers who might be undetected in misusing their teaching positions for political or religious ends, is far less than the harm that is done by making all teachers less responsible and less courageous. The political or religious screening of all teachers is far more dangerous to education than the presence of the occasional teacher who is misusing his profession. Intelligent, qualified persons are discouraged from going into the teaching profession by the knowledge that they may be dismissed for nonconformity.

The ACLU will intervene in appropriate cases involving the discharge of a teacher when action is taken by administrative officials without a prior unfavorable judgment by the teacher's colleagues based on professional incompetence, immoral conduct, or perversion of academic process.

d. *Campus Relations With Students Outside the Classroom:* The same standards of professional conduct which govern the teacher in the classroom should be observed by him elsewhere on the campus.

e. *Freedom of Research:* As a scholar and research worker, the teacher should be free to pursue truth in whatever form best expresses his convictions.

## The Meaning of Academic Freedom and Academic Responsibility for Administrators and for the Community

STUDENTS AND TEACHERS are the center of any educational institution. Academic freedom and responsibility therefore serve and benefit the community to the extent that they are regarded as the right and obligation of students and teachers. It is the duty of administrators to provide the atmosphere in which academic freedom will flourish.

Let us look at what academic freedom and academic responsibility should mean to administrators and to the community in terms of the relationships (1) between the community and the educational institution, (2) between the administrator and the community, and (3) between the administrator and students and teachers.

### 1. *The Community has the right to demand that the educational institution shall be competently staffed and capably administered.*

a. *Control of Curriculum:* Matters of curriculum properly are the responsibility of the professional staff who are under obligation to be

guided by high professional standards of scholarship and of teaching methods and by full awareness of the community's educational needs. The community has the right to expect that its youth will be made aware of the common principles underlying our general culture and civilization. It has neither the right to, nor indeed any social justification for, insistence that a discussion of deviations from accepted principles be excluded from the curriculum. It may properly insist that teachers do not present deviant ideas in such a manner as to imply that they are generally accepted.

b. *Personal Conduct of Teachers:* The community may properly expect of its teachers a standard of personal conduct comparable to that required of other responsible professional members of the community and a standard of public conduct harmonious with the teacher's position. The teacher must not be deemed to have sacrificed any of his rights as a private citizen. He should be as free as any other person to participate in his private capacity in political and social movements and in any other lawful activity and to hold and to express publicly his political, economic, religious and other views.

c. *Separation of Church and State:* Parents and citizens generally have a right to expect that in the public schools and colleges there will be no effort by the staff to offer instruction or to institute ritualistic or dramatic presentations of a sectarian nature. The United States Supreme Court has reaffirmed that in the public schools as elsewhere in our governmental life there must be a "wall of separation" between the churches and governmental agencies. Parents also have a right to anticipate that, when it is contrary to their religious convictions, their children will not be obliged to receive military education or to render flag salutes. It is of course equally valid that such parents should have no right to interfere with the requirement of such practices upon the part of other children.

d. *Curriculum Content by Legislation:* The ACLU looks with apprehension upon the practice of determining curriculum content by means of legislative statute. The ACLU feels that this opens up an avenue for powerful groups to impose their educational ideas upon an unsuspecting community.

## 2. *The administrator should serve and not dominate a school system or college.*

a. *Creation of an Atmosphere of Freedom:* Administrators are often tempted to regard themselves as something more than facilitators of the study and teaching functions of their schools. Opportunism and considerations of expediency exert pressures upon them to restrict the areas of free investigation, discussion, and creation permissible to students and teachers. Our schools develop as mediums of growth and

opportunity to the extent that administrators are able to resist the temptation to seek safety or prestige by emphasis upon their function as leaders.

b. *Liaison Functions:* Administrators, whether public or private, see themselves properly in two principal perspectives. On the one hand, the community entrusts them with the task of representing reasonable and legitimate community objectives in the administration of the schools. When special pressures bear heavily upon them, they can perform their proper role only by withstanding such pressures in the interests of broad and continuing community obligations. On the other hand, the community entrusts administrators with the task of serving as a liaison between itself and the desirable ferment to be found in a healthy body of students and teachers. In other words, the administrator should understand quite sympathetically and broadly the reasonable and legitimate objectives of both community and student-teacher body, and he should attempt as well as he can to facilitate the long-term aims of both. When there is a necessary choice, the freedom and responsibility of students and teachers should always have priority.

c. *Resistance to Pressure:* The administrator should resist the efforts of pressure groups which seek to eliminate experimental curriculums, or which seek to influence the curriculums in a particular direction against the advice of the professional staff.