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James Mulligan
Western Washington University

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Western Reports

WESTERN WASHINGTON STATE COLLEGE
ALUMNI MAGAZINE



WHAT
RIGHT
HAS
THIS
MAN...

MAY, 1963

A SPECIAL REPORT ON ACADEMIC FREEDOM

WESTERN REPORTS

WESTERN WASHINGTON
STATE COLLEGE

Vol. XII MAY, 1963 No. 2
 Western Reports is published semi-annually for the alumni, former students and friends of Western Washington State College, Bellingham, Washington.

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THE COVER:

What right has this man—the college teacher—to the enormous power placed in his hands? A special 16-page supplement in this issue, distributed by Editorial Projects for Education, attempts to answer that question and others related to academic freedom. The back cover photo shows a group of student teachers observing a sixth grade class in the Campus School. A discussion of the role and function of the Campus School begins on Page 3.

THE PRESIDENT
REPORTS

Dr. James L. Jarrett,
President

The Legislative Session has, as I write, been adjourned only a few days. We at the College are busy assessing our situation. Pretty clearly, there were positive gains and there were disappointments. We were sorry to see our building program slowed down by the decision to make no appropriations from the general fund for capital improvements. This means that beyond finishing the Humanities Building, adding studio and office space to the Arts Building, making some needed repairs and renovations, and acquiring additional land, the forthcoming biennium will be comparatively quiet with respect to the physical plant.

Naturally, we were disappointed, too, that appropriations are insufficient for the faculty salary increases we had hoped to make. We will not be able to add nearly as many books to the Library as we had hoped for. Other complaints could be added, but on the whole, our feeling is one of optimism. We are immensely pleased by the authorization to offer the Master of Arts and the Master of Science degrees. A thirty-five per cent increase in our operating appropriations will enable us to keep our faculty growing in pace with enrollment increases, and to make some improvements in salaries.

We are gratified, furthermore, with some of the things that did not happen. Thus, we were not forced into a large increase in student fees and tuitions—something that is happening in other states and might well have happened here, but something which invariably means denying opportunity for higher education to some deserving students. We were not forced into a rigidly "unified" system of higher education, as has happened in some states, but allowed to continue in our working program of voluntary coordination among the publicly supported colleges and universities, allowing a high degree of individual, institutional autonomy.

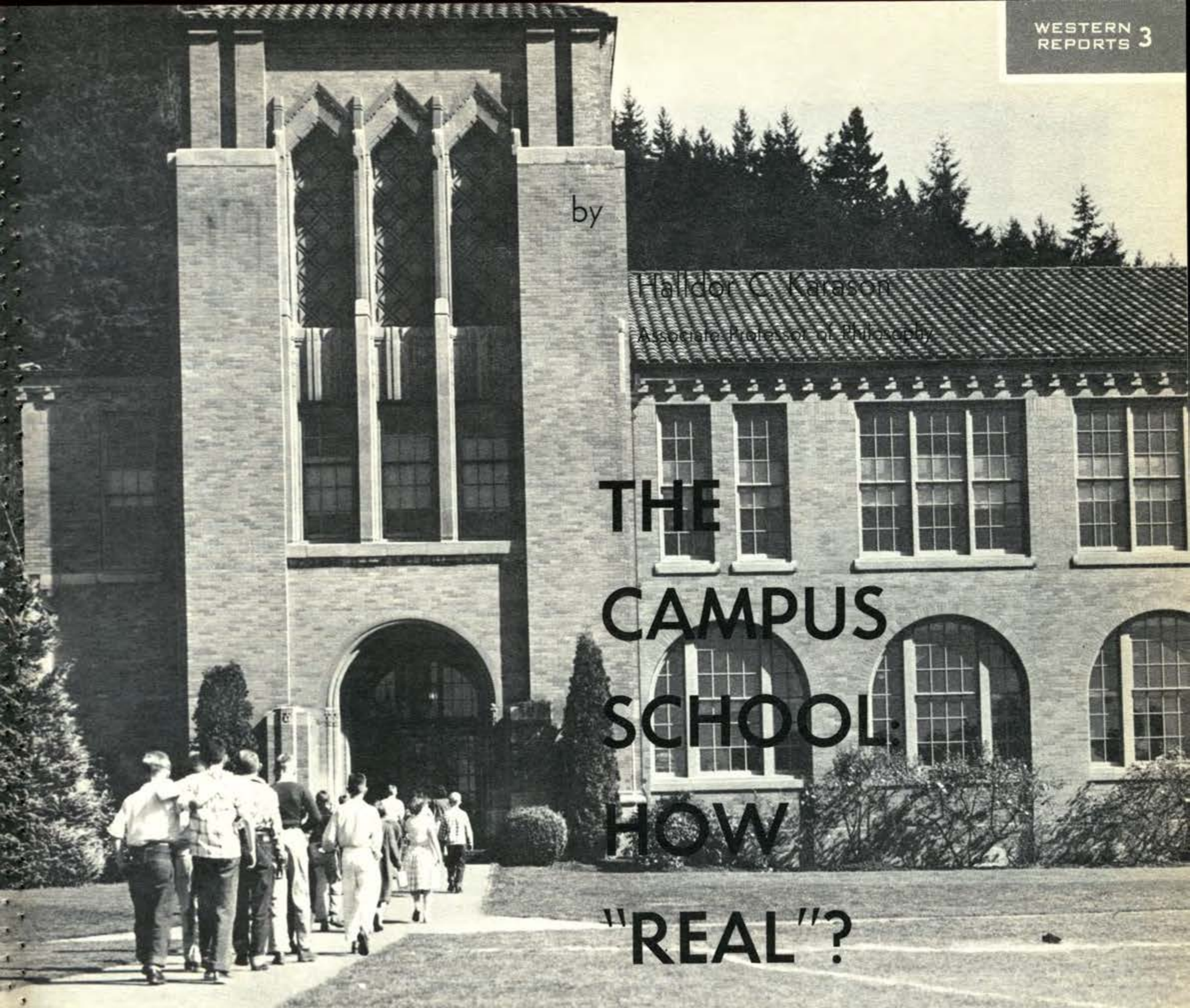
Nor were there any setbacks, of that kind that are from time to time threatened, in the exceedingly important area of academic freedom. The faculty at Western properly enjoys a high degree of freedom to pursue truth and to teach and publish their findings along that rocky road. Members of our faculty disagree among themselves on practically every question except the importance of maintaining the right to that disagreement. We believe that such freedom is indispensable to the functioning of a college in a democratic society; only as free men can scholars serve their society well.

So, all things considered, we will enter the new biennium in a spirit of confidence, believing that the way is open to us not just to get bigger, but to get better.

by

Halldor C. Karason

Associate Professor of Philosophy



THE CAMPUS SCHOOL: HOW "REAL"?

Since the first public Normal School in the United States was officially opened in Lexington, Massachusetts on July 3, 1839, the laboratory school has been an integral part of the preparation of teachers for our public schools. At first, the function of the laboratory school was conceived quite narrowly as that of training the prospective teacher in the practical arts of teaching the fundamental skills. By the end of the 19th century a broader view had begun to prevail and the experimental laboratory schools began to appear. Parker, at Cook County Normal School; Dewey, and later Judd, at the University of Chicago Experimental School; Horace Mann School and Speyer School at Teacher's College, Columbia University concerned themselves not only with training teachers in methods and skills, but also in inquiring into the psychological and sociological factors in the teaching and learning process. This spirit of experiment and investigation into the theoretical bases for teaching and learning has continued to be influential in all later concepts of the role of the laboratory school.

The purpose of this introduction has been simply to make two points: (1) the laboratory school has been an integral part of programs of teacher education since public normal schools were first established in the United States, and (2) the function of the laboratory school has changed from that of a practice school

in which the teacher might learn the skills of teaching, to a laboratory school, in a broader sense, where not only does the prospective teacher learn the skills of teaching, but also is made aware of the relationship between theory and its practical application to the teaching of children through becoming involved in investigation and experiment into the questions of method, content, and aims of education.

It is in this latter sense that a laboratory school is, and must be, uniquely different from an ordinary public school. Western's Campus School is no exception.

In discussions of Campus School it is often charged that Campus School is not a typical school for student teachers, i.e., that the student teaching situation in Campus School is somehow less a "real" teaching situation than in a public school. It is undoubtedly true that it is not "typical" but whether it is a "real" teaching situation requires some comment.

It seems clear that in such comments about Campus School the words "real" and "typical" are actually being used as synonyms. That is, it is argued that since the pattern of activities, and the procedures, followed in the Campus School are in some respects different from what is done in the public schools, it follows that the "reality" of the teaching situation itself can be questioned. It should be sufficient to point out that patterns of ac-



Suzanne Grant, a student teacher, helps pupils decorate a tree with Easter eggs.



Mrs. Leila McCoy conducts a third grade reading class in the Campus School.

tivities and procedures do, in fact, vary from school district to school district, and even from school to school within districts. Thus it would seem fair to suggest that any classroom situation involving teacher and pupils with subject matter and skills is a "real" teaching situation.

In respect to the question of how "typical" Campus School is, it should be emphasized that specifically because Campus School is a laboratory School it cannot be a typical public school. This is not to say that the Campus School has no feature in common with the public schools. Education of the children is the basic concern of both, and both have in common the aims of teaching the fundamental skills and basic disciplines of the elementary level to the end that the children will become useful, well-adjusted members of society. To say that Campus School is not typical is rather to point out that in addition to fulfilling this primary obligation to the children, Campus School teachers strive for creativeness in seeking new solutions to the problems of teaching, and try to imbue their student teachers with this spirit.

The teachers and administrators of the Campus School have tried to get some assessment of the value of the Campus School student teaching experience to the limited number of students who have had the opportunity to do student teaching there. In general, the advantages, as seen by the Campus School, and by the groups of students who have evaluated their experiences there, are:

- (1) Opportunities to have highly skilled and especially trained supervisors working with the student teachers every day. Other student teachers have only one day

a week with their supervisors and each is observed, optimally, once a week for a brief period.

- (2) Opportunities to observe subject matter specialists in music, French, art, physical education. This, in addition to having the desirable facilities of the room and library, etc. Others do not get many of these chances.
- (3) Opportunities to teach with one or two other student teachers so the students may have peers with whom to check judgments, to share ideas and impressions of their work. Other student teachers are by themselves.

One of the difficult problems that faces the administration of a laboratory school is the problem of the selection of pupils. The ideal is to have a wide spread of abilities and socio-economic backgrounds among the pupils. In this regard it has been sometimes said that Campus School is a private school for faculty children and the children of the elite. The Campus School has never been so considered by its teachers or by the administration. At the present time, of the 175 children enrolled in Campus School, 61 are faculty children. The parental occupation of the others ranges from day laborer to business executive. A certain balance and continuity has been achieved over the years through an admission policy that gives priority to brothers and sisters of children already attending Campus School. Faculty children have also been given priority but, in general, admission is related to the date of application for admission. These applications are often made by parents when their child is only a few months old.

In this past year the Campus School personnel and the Department of Education have been re-examining the functions of the Campus School. Western's continuing growth has led to a re-assessment of purposes and programs in all areas of the College. The increase in number of students in teacher education has increased the demand for the practical experience situations such as class observations and demonstrations, as well as for student teaching places. A smaller and smaller percentage of the total teacher education group in any year is getting the opportunity to do student teaching in the Campus School. Twenty years ago all of Western's teacher education students did at least one of their student teachings in the Campus School and thus were brought into direct contact with the methods, materials, and practices which helped them to apply their theory effectively and creatively under skilled supervision. Now, most student teaching is done in public school classrooms under the guidance of cooperating teachers who work with supervisors from the College. As a result, many teacher education students have little direct contact with a Campus School classroom.

If the Campus School is to exert leadership in education, it now seems agreed that the emphasis must be placed upon experimentation and research. In coming to this conclusion Western's Campus School is following the direction already taken by many college affiliated laboratory schools.

While it is too soon to state specifically what the functions of the Campus School will be as they are finally formulated in official policy, the discussion seems to center on three general areas in which research and experimentation could be done. These areas are: (1) in the training of teachers in research and experimentation procedures and interpretation of research; (2) in curriculum development, methods revision, school reorganization, and child study; (3) in special problems posed by other departments of the College.

The contribution of the Campus School to research in education under some such plan would be limited largely to the elementary school, since the present facilities provide only for the kindergarten and the first six grades. It would seem quite reasonable to hold that if the College is to do a more thorough job of providing leadership in education through research, experimentation, and the training of teachers, laboratory facilities will be needed at the secondary level.



Campus News

College to Offer M.A., M.S. Degrees

Western's Mathematics, History and Psychology Departments will be among the first in line to offer the Master's Degree under provisions of a bill passed by the Legislature in March. Other departments also are getting ready to put additional graduate programs into action.

The bill permitting the state colleges to offer the Master of Arts and Master of Science degrees was tacked on as a rider to another bill allowing the colleges to give associate degrees in nursing.

Sen. Frank Atwood, Bellingham Republican and a sponsor of the original Senate bill to authorize granting of the Masters Degrees, was the key legislator in getting the measure through both houses. It passed the House 84-6 and the Senate 41-5.

Dr. J. Alan Ross, dean of graduate studies at Western, said that graduate programs in math, history and psychology are already being offered within the framework of the Master of Education Degree.

"We have developed a number of sequences in the arts and sciences within the M.Ed. which are aimed more at giving additional background in a person's teaching field than educational techniques," he said.

These will now be taken out of the M.Ed. curriculum and be established under the M.A. or M.S.

The Mathematics, History and Psychology Departments have written programs for submission to the Graduate Council.

Dr. Ross also pointed out that various safeguards would be set up to insure programs of a high quality.

"These programs will be developed in three stages," he said. "Departments will appraise their capabilities and design a program for review by the Graduate Council. The program then will be reviewed by the presidents of the three state colleges, who would have to approve it unanimously before anything further could be done.

"Finally, we would call in an impartial inspection team from other institutions which would visit the campus to study the program, facilities, and so on, and either approve or reject it. Their recommendations would be binding."

Dr. Ross remarked that the authorization to grant the two additional degrees would help in the recruitment of new

faculty, since a majority of states with state colleges grant them and young faculty often consider this a factor in selection of an institution in which to teach.

"In addition," he said, "it keeps students who are going for the doctorate on the right track and it gives a huge boost to our quest for research grants."

The M.Ed. will be maintained for the preparation of administrators and school service personnel, such as supervisors and specialists in reading or curriculum, Dr. Ross explained. He added that some departments may find that their objectives are best served by keeping their programs within the M.Ed. framework.

Authority for the M.Ed. was granted by the Legislature in 1947.

Budget—A college program called "05" in budgetary notations received most of the money from the recent Legislature and most of the attention from President Jarrett during a recent review of Western's \$9,114,871 budget.

The "05" reference is to instruction and department research—primarily salaries. Of the total budget for the coming biennium, about 69 per cent will go into this category. Exact amounts of salary increases over the next two years have not been determined, but a general picture looks like this:

During 1963-64, an attempt will be made to raise salaries to 95 per cent of the weighted mean of colleges in the seven states Washington compares itself with. The mean, which is based on their 1962-63 salary scale, is \$8,682. The figure Western will be shooting for is \$8,248. The average salary at Western this year is \$8,139.

A second attempt will be made the following year to raise salaries to 95 per cent of the mean of the same states, but for the 1964-65 year. The estimated figure here is \$9,127 (95% of \$9,608). The seven states are California, Illinois, Indiana, Oregon, Wisconsin, Michigan and Minnesota.

Faculty Increase—The number of full time equivalent faculty members is expected to be 219 next year and 242 in 1964-65. This is compared with 203 this year. Estimates are based on 89 per cent of the staffing formula of one faculty member for each 20 lower division students, one for each 13 upper division students, and one for each 10 graduate students.

Although the Legislature did not appropriate any money for capital outlay from the general fund, they did approve the use of locally-raised money (tuition) for finishing the third floor of the Humanities Building, adding a studio and office space to the Arts Building, making some repairs and renovations and acquiring additional land.

In summing up the actions of the Legis-

lature affecting the College, President Jarrett listed six items on the credit side and four on the debit side.

Credits were these:

1. The ceiling on tuition and fees was raised only \$1, from \$230 a year to \$231.

2. A state-wide system of "coordination" for higher education was not made mandatory.

3. A bill permitting the College to pay part of the cost of group health insurance was passed. Although no money was specifically provided for this, it may become available by shifting funds from another source.

4. Another benefit allows faculty to take part of their salary in tax-deferred annuities.

5. The major action was authority to grant the Master of Arts and Master of Science degrees.

6. General and local funds for operations were appropriated to maintain present levels of staffing and services with some increases in salaries and wages.

Setbacks—On the debit side, there were these:

1. Long-range capital building needs were not met.

2. A bill to submit a higher education bond issue to the voters in 1964 failed. It would have provided \$3.1 million to Western for capital expansion.

3. No special appropriation for library acquisitions was made. This year, the College will spend an estimated \$33,547 for books and periodicals. Next year, it will be \$37,402 and the following year \$41,198. The President considered this far short of the actual needs.

4. No general improvement was made in the staffing formula and comparative salary position within the seven-state group.

The total budget for the College is 33.75 per cent above the figure for the 1961-63 biennium. It includes \$810,570 of local funds. It also is the highest percentage increase among the five state-supported colleges and universities.

Philosophy Major Offered

Western's Philosophy Department, founded just three years ago, is offering a major and a minor for the first time this year. Student interest in philosophy has continually been moving up and prompted the department to plan a major and minor curriculum, according to its chairman, Dr. Stanley Daugert.

There were 170 students enrolled in philosophy courses fall quarter and 250 winter quarter.

The curriculum includes an introduction to philosophy and basic courses in logic and ethics, along with a sequence in the history of philosophy which examines the development of philosophic thought in the Western world from the ancient Greeks to the present.

Summer Session

Four leading educators will pool their talents this summer to discuss a topic close to the hearts of educators and laymen alike—the competence of teachers.

Its definition, evaluation and improvement will be reviewed during a four-day conference on campus July 8-12. Sessions will be conducted full time during the four days and persons may enroll for two credits under Education 480C.

Participants include Dr. David Ryans, head of the Center for Research in Systems Development, Santa Monica; Dr. B. O. Smith, professor of education at the University of Illinois; Dr. Paul Woodring, distinguished service professor at Western; and Dr. John B. Whitelaw, specialist for teacher education in the U.S. Office of Education.

Dr. Ryans, who directed the Teacher Characteristics Study, will talk on "Some Results of Research Describing Teacher Behaviors," "The Teacher as an Information Processing System," and "A Systems Approach to the Education Process."

Dr. Smith, a former editor of *Progressive Education*, will speak on the topics of "Teaching: Its Elements and Structure," "Teaching as Logical Operations," and "Strategies of Instruction."

The job of presenting an overview of the conference theme has gone to Dr. Woodring, who also is editor of the *Saturday Review* Education Supplement.

A summary of the conference and an indication of next steps to be taken will be presented by Dr. Whitelaw, who has held both teaching and administrative positions at a number of colleges and universities including Smith College, the University of Chicago and Johns Hopkins University.

Conferences — Other features of the Summer Session at Western include conferences on Psychology in Education (July 22-24); Improvement of Reading (Aug. 5-9); Danforth East-West Series: Japan (July 15-18), and Special Education (Aug. 12-16).

Dr. Harry F. Harlow, professor of psychology at the University of Wisconsin, will give three lectures on the development of affectional responses at the Psychology in Education conference.

The Improvement of Reading conference will feature Dr. Donald D. Durrell of Boston University. The five topics include Essentials of Successful Reading Programs, Variable Groupings in Reading Instruction, Phonics and Word Skills, Silent Reading and Study Abilities, and Teaching the Uses of Reading.

The East-West conference, supported by a grant from the Danforth Foundation, will present the sixth in a series of conferences designed to increase interest in and understanding of the non-Western world. Speakers will include educators from Kyushu University, Japan and the

University of Hawaii. A Japanese art show and an outstanding Japanese film also are on the program.

Five courses in special education will be offered in the six-week session, along with the seminar in special education. The seminar, which may be taken for two credits, is designed for special education supervisors, principals, superintendents, and consultants. Discussion leaders and consultants will include personnel from the State Department of Public Instruction, public school directors of special education and college faculty members.

Other Features — Additional Summer Session features include a program for specialized personnel in psychological services, directed teaching programs, educational television courses, institutes in math and physics, field courses for teachers in biology, botany, geology and zoology, and a workshop in football coaching.

Regional meetings of professional organizations which will be held on campus include the American Chemical Society (June 17-18); Mathematical Association of America (June 21), and American Mathematical Society (June 22).

The curriculum in both the nine-week and six-week sessions includes many new and revised courses in business education, education, English, government, home economics, library, mathematics, music, physical education, physics, and speech.

The Music Department has scheduled a number of events built around the Summer Arts Festival.

NSF Grants

Western has been awarded two grants totaling \$104,600 from the National Science Foundation for summer institutes on campus. One is for \$61,000 for an institute in mathematics, and the second is for \$43,600 for a program in physics.

The bulk of both awards will be distributed in grants to high school teachers participating in the institutes. The remainder of the money will pay the college's expenses in setting up the programs.

Dr. Sheldon T. Rio will direct the math institute and Dr. Raymond McLeod will be in charge of the physics institute. Both will be nine weeks, beginning in mid-June and ending in mid-August.

Christman Wins Award

Dr. Robert Christman, chairman of the Geology Department, will attend an eight-week field program in the Scandinavian countries during the summer.

He is one of 20 geology teachers selected from colleges and universities throughout the country for the program.

Dr. Pabst Dies

Dr. Marie B. Pabst, 53, an associate professor of geology, died in early February at her home in Bellingham. A faculty member at Western since 1948, Dr. Pabst was an authority on the paleobotany of the Pacific Northwest and had done extensive research on the fossil plants in the Chuckanut formations.



Miss Pabst was graduated from the University of Minnesota in 1936 and received her Ph.D. from the University of California. She had been on leave since last September to do research and had planned to study collections of fossil plants in museums around the world.

Commencement Speaker

A former U.S. Commissioner of Education and outspoken critic of weaknesses in American schools will be the Commencement speaker at Western on June 14.

He is Dr. Sterling M. McMurrin, 48, who held the Commissioner's post from his appointment by President Kennedy in January, 1961 until his resignation late last summer. He is now a professor of philosophy at the University of Utah.

McMurrin is a strong backer of the Administration's plan for federal aid to education, higher pay for teachers, and a general upgrading of standards by joint state and federal effort.

He once remarked at a press conference that American schools are "lax" and "flabby."

"American education is on a firm foundation," he said, "but all too often it is easy and the programs are soft." He added that schools have done better by people who are below average in ability than by those who are above average in ability.

"The net result," he continued "is that we have much less creativity in our nation than we should have. I really think that we can stand to toughen up."

Before accepting the position as Commissioner, Dr. McMurrin taught at the University of Southern California and the University of Utah. He did his undergraduate work at UCLA and Utah, and received advanced degrees at Utah and USC. He has done post-doctoral work at Columbia University and the Union Theological Seminary.

From 1954 to 1960 when McMurrin was made academic vice president of Utah, he served as dean of the College of Letters and Science.

McMurrin has written numerous articles on philosophy, religion, and education.

(More College News, Page 23)

WHAT RIGHT HAS THIS MAN...

HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

▶ He originates a large part of our society's new ideas and knowledge.

▶ He is the interpreter and disseminator of the knowledge we have inherited from the past.

▶ He makes discoveries in science that can both kill us and heal us.

▶ He develops theories that can change our economics, our politics, our social structures.

▶ As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

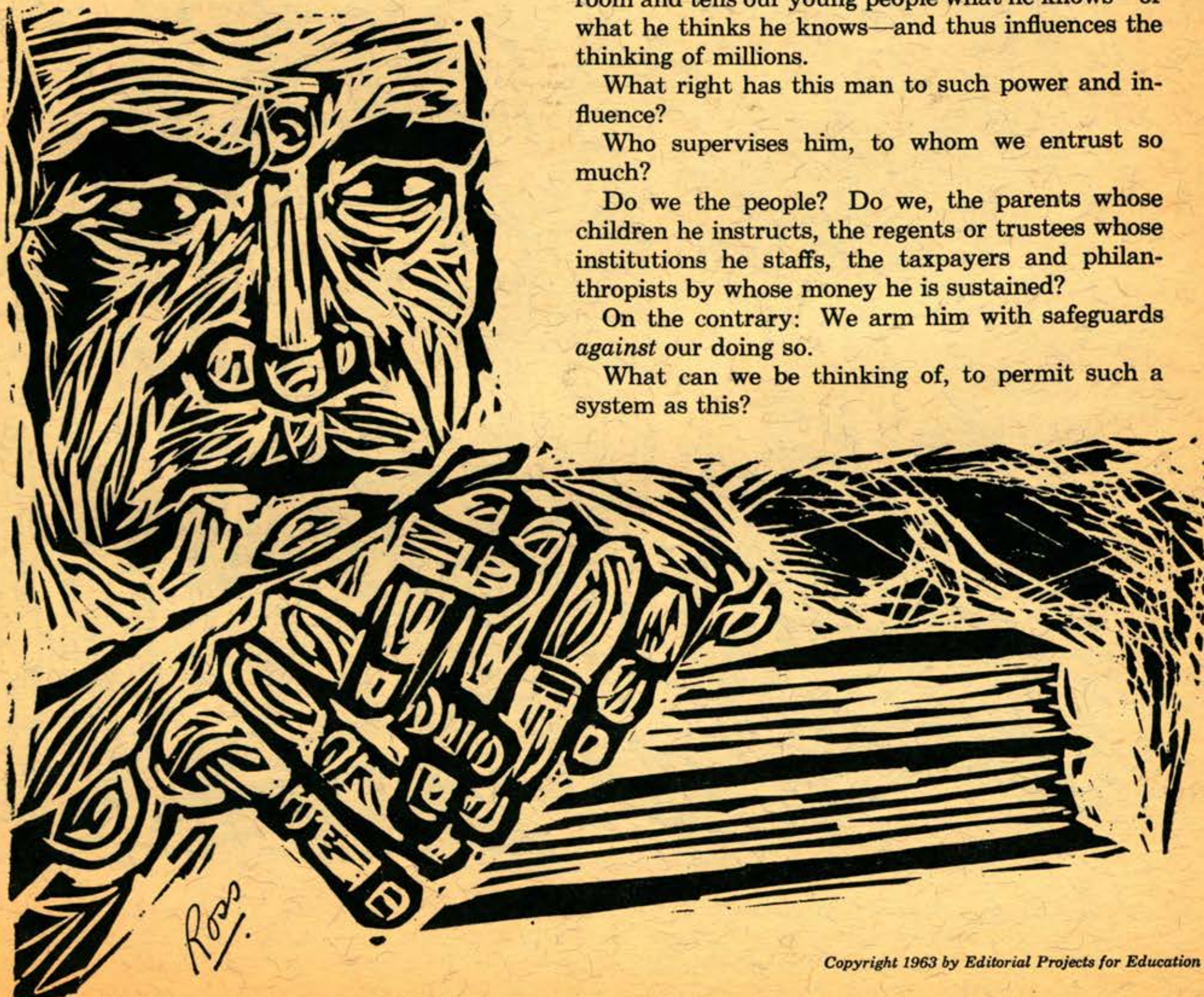
What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards *against* our doing so.

What can we be thinking of, to permit such a system as this?





Having ideas, and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to

the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censured, ostracized, exiled, martyred, and crucified—



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today?

Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.

For the teacher: special risks, special rights

NORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate.

But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.

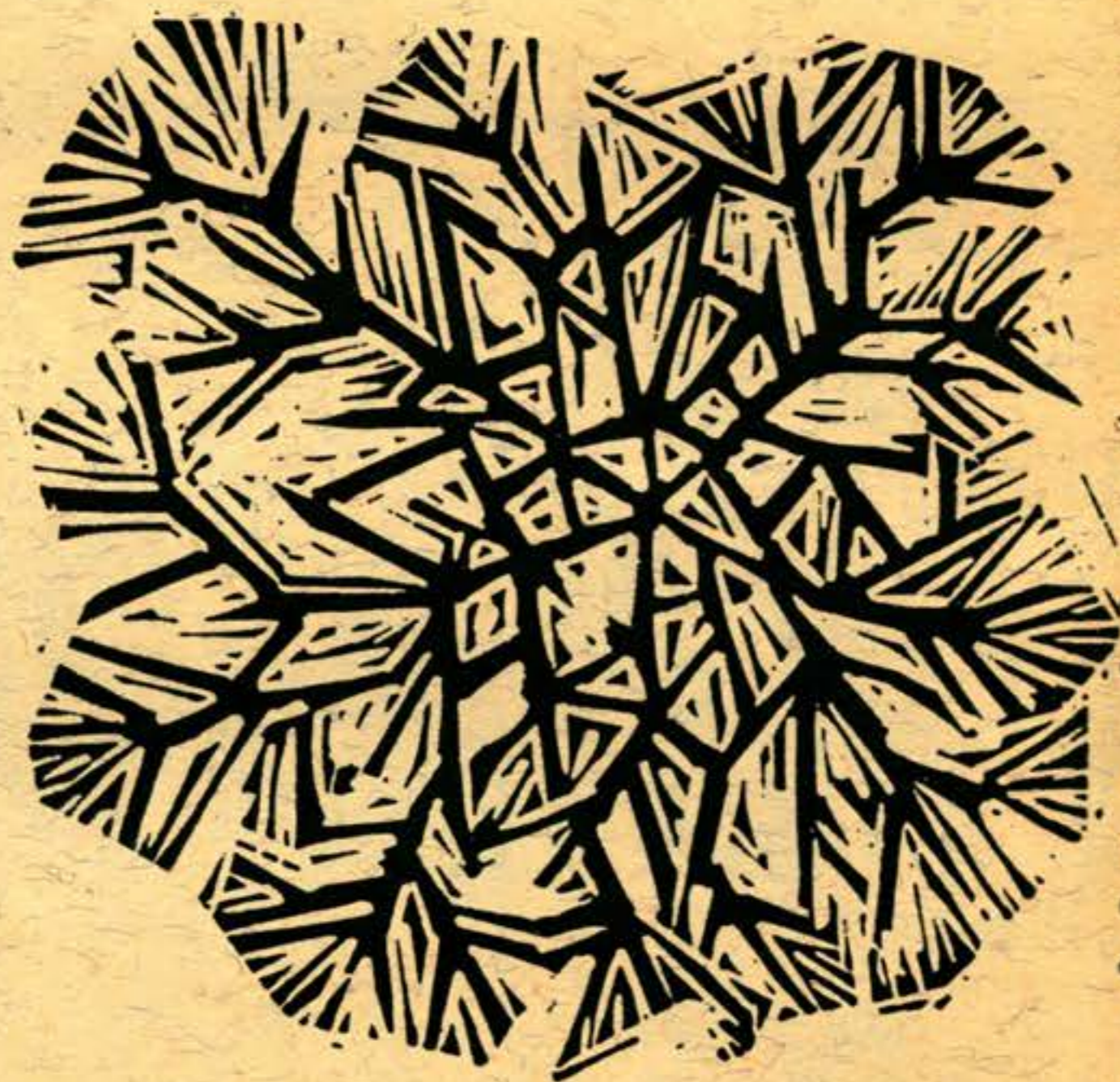
THIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as



did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

WE RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

What the teacher's special rights consist of

THE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularity without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

- ▶ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.
- ▶ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

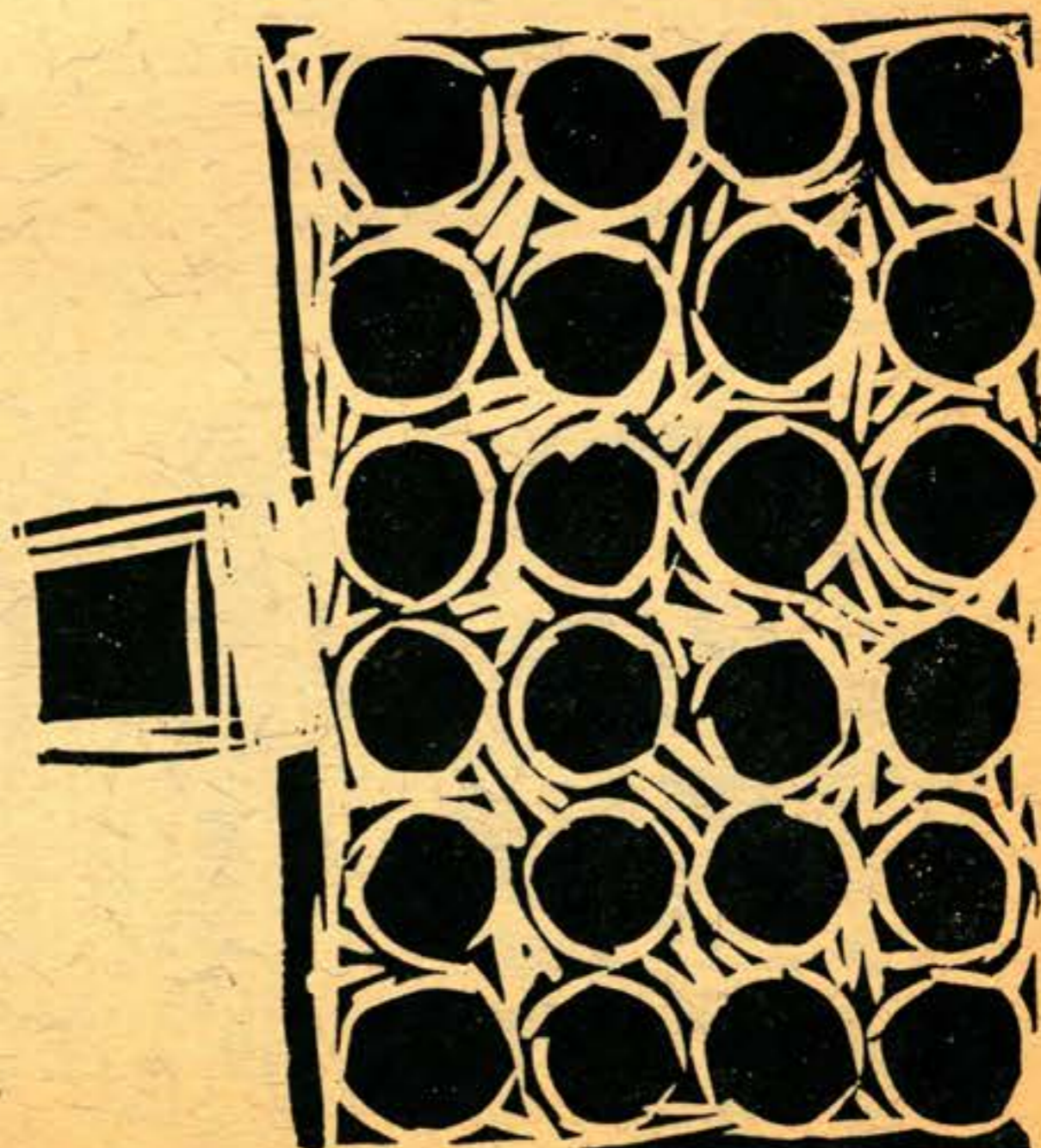
Such freedom is not written into law. It exists on the college campus because (1) the teacher claims

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuosity in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

WE GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-



tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground.

Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—*academic* freedom—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.

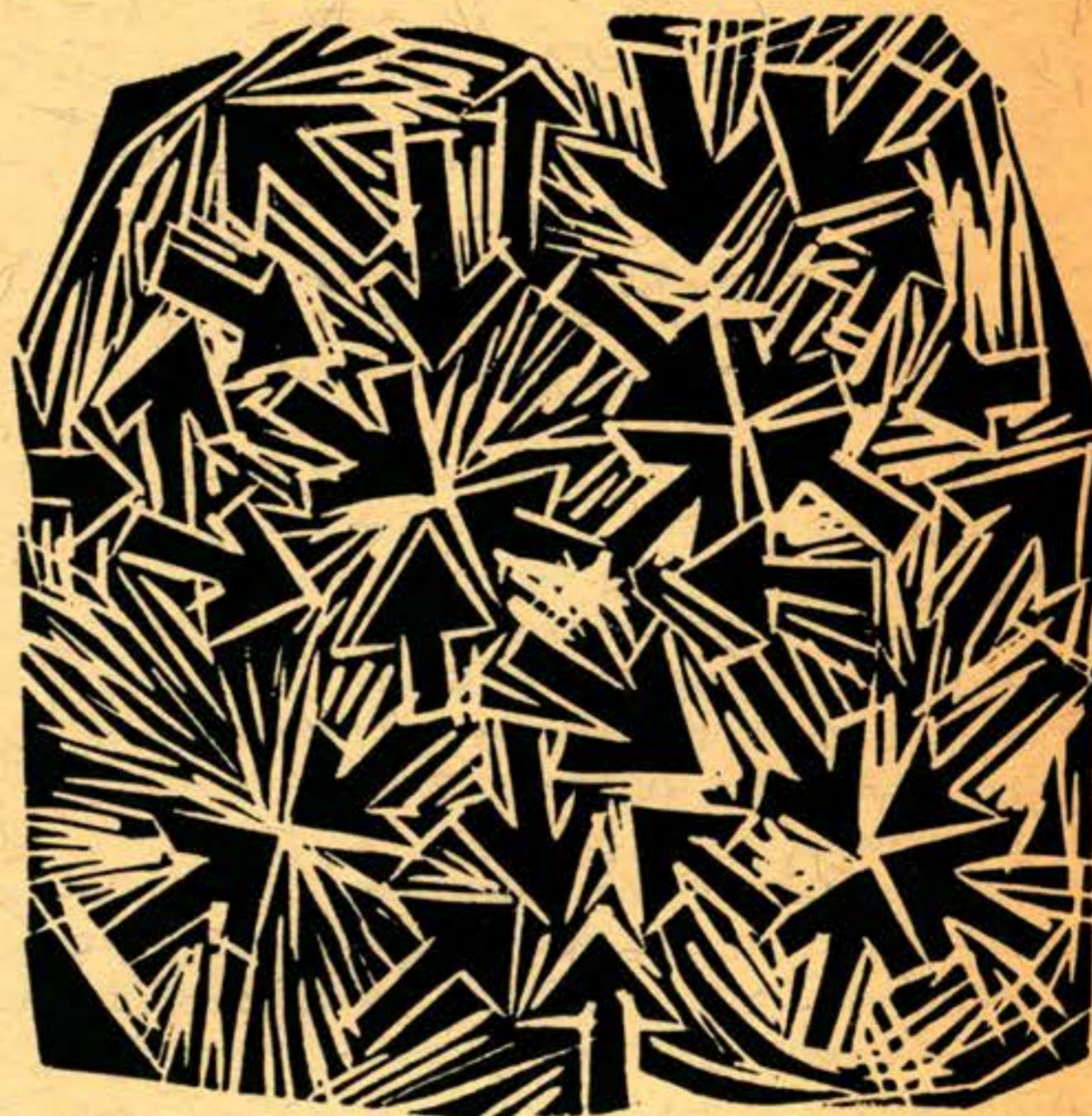


The idea works most of the time, but . . .

LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

- ▶ An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.
- ▶ The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.
- ▶ A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.
- ▶ A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.
- ▶ The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.
- ▶ The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.
- ▶ The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its



control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

- ▶ The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?

In the face of pressures, how the professor stays free

IN THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active—and most effective—defender.

THE AAUP'S defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted

for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

HOW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-



sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censored institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censored administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

Has the teacher's freedom no limitations?

HOW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would

argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

There are others—the American Association of University Professors among them—who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.

Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-



estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

" . . . He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

The Communist: a special case?

SHOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which

he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.'")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain



academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

“Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

“It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—*viz.*, of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicity, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or politi-

cal, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence . . . The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is *one* kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny . . .

“In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.

“To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as ‘dangerous thought,’ with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . .”

IF EVERY COMMUNIST admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not “spot” all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many *non*-Communists, as a matter of principle, have declined to subscribe to “discriminatory” oaths—oaths required of one group in society, *e.g.*, teachers, but not of others.) Does

invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatanry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers’ own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

Is the college teacher’s freedom in any real jeopardy?

HOW FREE is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is *always* in jeopardy. With such a view, one is likely to maintain safe-

guards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for

Are matters of academic freedom easy Try handling some of these

You are a college president.

Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened immeasurably. The student body has grown not only in size but in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning to the college a large block of securities which, when sold, will provide the necessary \$3,000,000.

This afternoon, a newspaper reporter stopped you as you crossed the campus. "Is it true," he asked, "that John X, of your economics department, is about to appear on coast-to-coast television advocating deficit spending as a cornerstone of federal fiscal policy? I'd like to do an advance story about it, with your comments."

You were not sidestepping the question when you told the reporter you did not know. To tell the truth, you had never met John X, unless it had been for a moment or two of small-talk at a faculty tea. On a faculty numbering several hundred, there are bound to be many whom you know so slightly that you might not recognize them if they passed you on the street.

Deficit spending! Only last night,

your wealthy library-donor held forth for two hours at the dinner table on the immorality of it. By the end of the evening, his words were almost choleric. He phoned this morning to apologize. "It's the one subject I get rabid about," he said. "Thank heavens you're not teaching that sort of thing on *your* campus."

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams.

Should you . . . ?

You are a university scientist.

You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could afford to pay.

So, like many of your colleagues, you depend upon a governmental agency for most of your financial support. Its research grants and contracts make your work possible.

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are con-

vinced that it is so vital to your country's welfare that you should not keep it to yourself.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

Loyalties, conscience, lifetime financial considerations: your dilemma has many horns.

Should you . . . ?

You are a business man.

You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way.

A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a famous university is about to publish the results of a study of toothpastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record

to solve? problems.

of turning out a good product—the best you know—is ample proof of that. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you . . . ?

Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college.

You got a letter from her this morning. Chatty, breezy, a bit sassy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror whenever you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teen-agers. This is the sort of thing Margie is being taught at State? You're no prude, but . . . You know a member of the education committee of the state legislature. Should you . . . ? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you . . . ?

special criticism if they did not conform to popular patterns of thought. They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

"It is inconceivable . . . that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression . . . To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to such diverse views the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement."

THE STORM of the '50's was nationwide. It was felt on every campus. Today's storms are local; some campuses measure the threat to their teachers' freedom at hurricane force, while others feel hardly a breeze.

Hence, the present—relatively calm—is a good time for assessing the values of academic freedom, and for appreciating them. The future is certain to bring more threats, and the understanding that we can build today may stand us in good stead, then.

What is the likely nature of tomorrow's threats?

"It is my sincere impression that the faculties of our universities have never enjoyed a greater latitude of intellectual freedom than they do today," says the president of an institution noted for its high standards of scholarship and freedom. "But this is a judgment relative only to the past.

"The search for truth has no ending. The need to seek truth for its own sake must constantly be defended. Again and again we shall have to insist upon the right to express unorthodox views reached through honest and competent study.

"Today the physical sciences offer safe ground for speculation. We appear to have made our peace with biology, even with the rather appalling implications of modern genetics.

"Now it is the social sciences that have entered the arena. These are young sciences, and they are difficult. But the issues involved—the positions taken with respect to such matters as economic growth, the tax structure, deficit financing, the laws

affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy.”

Opposition to such “heresy”—and hence to academic freedom—is certain to come.

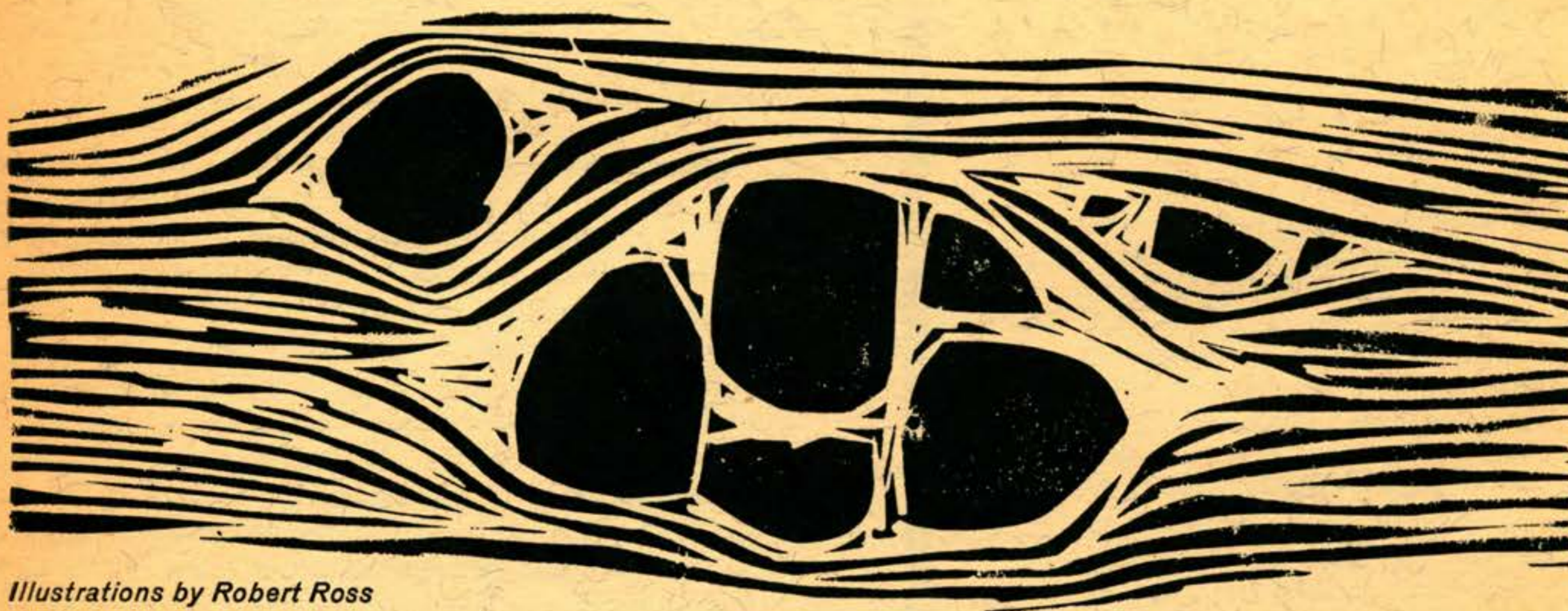
IN THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated. Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one’s haste to judge the rightness or wrongness of a case, will be to expose oneself

to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



Illustrations by Robert Ross

“What Right Has This Man?”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

JAMES E. ARMSTRONG <i>The University of Notre Dame</i>	DENTON BEAL <i>Carnegie Institute of Technology</i>	DAVID A. BURR <i>The University of Oklahoma</i>	DAN ENDSLEY <i>Stanford University</i>
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New Psychology Program

Beginning in the fall of 1963, the Department of Psychology will offer an experimental program of instruction in the psychological foundations of education. Under this new program, approximately 400 sophomore teacher education majors will be randomly assigned to a program of independent study and small group seminars. The remaining 200 sophomores in this program will continue with the current traditional lecture-discussion classes. Students assigned to independent study will have the option of taking the regular class program if they so desire.

Independent study students will be administered a comprehensive examination over the content of the psychological foundations area, which includes the topics of learning, child development, personality and adjustment, and measurement and test construction. Should a student score above a designated criterion on any part of the examination, he will be exempt from further work in that area.

Students will be given schedules of lectures and discussions, study guides and reading lists, schedules of staff available for individual consultation and notices of competency examinations. The student may elect to take any part or all of the examination once each quarter. Should he fail to pass any part of the examination, he will be presented an opportunity to be re-examined at a later date.

It will not be necessary to register for any specific course in educational psychology while engaged in independent study, nor will class load in other areas be limited.

Following successful completion of the independent study examinations, students in this program will enroll in a seminar in Advanced Educational Psychology concurrently with the final student teaching experience. The seminar groups will be relatively homogeneous in subject area and grade level of teaching, and will be staffed by an educational psychologist and possibly by a supervisor of student teaching with specialization in a subject area. Successful completion of the competency examinations and the seminar will carry the same credit as the current educational psychology sequence.

This new program will make it possible for students in some majors to earn both a B.A. in an academic area and satisfy the teacher education requirements within the traditional four-year curriculum. In addition, it is anticipated that this new program will result in more efficient utilization of staff and in a reduction in the number of credit hours required in educational psychology of teacher education majors.

Final comprehensive examinations ad-

ministered to both the control and experimental groups just prior to graduation will provide the basis for a comparison of the relative effectiveness of the two programs of instruction.

Pilot Projects in Education

Two pilot projects in student teaching are now in operation in the Department of Education. One involves two student teachings of eight credits each and the other is one student teaching of 16 credits.

These projects are intended to provide evidence on which to base assignments to student teaching depending upon each student's background, his major, and his vocational goals.

After a year of study, the department hopes to have enough evidence to permit flexibility within the student teaching requirements.

The department also is establishing selection, admission and guidance procedures which require all candidates for teacher education to complete their English, mathematics and speech competency tests before admission to any part of the teacher education program beyond the Introduction to Education.

Other recent developments in teacher education are these:

A new program has been developed allowing persons holding the B.A. or B.S. degree to be certified in teacher education. It is intended for selected candidates who will normally complete the program in three quarters. Only those candidates coming from accredited institutions, having acceptable majors, and having demonstrated above average academic competence at the upper division level will be considered.

The program was developed by the Council on Teacher Education. The Council, together with the Education Department, also has approved a plan whereby a student wishing to be recommended for both junior high and intermediate grades will demonstrate his competence in an approved major and in an elementary teaching minor as well as in two student teachings.

A third development concerns the preparation of elementary teachers. The Council has approved a program which requires the completion of an approved major and an elementary teaching subjects minor. The alternate to the recommended program requires the completion of a 40-credit elementary concentration and 28 hours toward a major.

Students completing the recommended program will take 15 to 18 credits in elementary teaching subjects in their fifth year. Those following the alternate program will take the 17 credits required to complete the major.

Teacher Placement

King County's booming school districts this year absorbed more teachers from Western than any other county in the state, according to a report by Western's Placement Office.

King County, which also is home base for the highest percentage of Western's students, hired 60 beginning teachers and 29 experienced teachers through the college Placement Office.

Snohomish was second with a total of 71, Whatcom was third with 52, Skagit was fourth with 42, and Pierce was fifth with 35. Out-of-state employment totaled 71 out of 519 placed through the college.

The major needs, according to the report, were for community college instructors, school psychologists, guidance personnel, speech therapists, school librarians, and foreign language, English composition and core teachers.

Areas in which there was little demand included social studies, men's physical education, elementary art, and elementary physical education.

Placement of experienced teachers took a dive from 211 in 1961 to 172 in 1962, indicating something of a "stay put" attitude among those who have been on the job for one or more years.

All areas in which women teachers have been predominant continued to show serious shortages. These areas include the kindergarten, primary and elementary levels, foreign languages, business education, home economics, physical education, library, special education and speech therapy.

AEC Gives Grants

The Atomic Energy Commission gave two grants to Western for the first time this year. One, for \$9,800, was used to buy equipment for nuclear radiation studies. The second was for \$5,600 and is being used to study the nuclear fission of gold.

"Writer" Revised

The college literary magazine, *The Writer*, underwent major surgery this spring and appeared under a much-revised format. The change also included a new name—*Synchysis*.

Edited by Carson Boysen, *Synchysis* carries photographs and reproductions of art works for the first time. It also makes much better use of graphic arts techniques than past issues.

The magazine carries verse by 24 authors and prose by 10 authors.

Interest in creative writing seems to be on the increase, according to Dr. Edwin R. Clapp, chairman of the English Department. Classes in creative writing have doubled in size this spring with the fiction side under Annis Hovde and the poetry under Dr. Knute Skinner.



Old Main, 1899

FOUNDER

For two days in mid-February, Western paused to note the 70th anniversary of its founding with a program that looked ahead far more often than it looked back.

The ceremonies observed the date when Gov. John H. McGraw signed into law a bill providing for the establishment of the "Whatcom County Normal School" on Feb. 24, 1893. However, it wasn't until 1899 that the college actually opened.

The event's major speaker was Dr. Harold Taylor, former president of Sarah Lawrence College and one of the nation's most provocative and original thinkers in the field of education.

In his address, Dr. Taylor accused American colleges of turning students into "little organization men" looking for prizes and grades so they can become part of the "establishment."

When they graduate, he said, they fit neatly into a society organized to maintain a military-industrial complex to compete with the Soviet Union. He also criticized the format of the educational system as an instrument of Cold War policy.

"American education should not be geared to competing with the Russians and Europeans, but in developing humane Americans deeply involved in solving their own problems," he said.

Another speaker was Dr. Harold Chatland, new academic dean at Western, who termed the present age one of "organized stupidity—a tremendous urge to do something by someone who has some of the facts but all of them."

Dr. Chatland warned that colleges must turn out teachers who can explain the scientific advances of the times to the younger generation.

The Founder's Day program also included dedication of the \$750,000 Humanities Building, presentation of Distinguished Alumnus and Distinguished Citizen of the State Awards, open house in the Humanities Building and the new Library wings, and a program of music by the Music Department faculty.

Founders Day will be continued as an annual event.

Old Main, 1963



DR'S DAY

Dr. Janet McArthur, a professor medicine at Harvard Medical School and 1934 alumnus of Western, was honored as the Distinguished Alumnus during Founder's Day ceremonies at the College in February. Judge Matthew W. Hill of the Washington State Supreme Court received an award as Distinguished Citizen of the State.

The awards were presented by President James L. Jarrett during the two-day ceremony marking the 70th anniversary of the founding of the College.

Dr. McArthur received the award for "outstanding achievements as scholar and teacher." She received degrees from the University of Washington and Northwestern University Medical School and did further study at the Harvard Medical School and the Mayo Clinic.

After three years as a research fellow and instructor in pediatrics at Harvard, Dr. McArthur turned to gynecology where she continued her teaching and research. She is the author of more than 60 articles in medical journals outlining the results of her research.

Judge Hill was honored for "an outstanding career of public service in the State of Washington." He has been a judge of the Supreme Court since 1947 and was its Chief Justice from 1957 to 1959. For many years he has been active in the promotion of youth groups and youth activities throughout the state.

Both received a gold medal and a certificate.



Judge Matthew W. Hill, Top

Dr. Janet McArthur, Center

Dr. Harold Taylor, Bottom



Alumni News

By Art Runestrand
Shuksan Junior High School
Bellingham, Washington

Your Alumni Association Board of Directors has been busy this year. The following is a brief resumé of its activities and concerns.

In the fall of this year Louis Lallas assumed the responsibilities of president of the W.W.S.C. Alumni Association. He formerly served as vice president of the association and became president after the resignation of Mervin Sliger.

Lallas, and Frank Panches, college Alumni Relations Director, called the Alumni Board into session in Seattle in October.

The Board discussed the many problems facing the association and came to a primary question: "Should the Alumni Association continue as a functioning institution?" It was agreed that it did have functions to perform for the college and the alumni that did justify its existence. The Board decided that the Alumni Association should continue.

The Board turned next to the problems of how to strengthen the association, resolve its problems, and outline a course of action for the future.

The constitution was reviewed and it was evident that it needed revision to bring the organization up to date with the growth of the college. It had served as a backbone for twelve years.

Several other problems that had been made manifest in the past few years were attacked. Some of these were:

1. Election of officers: 8,000 ballots mailed out; 120 ballots returned.
2. Funds: 8,000 requests for membership; 300 donations made by members.
3. Organization: Need for developing interested leadership in the association and providing for the continuity of leadership.
4. Scholarship: need to review our program. Only a few of those who have received scholarships from the alumni have graduated from W.W.S.C.
5. Relationship to college: What should alumni do for the college? What may we expect the college to do for the alumni?

The Board met four times during the year and took the following actions:

1. The constitution has been rewritten to project the alumni body into the next decade. It has not yet been accepted by the Board for presentation to the alumni body.
2. The entire scholarship program is being reviewed. Several questions have

been asked. Should the Alumni Association extend graduate scholarships? Should a renewable scholarship be presented to worthy candidates? Should the scholarships be extended to outstanding junior year scholars? Should we continue our present program? How many scholarships may we pledge in the coming year?

3. Our membership drive for donations has not proved successful in the past. The Board has requested information from an organization which conducts membership drives for alumni associations of colleges and universities throughout the United States.

4. What is the attitude of the college administration toward the Alumni Association? This question is to be pursued in a meeting with President Jarrett in May. The Board felt that the role an alumni body may play in the future of a college should be discussed with the administration.

In its infancy, the Alumni Association leaned heavily upon the college for assistance in some of its programs. Several questions yet to be answered are: Is the Alumni Association able to stand on its own? What assistance might the college extend to the alumni in its programs? What assistance might the alumni extend to the college in its programs?

Other actions taken by the Board were to secure the facilities of the Leopold Hotel for the 1963 Alumni Homecoming Cabaret Dance and to contract a band for the evening.

The future of the Alumni Association appears much brighter this spring than it did last fall.

Members of the Board are working to preserve and strengthen what they consider a valuable institution—your Alumni Association.

Art Tour Planned

Plans are under way for a second art tour to the Orient in the summer of 1964. Ruth Kelsey, a member of Western's Art Department faculty, led a group of 25 students and teachers on a highly successful tour last summer to Japan, Hong Kong, Macao, Manila and Honolulu.

The 1964 tour will cover the same points, but with Bangkok added. Tour members will also have a choice of returning from Japan, from Manila (the last stop among the other centers), or continuing around the world.

The tour will leave Vancouver B.C. June 24, spend three weeks in Japan, two weeks in the five other art centers in the Orient, and several more weeks on the trip around the world.

The tour of Japan will be offered for six credits, with two additional credits for those who visit Hong Kong, Macao, Bangkok, Manila and Honolulu. Variable credits will be offered for those who elect to go around the world.

Alumni Notes

1914 — *Beulah (Clay) Jenkins*, long time teacher in the Centralia Schools, now has a granddaughter, Avis Watson, attending school here.

1925 — *Frank Bartsch* has retired from the Postal Service in Blaine, Wash. after 38 years of service. During his years at W.W.S.C. he excelled in his curricular studies and at football.

1926 — An annual scholarship in honor of the husband of a teacher, *Mrs. Ann Berge*, was voted recently by the Hood Canal P.T.A. It will be known as the Robert Berge Memorial Scholarship.

1928 — *Mr. & Mrs. William Bufford Schnebly* say they always read *Western Reports* with great interest and pleasant memories. The Schneblys paid a visit to the college last summer and remarked with a bit of awe on the college's growth.

1937 — *Dr. James H. Butler* of Los Angeles has received an appointment to a two-year term as a member of the executive committee of the American Educational Theater Association. He is currently chairman of the drama department at the University of Southern California. He is also president of the National Collegiate Players, honorary dramatic group.

1941 — *Dr. Joseph Zaremba*, associate professor of economics at New York's Fordham University, has written a book, *Economics of the American Lumber Industry*, which is of vital importance to the Pacific Northwest. He is a native of Deming, Wash., and has years of first-hand experience in various phases of the lumber industry.

1947 — *Dr. Arnold Lahti*, junior-senior class president in 1947, is associate professor of physics at Western. He has been on the faculty since 1955 . . . *Don Packard*, 1947 A.S.B. president, is an elementary principal in Longview.

1948 — *Clark Brown*, *Klipsun* editor in 1947, is principal of the Campus School this year.

1949 — *Owen Forbes*, became superintendent in charge of instruction for the Everett Schools last fall. He had been director of testing, guidance, and research in Everett . . . *Halldor C. Karason*, president of the 1949 Associated Student Body is an associate professor of philosophy on the Western faculty . . . *Eugene E. Regan*, is in an administrative position with the Armed Forces Schools in Germany. Last year he was assistant secretary-manager of the Washington State Teachers Retirement System . . . *Leroy C. Rowan* is director of elementary education for the Oak Harbor Schools . . . *Tiny Thornton*, star lineman of the 1949 football team, is teaching in the Edmonds district.

1950 — *Glenn Bergh* has moved from the University of Alaska to head the Music Department at Skagit Valley College in Mount Vernon . . . *Jim Campbell* was pictured in the Longview Daily News with former President Truman. He became a radio announcer after graduation from Western, and has continued in radio and television work . . . *Lee (Ely) King*, song queen, is living in Kelso. Her husband, *Vern*, also 1950, is an elementary school principal in Kelso . . . *Mel Lingbloom*, captain of the 1950 football team, is assistant superintendent of the Auburn Schools. He was formerly superintendent of schools in Quincy.

1952 — *Richard M. Abrams*, former Everett High School teacher, completed a year of study in the National Science Foundation's Academic Year Institute. He received a Master of Basic Science degree . . . Marine Lt. *Vera M. Jones* received her diploma of graduation at Quantico, Va. in January, 1962. Lt. Jones is now executive officer of the Women Marine Group at Camp Pendleton, Calif. . . . Capt. *Ray D. Shields* finished two weeks of annual active duty training at the Oakland Army Terminal

SPORTS ROUNDUP

By RAY OSBORNE

California. Capt. Shields is assigned as an intelligence officer with the 330th Transportation Detachment and regularly teaches in Antioch, Calif. He received his B.A. in 1952 and his Masters in 1959 from WWSC.

1953 — *Ray Chapman* is teaching industrial arts at Shuksan Junior High in Bellingham. . . *Mark Hardie*, 1953 A.S.B. president, is teaching in Mount Vernon.

1954 — *Dwight Andrus* is teaching in the Western Campus School this year. Last year he was a field supervisor of student teachers on the Western faculty. . . *Dale Hoggins* is now an elementary principal in the Edmonds district.

1955 — *Gwinn Dunham* is making a name for himself by using the ancient art of puppetry as a medium of teaching. He uses puppets in teaching reading, creative and practical languages, music, art and creative dramatics. . . *Curtis Noah*, an inspector for the Federal Food and Drug Administration, has embarked on an overseas inspection assignment. His month-long inspection trip will include stops in Formosa, Hong Kong and Hawaii.

1956 — *Kay (MacKenzie) Chertok* has been named Dean of Academic Counseling at the University of Southern California. She is one of the youngest deans of a major university in the country. . . *E. Thomas Collins*, fire prevention forester with the Montana Forestry Department, was named Outstanding Young Man of the Year for 1962 by the Missoula, Mont. Junior Chamber of Commerce.

1957 — *Edward LaCrosse* of New York states that Washington's school districts are not offering equal education opportunity to the state's retarded children. LaCrosse is educational consultant for the National Association for Retarded Children. The Washington visit is a homecoming for LaCrosse, who originally came from Puyallup. He received his M.Ed. degree at WWSC. . . *Elmer Skold*, a member of the Peace Corps, was on the W.W.S.C. campus recently meeting with faculty and student groups to inform them of existing opportunities with the Peace Corps.

1960 — *Dale A. Bridges*, Bellingham, has been named the county's new chief juvenile probation officer. He previously served as deputy juvenile probation officer for Whatcom County. . . Army Lt. Col. *Eric C. Phillips* recently completed the regular course at the U. S. Army Command and General Staff College, Ft. Leavenworth, Kan. Col. Phillips will remain at Ft. Leavenworth for assignment in the Department of Non-Resident Instruction of the Command and General Staff College.

1962 — *Nell E. Behr* has graduated from Pan Am World Airways Stewardess School and is now flying to Alaska and Hawaii. . . *Norman E. Olsen* is among 28 physical education teachers and coaches who are now in Bogota, Colombia, for Peace Corps duty. He was on the track team at W.W.S.C. before his graduation.

MISC. — Miss *Lois Jean Bear* completed a year's trip around the world with a friend Miss *Shirley Riggs* in the fall. They were welcomed back by friends at the Skihaus Lodge at Snoqualmie Pass. . . Dr. & Mrs. *Irwin Hammer* visited Bellingham during the summer. Dr. Hammer was head of the Education Department at WWSC for 16 years. At present he is teaching at the University of Florida. . . Airman Basic *David W. Howard* has been reassigned to Chanute Air Force Base, Ill. for technical training as a missile propellant systems specialist. He attended WWSC before entering the Air Force. . . *Jack J. Newman* is now head of "Free Voice of the Russian People," a broadcast to Russia. . . *Bruce Reddick*, former WWSC student who sang with dance bands while attending school here, has been signed by an Australian television station. . .

Baseball

Coach Chuck Randall has a good nucleus for his baseball squad this year. The pitching staff should be strong, but the big question mark is in the hitting department.

Chuck Lindberg, the Viks all-Conference second baseman, will be carrying most of the hitting load for the Viks this year. He should get good bat support from Fred Shull, a two-year veteran in the Western line-up.

The pitching staff has strength and depth. John Skov is the Viks leading hurler. Gen Schulz and Kim Wilson bolster the pitching strength.

Randall has been doing some juggling of outfielders, and a good outfield combination combined with some consistent hitting should put Western in contention for Conference honors this year.

Track

Western's track squad is strong in the distances this year, but it lacks the sprint strength that is needed to round out a balanced squad.

Jim Freeman is the work horse in the distance department. Freeman does the one-mile and two-mile chores of the Vikings. The distance men have been the point-getters for Western so far. Mike Jones and Ken Coupland add depth to the distance squad in the 880. Dave Brown has been a good performer for the mile for the Vikings.

Don Merritt is the only sprinter that has shown for the Western cinder squad so far this season. Merritt turned in a :10.1 clocking in the 100-yard dash, but the Evergreen Conference is loaded with sprinters, and recorded times have been below the 10-second mark.

Webb Hester and Gale Pfueller have shown good potential in the hurdles for Western this season. Both are sophomores, and are capable of coming up with some upsets.

Western has been able to hold its own in the field events. Dick Nicholl has been a consistent point-maker for the Vikings in the shot put and the discus. Dave Husby is performing well in the high jump, having jumped 6'4" in early season competition.

Coach Ray Cizek is on leave of absence this season, and he is being replaced by head football coach Jim Lounsberry.

Tennis

The tennis squad is young this year, but is one that shows fine potential. It has good depth, and early performances have been impressive.

Denny Lewis, a sophomore, is playing number one for the Viks. Bill Zagelow is playing number two, and has been backing up the performance of Lewis. Experience probably will be their best teacher.

Golf

Coach Charles Lappenbusch has high hopes for his golf squad this year despite the loss of Paul Rudis, last year's mainstay. This season's team could outshine the 1962 Conference Championship team.

Rick Weihe, who shot a sparkling 67 in an early triumph over the talented golfers of the University of British Columbia, is the number one man.

Tom Bearman and Jim Jorgenson stand two and three for the Viks, and they have both shot well in the early season competition. Joe Richer and Ted King round out the top five.

The Viks will be up against Seattle University and the University of Washington. The Evergreen Conference Championships and the NAIA playoffs will be held in Spokane in the last week of March.

Basketball

Western's hoop squad had a highly successful season this year. The Vikings finished second in the Evergreen Conference standings, and they copped the Evergreen Tournament title. Western ranked third among small colleges in defensive effort. The Viks held their opponents to an average output of less than 49 points per game. Their season record was 19 wins and 6 losses.

Jim Adams led the Western cagers throughout the season, averaging 16.8 points a game. It was Adams who controlled the backboards for the Vikings as well, piling up 345 rebounds for the season. Bob Gilda backed up Adams in the rebound department with 289. Both are seniors.

Western had the services of two fine backcourt men in Mike Kirk and Denny Huston. Kirk was the second leading scorer with an 11.1 average. Kirk and Adams both made the All-Conference team. Huston was the play-maker of the team, and he was considered an excellent "pressure" player. Huston and Kirk also will graduate this year.

Wrestling

This was a building year for Coach Bill Tomaras' wrestling squad. The Viks didn't fare too well in the win-loss department, but it was a winning season in every other respect. With a record of three wins and six losses Coach Tomaras closed out his first losing season in 18 years of coaching. However, the coach had nothing but praise for his young and enthusiastic grapplers. Tomaras' comments:

"In all my years of coaching, I have never worked with such a fine group of athletes. This was a team that would put out even more against the toughest opponents."

This year's team had at least one returnee at every weight, yet only three of these veterans made the travelling squad. The competition for varsity positions was keen, and three scrappy freshmen were among the best varsity performers. They were Terry Lane, a heavyweight, John Bayne, a 147-pounder, and Jim Chapman, a 137-pounder and the team inspiration award winner.

Swimming

Western's swim squad found themselves on the losing end of the score in all of their varsity outings this year. In seven starts, the inexperienced Viking squad could not find the winning combination.

Coach Don Wisemen's pool squad had only two returning lettermen, and the rest of the team was made up of freshmen and a few sophomores with very little varsity swimming competition.

Dave Emery was one bright spot in Western's swimming picture. Emery, one of the returnees, was the Evergreen Conference Champion in the 100-yard butterfly. He placed fifth in this event at the NAIA swimming and diving championships, with a time of :57.5. Emery took seventh in the 50-yard and 200-yard freestyle events.

Rugby

Rugby was the big sport on the Western campus this year. The Ruggers performed well and the spectators supported the team 100 per cent.

Under the able guidance of Coach Ray Moreland, a graduate student from New Zealand, the Western Ruggers posted five wins in six outings. The Vikings rounded out their season by participating in the West Coast Rugby Tournament in Monterrey, Calif.

The Viks won one game, tied one and lost one to a University of Oregon team that they had already defeated in regular season play.

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The Campus School: How "Real"? See Page 3

