



THE

AFCON

SENTINEL



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Purpose:

To promote academic freedom, defined as intellectual freedom in educational and research contexts. This includes freedoms of belief and expression and access to information and ideas.

MESSAGE FROM THE PRESIDENT— Rod Wagner



Rod Wagner

No doubt I'm not alone in wanting a more thoughtful, less strident public forum for political dialogue. Politics has become even more corrosive. We are commonly frustrated with conflict over policies, actions, and personalities.

Rather than being united, we are farther apart and more disillusioned. Fake news (not new and not news), alternative facts, disinformation, and alleged dishonest media seem to be the new normal (the post-truth era). In seeking reliable and trustworthy information sources, we typically take comfort in those that express and reinforce our opinions, biases and world view. There is need for a better way forward.

Many years ago I became interested in National Issues Forums (NIF). At that time, Wayne State College served as an NIF affiliate and held summer institutes in Wayne. The purpose of the institutes was to introduce participants to National Issues Forums and to train participants in forum moderation techniques. NIF is a nonpartisan, nationwide network of locally sponsored public forums for the consideration of public policy issues. The NIF concept is rooted in the belief that people need to come together to reason and talk—to deliberate about common problems. Vital to constructive political discourse and deliberation is the willingness to hear other points of view regardless of whether we agree. Of

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Cornel West

*"There are too many echoes
and not enough voices"*
— Cornel West

Upcoming Events

The next AFCON Board Meeting will be **April 8, 2017, 10 AM**
Loren Eiseley Library, 1530 Superior, Lincoln, Nebraska

(President's Message — continued
from Page 1)

course, deliberative dialogue is only as effective as the participants' willingness to engage.

NIF continues to be a source for training, information and deliberation on major social, economic and other policy issues. Town hall meetings held by our elected representatives have become even more confrontational, and in some cases to the

extent that office holders avoid holding them. The NIF model would serve well in bringing about deliberation that allows for productive conversations about public policy issues No matter where one is on the political spectrum the NIF model provides a mechanism for deliberation that intends toward common ground or at least a greater sense of understanding of other points of view .

NIF's constructive and moderated dialogue is a means toward know-

ledge and understanding. The National Issues Forums provide a range of resources to support on-site and online conversations. Training is available for moderators. Discussion guides and moderator guides are published for selected public policy issues.

Wayne State College continues to be a contact point for National Issues Forums. Charles Parker, Department of Business & Economics at WSC, is the contact.

LINKS TO ACADEMIC FREEDOM ISSUES

- David Moshman's *Huffington Post* piece on free speech at the University of Toronto:
http://www.huffingtonpost.com/entry/free-speech-at-the-university-of-toronto_us_5872c13de4b0a5e600a78c3c
- FIRE's list of the 10 worst colleges for free speech in 2017 (yes, Harvard's on it):
<https://www.thefire.org/fire-announces-americas-10-worst-colleges-for-free-speech-2017/>
- FIRE article on Fordham University's decision to ban a chapter of Students for Justice in Palestine:
<https://www.thefire.org/fordham-university-named-one-of-americas-10-worst-colleges-for-free-speech-after-banning-students-for-justice-in-palestine/>
- Scott Jaschik's article "DeVos vs. the Faculty" in *Inside Higher Ed* :
<https://www.insidehighered.com/news/2017/02/24/education-secretary-criticizes-professors-telling-students-what-think>
- Connor Mitchell's article in SPLC on how the Arizona senate unanimously passed a student journalism bill:
<http://www.splc.org/article/2017/02/in-unanimous-vote-new-voices-bill-passes-arizona-senate-advances-to-house>
- James Hoyt's article in SPLC on students suing George Mason University for records of private donors:
<http://www.splc.org/article/2017/02/students-file-complaint-against-george-mason-university-for-records-on-koch-donations>
- Knight Foundation survey of college students on free speech published April 4, 2016:
https://www.knightfoundation.org/media/uploads/publication_pdfs/FreeSpeech_campus.pdf
- AAUP's statement about the targeted online harassment of faculty:
<https://www.aaup.org/news/targeted-online-harassment-faculty#.WLM-hn8VKZY>
- *Journal of Academic Freedom* article provides an analysis of academic freedom in Hong Kong:
<https://www.aaup.org/sites/default/files/ChanKerr.pdf>

SUMMARIES of AFCON Board of Directors' Meetings

Peggy Adair, Secretary



Peggy Adair

**January 14,
2017, Loren
Eiseley Library
Lincoln, NE**

(The board did not meet in December of 2016.)

PRESENT: Peggy Adair, Russ Alberts, Jayaram Betanab-

hatla, Frank Edler, Bob Haller, Laurie Thomas Lee, Paula McClung, David Moshman, Linda Parker, Rod Wagner.

GUESTS: Judy Hart, Mark Lukin, Tim Scholl, Madeline Scholl.

MINUTES: President Rod Wagner convened the meeting at 10:17 a.m. A motion was made by Haller, second by Betanabhatla, to approve minutes of the AFCON board meeting held on November 12, 2016. Motion carried on a voice vote.

TREASURER'S REPORT: Parker presented the treasurer's report. Balance on hand as of January 8, 2017, is \$2,605.59. Parker will continue to work on filing federal form 990. Parker and Moshman will follow up on contacting membership organizations and individual members to solicit 2017 membership dues.

PRESIDENT'S REPORT: President Wagner made note of a Writers Resist event that will be held in Lincoln on Sunday, January 15. Wagner distributed intellectual freedom information from the American Library Association.

SENTINEL: Deadline for articles for the March *Sentinel* is February 24.

TREAT OF THE DAY: Still warm from the oven nut bread!! Baker Bob rocks!

POLICY COORDINATOR: Moshman

reported UNL AAUP has invited him to discuss how the Trump administration may affect academic freedom at the university level.

Moshman reported Amy Miller of ACLU Nebraska contacted AFCON regarding an academic freedom issue involving a UNL professor. Moshman referred the professor to UNL AAUP for assistance.

LEGISLATIVE REPORT: Adair reported bills of interest to AFCON that have been introduced so far in the 2017 legislative session:

LB175, introduced by Morfeld, Student Online Personal Protection Act; **LB 14**, introduced by Krist, and also **LB155**, introduced by Brasch, requires students to pass civics test; **LB124**, introduced by Baker, increases probation period of community college professors to 3 years; **LB62**, introduced by Scheer, repeals law prohibiting teachers from wearing religious garb; **LB308**, introduced by Brasch, adds requirements to "Americanism" law.

A motion was made by Moshman, second by Alberts, that AFCON shall oppose **LB308** as it is written. Motion carried on a voice vote. Moshman will testify on behalf of AFCON at the public hearing on the bill.

STUDENT MEDIA LEGISLATION: Edler reported the Nebraska Collegiate Media Association has decided to wait until the 2018 legislative session to pursue introduction of a student journalism bill. Senator Pansing Brooks did not support the bill as hoped.

ARTICLES OF INCORPORATION: A motion was made by Parker, second by Alberts, that the

AFCON president shall draft articles of incorporation to send to the office of Nebraska's Secretary of State. Motion carried on a voice vote. Wagner will present the draft to the board for approval at the February board meeting.

AFCON ARCHIVES: A motion was made by Moshman, second by Edler and a host of others, to enter into an agreement with the UNO library to archive AFCON documents. Motion carried on a voice vote. Parker will proceed with the process. Moshman will contact Tom Black to obtain back issues of the *Sentinel*.

MEMBER REPORTS: Nebraska School Library Association: McClung reported NSLA will hold a joint conference with Iowa's school library association in 2019. NSLA will partner with the Nebraska Educational Technology Association for a conference in Omaha in April, 2017.

Nebraska Library Association: Parker reported the NLA October meeting will be in Kearney.

Nebraska Center for the Book: Wagner reported the One Book One Nebraska selection for 2017 is *Black Elk Speaks*.

ANNUAL MEETING 2017: Guests from Angels Theatre Company met with AFCON board members to discuss collaborating to present a reading of the play, *Sedition*, as part of the 2017 AFCON annual meeting. Members of the AFCON annual meeting committee will continue planning together with Angels Theatre staff on the joint venture.

(Continued on Page 4)

(Summaries — continued from Page 3)

Respectfully submitted,
Peggy Adair, Secretary

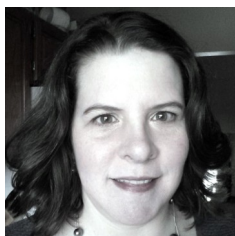
There being no further business, the AFCON board adjourned at 12:20 pm.

The next meeting of the AFCON BOARD OF DIRECTORS will be

held on **Saturday, February 11, 2017, 10:00 am** at Eiseley Library in Lincoln.

www.academicfreedomnebraska.org
afcon.nebraska@gmail.com

AFCON Welcomes New and Returning Board Members



Ally Halley

Ally Halley grew up in rural Kansas and lived in Alaska and Turkey before settling in Omaha where she has lived for nearly twenty years. She is a financial analyst, mom, wife, and zombie enthusiast. She has two grown sons and 18 years of experience on the parent side of the IEP table. Ally represents the nonprofit literary journal, *Fine Lines*, on the AFCON board. *Fine Lines* is dedicated to promoting and celebrating good writing and writers of all ages. Ally is active as a special editor and frequent contributor to *Fine Lines*.



John Bender

John R. Bender, a previous president of AFCON, rejoins the board as representative of the Faculty Senate at the University of Nebraska at Lincoln. He has taught at the college or university level for more than 30 years. He joined the faculty of the University of Nebraska in 1990, and before that he was an assistant professor of journalism at Culver-Stockton College in Canton, Mo.

In 2007, Bender received the College Distinguished Teaching Award. In 2011 he received the

James A. Lake Academic Freedom Award for his work in promoting academic freedom in high school journalism programs, his teaching, and his involvement in faculty governance at UNL.

Bender is lead author of "Reporting for the Media," one of the best-selling textbooks on news reporting and writing. The 10th edition of the book was published by Oxford University Press in the fall of 2011. He also has written papers on libel law, the U.S. Supreme Court's *Gannett v. DePasquale* decisions in 1979 and state laws on access to public records. He is working on a book about the U.S. Supreme Court's major decisions on media access to criminal proceedings.

KEEPING THE FAITH IN NEBRASKA IN HARD TIMES



Academic Freedom Coalition of Nebraska



The Origin of the *Fine Lines* Journal in a Transformative English Class: I Didn't Know Jack

David Martin, Founding and Managing Editor



David Martin

In 1990, one of my English classes was filled with downtown, street-wise, tough high school teenagers who were one step from expulsion. All of them failed English class before, at least once, some of them several times. They did not want to be in school, and they couldn't wait to leave those classroom walls. They did not do homework for other teachers, when it was assigned, and they stared at me like they dared me to teach them anything. Half of the class was black. The rest were Caucasian, Latino, Vietnamese, and Native American, but the meanest looking and most physical was a white boy named Jack.

This group of "at-risk" juvenile delinquents was quiet, like the silence before a storm. If they misbehaved, they knew their days as students in that urban high school were over, and the street was the only thing they had waiting for them. Most of them knew what that meant: gangs, hard work, prison, and an early death from drugs. They all had friends or family in one of those places.

Jack never talked to anyone in class, including me. For all I knew, he was mute. From the first day of class in August to the week before Thanksgiving, he did not talk to anyone. He turned in enough passing work to maintain a passing grade, but

when I asked him a question, he shrugged his shoulders and refused to reply. He never took his eyes away from mine. Whenever I turned around, after helping another student or when I looked up from my desk, his eyes were on me. After a few days, I was leery to turn my back on him. I started doing things in class, so I always faced him. He sat in the next to last seat in the second row from the door, and I planned all my classroom activity, so I had one or two rows between us. Jack only let one student sit behind him, George, who was everyone's friend and always seemed happy. George was slow and had behavioral development issues, but he tried to read and write, even though he was four grade levels behind his peers.

Some of the girls in class had children. Carlotta was nineteen-years-old and had three. It was forbidden in school to flash gang signs, but when she wasn't paying attention to me, I could see her give a sign to another girl across the room. She was pretty and smart, and all the boys spoke to her every day, except Jack. When she spoke to him, he glared at her. Af-

ter awhile, she ignored him.

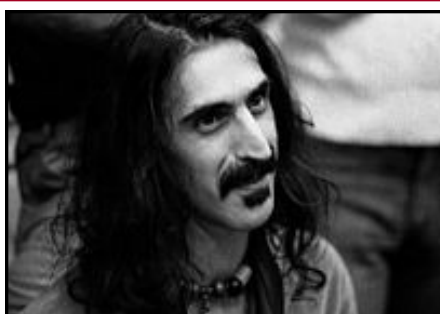
Some of the boys were scarred by fights, and they never relaxed, even in class. They were always looking over their shoulders, like the worst thing that could ever happen to them was be caught off-guard or surprised, and where they came from, they were probably right.

The first day of class, I walked through the door and looked at this collection of races and attitudes, of dark sunglasses and darker souls, of defensive body language and silent despair, of low motivation and lack of hope. I said to myself, "Oh, Lord, why me?"

The next day, when I saw the principal, I asked him, "Why me?"

His answer was, "No one else would take the class, and we thought you could make them work. You've coached seven sports. You get along with any student who tries. Give them a chance. They all know that if they don't do what you

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Frank Zappa in Toronto 1977

***"If you want to get laid,
go to college. If
you want an education,
go to a library"***

—Frank Zappa



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(Martin — continued from Page 5)

tell them, they will fail the class and won't be allowed back in school."

I agonized about how to teach this unusual collection of young adults who did not fit into any group in the school. How would I get them to write essays, learn poetry, and read the standard curriculum? They didn't do those things before, so I knew I had to try something different. I threw the school's traditional way of doing things out the window, metaphorically. I decided we would write every day and keep a journal of our own work. Our writing notebooks became our textbooks, and I graded their work by the pound. In this class, the sweat that appeared from pushing a pen across the lines on the paper would earn credit. Three days a week, I would bring ideas for us to write about, and two days a week, different students would bring ideas from their personal lives for the class to write about. In effect, they would share in teaching the class. We sat in a circle, and everyone was equal.

Chemistry started to build between us. Slowly, trust crept into the room, silently and unseen. I would not let students enter class, if they didn't bring their journals every day. I brought photocopies of chapters from many classics, and we read those, often out loud. Text books scared these students, but they would read, discuss, and study anything that was photocopied. One reading I handed out that created the biggest stir from these young, angry rebels was "The Song of Hugh Glass" in *A Cycle of the West* by John Neihardt. I introduced Neihardt's epic poem and talked about defeat and victory, rejection and acceptance, revenge, and forgiveness. I thought I saw Jack's lips move in response to something I said, but when I called on him, he

shook his long hair that touched his shoulders and refused to speak. I knew he wanted to ask a question, but he would not verbalize it. He sat there in his long, black, leather coat, years before Columbine, and I thought, "Will I ever reach this one?" When I read his journal entry about Hugh Glass's true story, I felt a strong passion come out of his pen that started to show a different aspect of his character.



Angela Davis 1969

*"The idea of freedom is in -
spiring. But what does it
mean? If you are free in a
political sense but have no
food, what's that? The
freedom to starve?"*

—Angela Davis

Over the next few weeks, everyone helped read Neihardt's long poem in class, except Jack. We slowly read every word, and I took my time, like I was walking beside Glass and giving a "play by play account" of this unusual, adventure experience. Outwardly, Jack gave the impression that he was too good to participate or too cool; however, his journal relayed another story. After each verse, after each page, we stopped and talked

about what we read. I helped interpret many words and put the lines in a context everyone could grasp. Each time I looked up, Jack's eyes met mine.

When he turned in his notebook to me, as the others did, every Friday, I made sure to write something about his thoughts on every page. All my comments were positive. I believe in the power of positive reinforcement, and he had so much rejection in his life that I did not want to add to that long, negative list of "downers." I was surprised to find out that he was a deep thinker. No one could see what he wrote but me. I was amazed. His words were philosophical and intellectual. The sentences and paragraphs were not filled with the anger he generated with his body language and glacial stares in class. There was a good mind leaking out between the lines of his writing. Was there a heart in there, too?

I read to the class from
"The Song of Hugh Glass":

"Alas for those who fondly place
above
The act of loving, what they
chance to love;
Who prize the goal more dearly
than the way!
For time shall plunder them, and
change betray,
And life shall find them vulner-
able still.

A bitter-sweet narcotic to the will,
Hugh's love increased the peril of
his plight;
But anger broke the slumber of
his might,
Quickened the heart and warmed
the blood that ran

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Sedition in Nebraska, 1917-2017

*CHANCELLOR: A university is famous for people with opinions. This is not the time for opinions.
SCHRAG: But, surely, freedom of speech and academic liberty affect the university most profoundly.
CHANCELLOR: That's very grand, but I hardly think that you, personally, carry the mantle of intellectual freedom on your shoulders, do you? Not when the opinion of the people is arrayed against you.*

This is the Chancellor of the University of Nebraska, where Andrew Schrag is a Professor of German. The time is 1917-18, and the dialogue is from “Sedition,” by playwright David Wiltse, Professor Schrag’s grandson.

The Angels Theatre Company plans to present two or more readings of “Sedition” in fall 2017 to commemorate the centennial of the events it portrays. One reading will be part of its 2017-18 salon reading series along with other plays on the theme of free speech. Another reading will be the basis for the fall 2017 annual membership meeting of the Academic Freedom Coalition of Nebraska. Additional readings may be possible.

SCHRAG: Every man is free to voice his view on any folly—just as I am free to dispute it. It's called freedom of speech. I hold it precious.

[PROSECUTOR] MEGRIM: I couldn't agree more. Nothing is more precious than the freedom of speech—except the freedom of this country. We are here today because of the possibility of sedition. And what is that but the misuse of freedom of speech?

At each reading of the play by the Angels Theatre Company, AFCON will provide historical background concerning the 1918 University of Nebraska professors trial, in which a dozen professors were put on trial before the Board of Regents for not being sufficiently loyal and anti-German as the U.S. went to war with Germany. In addition to Andrew Schrag, victims of the 1918 professors trial included Harry K. Wolfe, who got his Ph.D. in Germany and brought the new scientific psychology back to Nebraska in the 1880s; George Washington Andrew Luckey, an expert in child study and pedagogy who founded and led what became the college of education; and Clark Persinger, a staunch defender of academic freedom who headed the Department of American History.

A century later, questions of academic freedom in times of patriotic fervor and ethnic hysteria remain as relevant as ever, and not just in higher education. Most Nebraskans don't know that every Nebraska school district is required by a 1949 law to have a “committee on Americanism” charged with monitoring the history and civics curriculum to ensure the production of a “patriotic citizenry.” LB 308, a bill introduced in January 2017 in the Nebraska legislature, is designed to activate these committees.

CHANCELLOR [to SCHRAG]: What would happen if everyone went around practicing his “freedoms”? The average man doesn't know what his freedoms are and doesn't exercise them. He worships the gods his parents gave him and agrees with the loudest voice he hears, he does what he's told and he's happy to do so — it relieves him of the burden of thinking. If everyone said and acted as he wished, authority would be forced to sit upon us like a stone on an egg. We have freedom only as long as we don't exercise it.

We hope the presentation of “Sedition” will increase historical awareness and spur useful discussion about the exercise of freedom in 1917 and 2017. If you have suggestions or would like to get involved in planning these events, contact AFCON President-elect David Moshman at dmoshman1@unl.edu or Angels Theatre Director Judy Hart at info@angelscompany.org.

David Moshman

(Martin — continued from Page 7)

Defiance for the treachery of Man,
Defiance for the meaning of his pain,
Defiance for the distance of the plain
That seemed to gloat, 'You can not
master me.'

And for one burning moment he felt
free
To rise and conquer in a wind of rage.
But as a tiger, conscious of the cage,
A-smolder with a purpose, broods and
waits,
So with the sullen patience that is
hate's
Hugh taught his wrath to bide expedi-
ence."

Jack shifted in his seat and
rocked back and forth. He leaned for-
ward and squeezed his pen so hard
that I thought it would snap in half.
While I asked other students how they
interpreted those words, Jack stood up,
slowly, left the group, and went to the
windows and looked outside, quietly.
He stood there for twenty minutes and
only left when the bell rang to end the
period.

The next day he wrote about
rage and anger for ten pages. There
were no paragraphs, just a stream-of-
consciousness writing, like Holden
Caulfield on steroids. He told of the
injustices he witnessed, a death in the
family, depression, fear, no strong
male presence at home, loneliness, all
the "phonies" he met in his short life,
unable to control his anger, and why
his court probation was connected to
fighting.

The next day, I asked the stu-
dents for permission to print some of
their work in a four-page pamphlet
that I would bring to class and share
with them. Each person would get a
copy, and they could take extra ones
home for their family and friends. I
got a verbal acceptance from every-

one in class, except Jack. When I
looked at him, he simply nodded. That
was the first, positive gesture he made
since school began months ago.

In 1990, our school had ten,
old Apple computers, and they were
always in use with a waiting line of
teachers hoping to use them, so I
bought my own and planned to do the
layout of the student writing at home
for our first, little publication. I didn't
mention my ideas to the class again,
because I was preoccupied with learn-
ing how to turn on my new computer
so it would not explode in my face,
teaching myself how to run a desktop
publishing program, not swearing
loudly while my own children were at
my desk, grading papers from school,
doing lesson plans for all of my
classes, getting enough sleep to stay
awake in class, and staying sane.

Many weeks later, I walked
into class, and without saying a word, I
started passing out our first class news-
letter. All the writing came from stu-
dents in Jack's class, and I could hear a
few gasps and "Wow's" as they started
reading their own copies. By the time I
got to the next to the last row passing
out the copies, I heard Jack yell out
loud, "What is this?"

All the students and I jerked
around like we had been shot. Jack
talked, and he was on his feet and
walking toward the front of the room.
He was 6' 4" and weighed 225 pounds.
He should have been on the football
field daily after school, because he was
such a good athlete, but he had such a
poor, grade point average, the head
coach would not let him come out for
the team.

As he strode down the aisle, I
thought he was coming for me, but
when he got to the front of the class, he
turned and walked directly through the
open door out of the room into the hall.
He stopped out of sight of the other

students, turned around, and mo-
tioned for me to come into the
hall with him. I told a student in
the front seat, "If I am not back
in five minutes, go to the office
for help."

I walked into the hall and
said, "Hang on, Jack, you can't
leave our class."

Jack surprised me. His
eyes got wet, and he began to
cry. Tears came down his cheeks.
With much anger, he asked,
"Why did you put my writing on
the front page?"

I didn't know if he was
going to hit me or what. I said,
"Jack, your writing is consis-
tently the best writing in the
class. It deserves to be on the
front page. You have talent. I
hope you write a lot more, and I
am proud of you."

Then, the tears flowed
heavily. "No one ever said I had
talent in school before. What do I
do, now?" He hung his head and
stared at the floor, as water splat-
tered on his shoes.

(Continued on Page 12)



Margaret Atwood

*"Ignoring is not the
same as ignorance,
you have to work
at it."*

---Margaret Atwood

Activating Nebraska's Americanism Committees

David Moshman



David Moshman

In the Age of Trump, the theme is America First. And Nebraska is on track to be first in putting America first. A bill introduced in its unicameral legislature in the opening days of the 2017-18 session is designed to activate Nebraska's Americanism committees. Which already exist.

Americanism committees? Really? Isn't there something, well, un-American about that?

Indeed there is. The mere existence of such committees is a threat to liberty and democracy. Spurring them into action, as the new bill would do, is a step in the wrong direction.

Nebraska's 1949 Americanism law maintains "it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the hearts and minds of the youth of the state." Accordingly, it requires that every school board "appoint from its members a committee of three, to be known as the committee on Americanism."

The Americanism committee is required to "Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government" on the basis of patriotic criteria set by the legislature. Members of the Americanism committee are also required to "Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government." The

goal is an "informed, loyal, just, and patriotic citizenry."



Anti-communist propaganda aimed at radio, TV, and film

The Americanism law also includes specific provisions for various grade levels. Elementary school, for example, must include the recital of patriotic stories and singing of patriotic songs. High school must include a civics curriculum that, among other things, adequately impresses on students "The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies."

Every student must leave school "in full accord with our form of government."

Now comes Legislative Bill 308, which would require that every committee on Americanism have public meetings at least three times a year, allow public testimony at least once a year, and keep detailed minutes. The intent, presumably, is

to make sure Americanism committees are sufficiently active and visible to keep the pressure on teachers to maintain a patriotic curriculum that will produce loyal citizens.

And what's wrong with that? For a start, this is micromanagement. It is not the role of a state legislature to determine curriculum and set methods of instruction. Whether the topic is history, civics, biology, or math, curriculum should be determined collaboratively by teachers and experts through processes approved by governing boards and guided by administrators. Instructional decisions should be made in classrooms by teachers who know their students.

Second, there is the problem of indoctrination. Students have a right to a history curriculum determined on academic grounds by educators and historians rather than one legislatively designed to manipulate their beliefs. They should learn *how* to think about political governance, not *what* to think about specific governments and ideologies. They have a right not to be indoctrinated.

Finally, compulsory Americanism is just plain un-American, and thus a political paradox. Genuine Americanism is a choice to support liberty, justice, and democracy based on an understanding of their value, not because of years of patriotic songs and stories and a history curriculum lauding the govern-

(Continued on Page 11)

(Moshman -- continued from Page 9)

ment. Genuine patriotism comes from rational understanding and personal commitment. It cannot be compelled or coerced.

The history of America is a story of liberty, justice, and democracy, but it is also a story of struggle and resistance with regard to all of these. We should teach the truth as best we can, examine multiple perspectives and options, and encourage students to reach their own conclusions about their country's past and



Senator McCarthy and Roy Cohn

their role in its future. Genuine patriotism comes from within.

America first? The Nebraska legislature should show its support for real Americanism by rejecting

this bill and reconsidering the existing Americanism law. Instead of requiring Americanism committees, it should support the academic freedom of teachers to teach real history and civics, of students to think for themselves, and of school boards to maintain the academic integrity of their schools. What could be more American than that?

David Moshman is President-elect of AFCON. This article originally appeared on February 2, 2017 in his Huffington Post blog at <http://www.huffingtonpost.com/author/dmoshman1-540>

Fine Lines



♦ Email: fine-lines@cox.net ♦ Webpage: www.finelines.org
♦ Phone: (402) 871-3682 ♦ Address: P.O. Box 241713, Omaha, NE 68124-5713

Our Mission

Fine Lines is dedicated to the development of writers and artists of all ages. What started out as a classroom newsletter in 1991 has now turned into a 50 state writing network and a 501(c)(3) nonprofit educational organization. The first issue was 4 pages long and allowed students many opportunities to show others their clear thinking and proper written expression. Today, each issue is about 300 pages filled with fiction, non-fiction, poetry, and art by "authors and artists in process" who wish to improve their composition craft.

Our *Fine Lines* mission provides a beacon of hope for the misunderstood, shares a global vision of improved literacy, embraces the passion of human diversity, understands the need for clarity in all communication, and creates the lives we desire through the written word. *Fine Lines* is a national, literary, quarterly journal dedicated to publishing writers of all ages and interests. Led by dedicated volunteers who provide creative oversight, it is an inclusive, nurturing, educational, creative writing community engaged in the thoughtful pursuit of beauty and truth.

Our Motto: "Write On"

David Martin

Founder and Managing Editor

Fine lines

(Martin — continued from Page 9)

I felt him change in front of me. I placed my hand on his shoulder. “Go down the hall, and get a drink of water. Take ten deep breaths. Then, come back into class, because this is where you belong. From Monday to Friday, from 2:00 to 2:50 p.m., this is your home. Hold onto that notebook, and tonight, write into it like you are writing to your best friend. Tell it what you are thinking. Hold onto your pen, like it was your life-line. Don’t let go of it, until you are so tired of writing that you have no energy left. Whatever you do, tell the truth with your words. Make every word ring with honesty. It doesn’t have to be pretty. It doesn’t have to be fancy. Just write. Tell the truth. When you are done, let your “new friend” talk back to you, and all you have to do is listen. Write everything down. You don’t have to show it to anyone, unless you choose to do so. Now, go get that drink of water.”

As he turned to leave, he stopped and moved toward me. I froze. He looked at me. I will never forget those black eyes looking down into mine: part animal, part divine, part confusion, part determination, part anger, and part pride. Those eyes haunt me still. Then he hugged me and said, “Did Hugh Glass ever survive?”

Tears came to my eyes, and I had to look at the floor. I said, “Come on, I will go with you. I need a drink of water, too.”

As we walked down the hall and back to the classroom, several students looked out the door, trying to find where we went. When Jack and I entered the room, the other students wanted to know where we went. Jack smiled. It was now the week before Thanksgiving, and none of us had ever seen him smile in class.

As he sat down in his seat, he said to the other students, “Come on

you guys; relax. I want to see what happened to that mountain man. Can you imagine crawling 100 miles after being half-eaten by a grizzly? That is some kind of courage. I don’t think I could do what he did.”



After that day, there were many more class newsletters. Jack’s writing was in most of them, and he was the primary inspiration who sparked that anemic, classroom pamphlet to grow into *Fine Lines*, now a quarterly magazine for new writers of all ages. What started as a classroom motivator to encourage marginal students to write more after they saw their work in print and read by other students, teachers, and administrators became a publication which is used today in all grade levels: elementary, middle, high school, college, and graduate school.

Jack’s grades slowly began to rise. He came in to see me after school and asked for help with his homework in other classes when he needed it. He still had to check in weekly with his probation officer, but he did graduate from high school. I found out, years later, that he stayed out of jail, worked his way through a two-year community college, graduated from a small, four-year college in another state, majored in journalism, and got a job with a small newspaper in South Carolina. He moved on from there, and I do not know where he is today.

I remember the last entry of Neihardt’s *All Is But a Beginning: Youth Remembered, 1881-1901*. An old man tells of his youthful vision quest and how he felt like a failure after experiencing the three-days

and nights of fasting on a lonely hill praying and hoping Wakon Tonka would appear then provide a spiritual message as he entered manhood. The old man admitted he had no great dream to tell when he returned to the tribe.

“If I have no vision to give me power and guide me, how can I ever be a man? Maybe, I shall have to go far off into a strange land and seek an enemy to free me from this shame.”

Then, just as he had this bitter thought, a great cry came from overhead like a fearless warrior hailing his wavering comrade in the heart of battle. “Hoka-hey, brother — Hold fast, hold fast; there is more!” Looking up, he saw an eagle soaring yonder on a spread of mighty wings, and it was the eagle’s voice he heard.

“As I listened,” the old man said, “a power ran through me that has never left me, old as I am. Often, when it seemed the end had come, I have heard the eagle’s cry, ‘Hold fast, hold fast, there is more.’”



John F. Kennedy in Berlin in 1963

“Too often we hold fast to the clichés of our forbears. We subject all facts to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought.”

— John F. Kennedy

How the University of Nebraska Lost Its Identity during World War I and Became an Army Boot Camp (Part I)

Frank Edler



Frank Edler

At the heart of any institution of higher learning is its ability to carry out and carry on academic work. Indeed, this is the bedrock of its identity. In this essay I will be using David Moshman's excellent definition of academic freedom which states that academic freedom is the freedom to do academic work. The bottom line for any academic institution, as Moshman states, "is academic integrity, which requires an institutional context of academic freedom. Without academic freedom an academic institution is not really academic after all, and thus not what it claims to be" (David Moshman, "Academic Freedom Is the Freedom to Do Academic Work," draft essay sent to the author by email on December 21, 2016, p.13).

What I wish to show in this essay is the process whereby the University of Nebraska lost its academic freedom and thus its academic integrity during World War I. To put it bluntly, it was no longer a university. This process began with a series of accusations and charges that the university was disloyal and needed to be investigated completely. These charges began almost as soon as war was declared on April 6, 1917. The final blow to the university came in the summer of 1918 when the university regents contracted with the War Department to convert the university in the fall of that year into a "de facto

army boot camp" (Christopher P. Loss, *Between Citizens and the State: the Politics of American Higher Education in the Twentieth Century* (Princeton: Princeton University Press, 2012), p. 19].

The University of Nebraska was not alone in this; a total of 516 colleges and universities participated in the War Department's Student Army Training Corps (S. A. T. C.) to use colleges and universities to train student soldiers in special skills and as officers [Carol S. Gruber, *Mars and Minerva: World War I and the Uses of Higher Learning in America* (Baton Rouge: Louisiana State University Press, 1975) p. 213]. Chancellor Samuel Avery, the university's "war chancellor" who took a leave of absence in January of 1918 to work in Washington first in the National Research Council and then in the Chemical Warfare Service's University Relations Section, said that "[p]ractically every man who enters college is to be a private in the army." Indeed, if you approached the university's campus gates in the fall of 1918, you would very likely be stopped by a sentry who would say, "Halt – who goes there?" (*Daily Nebraskan*, "Halt – Who Goes There?" September 18, 1918, p. 2, Image 2).

This was not at all what Chancellor Avery had envisioned when in 1908 he became the first chancellor of the University of Nebraska to be chosen from within the ranks of the university. Avery was head of the chemistry department and when the ailing Chancellor Andrews decided to retire in 1908, Avery was

chosen as acting chancellor. The usual process, according to Robert E. Knoll, was to conduct a national search, but in 1909 the regents "gave up the national search and put in an obscure local man, Samuel Avery" and in doing so began a long retreat in which "the University in effect withdrew from the national scene" (Knoll, *Prairie University*, p. 57).



Photo of Avery in the *Daily Nebraskan* when he took his leave of absence in January, 1918

What is surprising in all this is that Avery did not begin his tenure as a proponent of militarism. Far from it. When the Nebraska Peace Society was founded in 1912 as a branch of the American Peace Society, he was elected one of the vice presidents (William Jennings Bryan was elected honorary president).

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Less than a year before the founding of the Nebraska Peace Society, Baron d'Estournelles de Constant, a French senator, Nobel Prize winner, permanent member of the Hague Court, and founder of the French peace society Conciliation Internationale, addressed the university on April 19, 1911. He also presented Chancellor Avery with the peace medal of the Conciliation Internationale "in token of the work the chancellor ... [had] done for the cause of international peace" (*Daily Nebraskan*, "Places Hopes for Peace in Rising Generation," April 20, 1911, p. 1, Image 1).

By 1916, however, Chancellor Avery was clearly having doubts about his membership in the Nebraska Peace Society, yet he apparently saw no contradiction between his pacifism and his support of the military. As early as January of 1916, he helped frame a bill that Senator Pomerene of Ohio introduced into congress that would make the University of Nebraska into another West Point (*Daily Nebraskan*, "Would Add to Military Training," February 1, 1916, Image 1). On April 25, 1916, at a regimental supper in the Armory where Governor Morehead, another vice president of the Nebraska Peace Society, stated that although he was "not in favor of everybody being a soldier," he did "believe that everyone should have the rudiments of military drill," Chancellor Avery addressed the same audience and "discussed the Pomerene bill for military service, and among other things, said: 'I am growing more and more enthusiastic over the military department. I am an extreme pacifist, but do believe that the country should be so strong and prepared that no one would dare to attack it'" (*Daily Nebraskan*, "Mexico Must Have Stable Government," April 26, 1916, P. 1, Image 1).

In addition, the contrast between Chancellor Avery in 1916 and 1917 with respect to the importance of truth for the university could not have been greater. In his convocation address in September of 1916, he told his audience that the university differs from other organizations in that it "must stand at all times for absolute truth" and that "a university cannot afford to shield error for the sake of expediency. We cannot teach doctrines which we know to be false or absurd because the public mind desires that they be taught. If the public still believed the world to be flat and was fanatical in this view, the university would, in spite of this fact, be obliged to teach the Copernican system" (*Daily Nebraskan*, "Chancellor Avery Gives Address at Convocation," September 19, 1916, Image 4).

A year later — nearly to the day — Avery gave another convocation address in which he stated that "[i]t is a time for the acceptance of leadership. It is time when we should support the leaders chosen by majority, and render them the most loyal support. It is a time when we should refrain from carping criticism." He went on to say that "we all want peace, but it must be peace with honor and peace with victory. Aimless grasping for peace, embarrassing the President of the United States in his relation with our allies by demanding a specific statement of what we are fighting for, talking unnecessarily about war, its cost, and its horrors, indulging in loose talk about the evils of militarism, making no distinction in our public utterances between hosts of heaven and hosts of hell, all this is near disloyalty to the cause of the United States" (*Daily Nebraskan*, "Enlightenment and Active Patriotism Our Part in War, Chancellor Avery

Says in Welcoming Address," September 18, 1917, Image 4).

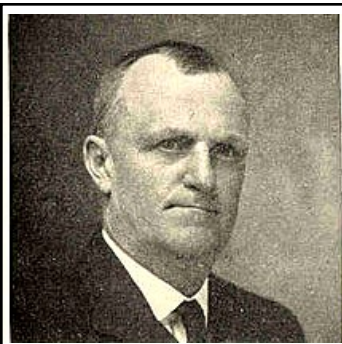
Days before President Wilson signed the declaration of war against Germany, the university was deeply divided between pro-war and anti-war factions on campus [Robert N. Manley, *Centennial History of the University of Nebraska*, Vol. I, *Frontier University, 1869-1919* (Lincoln: University of Nebraska Press, 1969), pp. 214-215]. W. G. Langworthy Taylor, professor emeritus of economics, passed around a pro-war petition signed by Chancellor Avery and forty-one other deans and professors stating that "We stand for unqualified support of the administration and for defense of international integrity and solidarity in all events. Pacifism is untimely and dangerous."

Several days later, the anti-war faction passed around their own petition signed by ninety-nine faculty members and university employees. The petition stated that Congress should do everything to prevent "American aggressive participation in the present European conflict" and limit its participation to the naval defense of merchant ships [*Daily Nebraskan*, "Faculty Support Administration," March 30, 1917, p. 1, Image 1; "Protest Against Widespread War," April 11, 1917, p. 1, Image 1, p. 4, Image 4; see also Robert E. Knoll, *Prairie University*, pp. 64-67, and Robert N. Manley, *Centennial History of the University of Nebraska*, pp. 212-228].

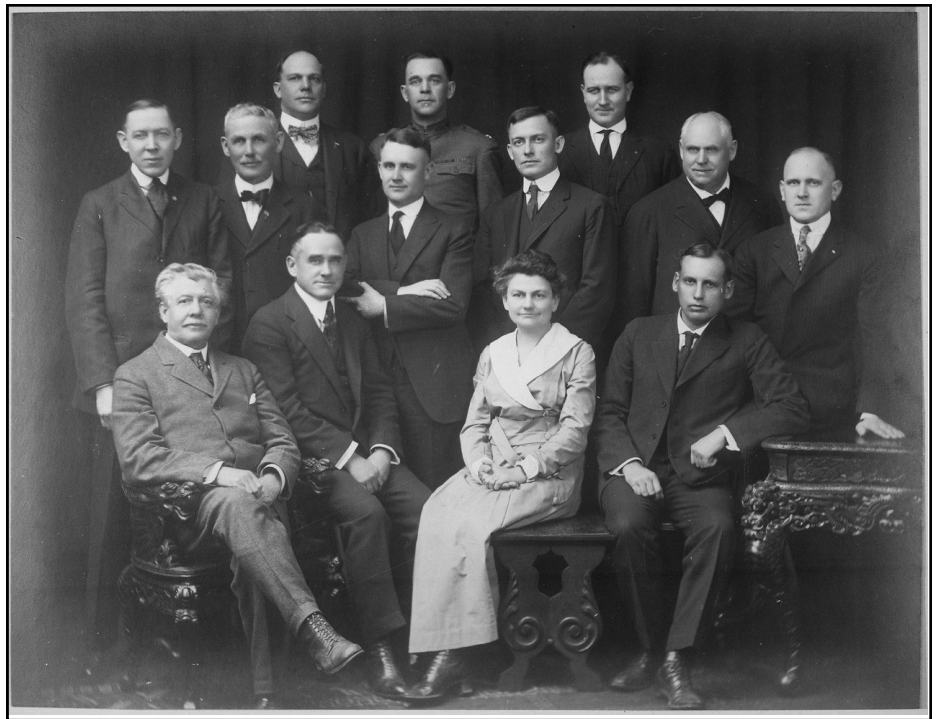
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Avery tried to control this university conflict internally, but it spilled out into the Lincoln newspapers. Letters to the editor were exchanged between Clark E. Persinger, associate professor of American history and a signatory of the anti-war petition, and Minnie Throop England, assistant professor of economics and commerce and a signatory of the pro-war petition. Throop defended absolute loyalty and one hundred percent Americanism; Persinger stated that “the right of individuals to criticize the government must be retained” (Manley, “The Nebraska State Council of Defense,” MA thesis, p. 187). Avery feared that political “patrioteers” were waiting in the wings to exploit the conflict. And indeed they were. Most notably Richard L. Metcalfe, once an ally of William Jennings Bryan and an associate editor of Bryan’s newspaper *The Commoner* but who had turned against Bryan in 1914, was now chosen as head of the secret service department of the Nebraska State Council of Defense by Governor Keith Neville. Metcalfe, who turned his own weekly newspaper *The Omaha Nebraskan* into a mouthpiece for one hundred percent Americanism well before the United States entered the war, picked up on the university conflict and turned his guns on the university as early as April 19, 1917.



Richard L. Metcalfe



Nebraska State Council of Defense

George Coupland, vice chairman, is seated on the far left; next to him is Robert M. Joyce, chairman; next to him is Prof. Sarka Hrbkova, chair of the women’s committee. Seated on the far right is Governor Keith Neville; standing on the far right is Richard Metcalfe. Standing on the far left is Henry C. Richmond, secretary.

In an editorial entitled “The ‘Copperhead’ Nest at the State University,” Metcalfe claimed “it is an open secret that in the Nebraska State University there is a thoroughly un-American nest—part copperhead and part pro-German—from which has come great annoyance and embarrassment to those who would be a bit helpful in the cultivation of the American spirit” (*The Omaha Nebraskan*, “The ‘Copperhead’ Nest at the State University,” April 19, 1917, p. 1). Metcalfe called for Persinger to be “publically rebuked” and called on Chancellor Avery to “give the rebuke promptly and effectively” (Ibid). Both Metcalfe and Governor Neville, also a member of the State Council of Defense and whose personal secretary was Lee Metcalfe (Metcalfe’s son), agreed that there was no room in wartime for academic freedom. As Governor Neville stated, “University professors ‘will

realize that during war there can be no such thing as academic freedom and that they will see the necessity of suppressing individual views not in keeping with the spirit of the country” (Manley, *Centennial History of the University of Nebraska*, Vol. I, *Frontier University, 1869-1919* (Lincoln: University of Nebraska Press, 1969), p. 216].

By July 10, 1917, in the first public report issued by the Nebraska State Council of Defense written by Metcalfe and signed by the members of the council, serious charges concerning “utterances of a treasonable character” and “direct acts and words of disloyalty” were brought against members of the German-American community, the Lutheran Church, and the University of Nebraska. Although the

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primary task of the State Council of Defense was to coordinate all the state's efforts and state agencies in relation to the war effort, the State Council's first report focused exclusively on disloyal elements in Nebraska. In an oddly distorting and disturbing way, the State Council took it upon itself to be the arbiter of what it meant to be a patriotic American. As Robert N. Manley has observed, the State Council decided that "[t]hose who could not exhibit the highest patriotic devotion to this country must be singled out; every person, no matter his position or influence, must be subjected to patriotic examination" (Robert N. Manley, "The Nebraska State Council of Defense: Loyalty Programs and Policies during World War I," Master's Thesis, University of Nebraska, Lincoln, 1959, p. 40). The council assumed that complete efficiency in war production could not be achieved until everyone exhibited the same uniform patriotic devotion.

Although the report accused "several professors" of giving "encouragement ... to those who are out of harmony with the American cause," it went on to say that the university was cooperating with the State Council. Indeed, the cooperation was "so general" that "the university has come to be practically an adjunct of this organization" (*The Omaha Nebraskan*, "To Make Treason Odious in Nebraska," July 12, 1917, p. 2). This suggests that there may have been faculty members who were assisting the State Council in its attempt to ferret out disloyalty at the university. Although it is difficult to determine who these professors were and what information they provided the State Council, it is possible to identify a number of professors who testified against other professors during the university disloyalty trial in

late May and early June of 1918.

Some of these professors were members of the militant Patriotic League of the University of Nebraska. For example, George E. Condra, head of the geography and conservation department and a member of the League, testified that Persinger was "a critic of our war with Germany, rather than a supporter" [Robert N. Manley, "The Nebraska State Council of Defense," p. 221; Robert N. Manley, *Centennial History of the University of Nebraska*, Vol. I, *Frontier University, 1869-1919* (Lincoln: University of Nebraska Press, 1969), p. 221]. Laura Pfeiffer, associate professor of European History and another member of the League also testified against Persinger (Ibid). W. G. Langworthy Taylor testified against Annis Chaikin, secretary of the Alumni Association, that "she had been 'very excusive of the attitude and behavior of the I. W. W.s [Industrial Workers of the World]', and that she had not marched in the University's loyalty parade" (Ibid, p.221). Taylor also testified against Henry Blumberg, professor of mathematics, stating that "Blumberg had apologized for the I.W.W. and had declared that the tyranny in this country was 'something awful'" (Ibid, 222).

Returning to the July 10 State Council report, the concluding paragraph left no doubt in anyone's mind as to how far the State Council would go to ensure absolute loyalty. The State Council said it intended "to employ its power and authority to the limit in the effort to suppress in Nebraska any interference with the determination to push the war to a speedy and successful conclusion" (*The Omaha Nebraskan*, "To Make Treason Odious in Nebraska," July 12, 1917, p. 2). This was no idle threat. Governor Neville declared "every peace officer in the state of

Nebraska ... to be an ex-officio member of the secret service department of the Nebraska State Council of Defense," thereby putting the state's entire police force at Metcalfe's disposal ("Treasonable Acts To Be Suppressed," *The Alliance Herald*, September 6, 1917, Image 9). Indeed, the whole police force was called upon "to become active in investigation and suppressing instances of treasonable conduct, disloyal utterances and efforts of any kind tending to embarrass the United States government in the conduct of the war" (Ibid).

Metcalfe's aim, however, was not directed just at university faculty. He thought that the "thoroughly un-American nest" of disloyal faculty was being protected by Frank L. Haller, president of the board of regents, who had been sympathetic to Germany before the United States entered the war. Haller also tried to defend the academic freedom of the faculty. By August of 1917, Metcalfe not only devoted a whole issue of his newspaper to denouncing Haller as the infamous author of the pro-German "Patricia

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Frank L. Haller in 1911

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Newcombe” letters sent to Nebraska newspapers, but he also began a petition campaign in the fall of 1917 through the county councils of defense to oust him (Manley, *Frontier University*, pp. 216-17). Haller eventually resigned as president of the board of regents in December of 1917.

Metcalf continued to pressure the university to investigate complaints about disloyal professors. Chancellor Avery and the regents received a letter from the State Council dated January 4, 1918, which noted that “instead of correcting the situation the University administration hesitated to bring ‘disloyal professors before the bar of justice,’ and its failure to do so encouraged ‘continued disloyalty’” (Manley, *Frontier University*, p. 217). When the State Council met on January 10, the Council appointed two of its mem-

bers, former regent George Coupland and Sarka Hrbkova, head of Slavic languages at the university and chair of the women’s committee of the State Council of Defense, “to call up professors to ask them about their attitudes toward the war” (Ibid). On January 31, Chancellor Avery left the university to begin his war work in Washington.

Thus, the first assault on the university’s integrity was made by the governor and the State Council of Defense accusing faculty members of disloyalty. The aim of the assault was to suppress free speech in order to eliminate any dissent or criticism of the government. Every faculty member and university employee had to be one hundred per cent American. The elimination of criticism would promote unity which in turn would guarantee efficiency. However, it was not just the governor and the State Council that betrayed the integrity of the university. As Carol S. Gruber has stated, “professors themselves had considerable complicity in the abridge-

ment of academic freedom during the war” (Gruber, *Minerva and Mars*, p. 256). To illustrate with one notable example, Richard T. Ely, head of the Department of Economics, Political Science, and History at the University of Minnesota and a founder of the American Economic Association as well as a charter member of the AAUP wrote the following in November of 1917: “We are fighting for civilization ... and the struggle is a life and death one. A man who gives utterance to opinions which hinder us in this awful struggle deserves to be fired” (Ibid).

With Haller gone and Avery in Washington, it was easier for the State Council to coerce the board of regents in May of 1918 to put eleven professors and one staff member on trial for disloyalty.

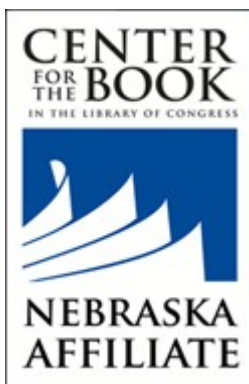
(to be continued in the June issue)

Frank Edler is editor of the Sentinel.

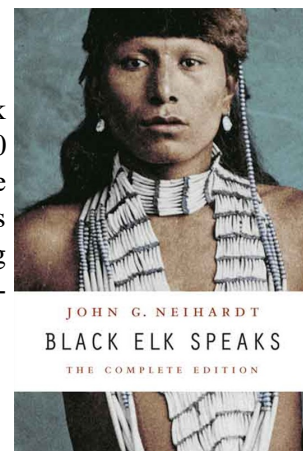


Black Elk Speaks by John G. Neihardt has been selected as the choice for the 2017 [One Book One Nebraska](#) reading program.

Black Elk Speaks, the story of the Oglala Lakota visionary and healer Nicholas Black Elk (1863–1950) and his people during the momentous twilight years of the nineteenth century, offers readers much more than a precious glimpse of a vanished time. Black Elk’s searing visions of the unity of humanity and Earth, conveyed by John G. Neihardt (1881-1973), have made this book a classic that crosses multiple genres. Whether appreciated as the poignant tale of a Lakota life, as a history of a Native nation, or as an enduring spiritual testament, *Black Elk Speaks* is unforgettable.



A committee of the Nebraska Center for the Book selected this book from the Nebraska Literary Heritage Association's Nebraska 150 Reading Challenge of one hundred and fifty titles that epitomizes the best literature produced in Nebraska’s first 150 years. Libraries across Nebraska will join other literary and cultural organizations in planning book discussions, activities, and events that will encourage Nebraskans to read and discuss this book.



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THE STORY: "Sex to Change the Course of the World"—a grad student's online personal ad lures a mysterious journalism student to his subterranean research lab under the pretense of an evening of "no strings attached" sex. But when a major global catastrophic event strikes the planet, their date takes on evolutionary significance and the fate of humanity hangs in the balance. Will they survive? What about the fish in the tank? And who is that woman pulling levers and playing the timpani? An epic and intimate comedy that spans over billions of years, boom explores the influences of fate versus randomness in the course of one's life, and life as we know it on the planet.

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Peggy Adair: "Banned Books, Black Arm-bands, and School Prayer: The Evolution of Children's First Amendment Rights in America"

impa@centurylink.net

Bob Haller: "Civics Education and the Practice of Freedom" and "How Books Can Harm You: Lessons from the Censors"

mshortt@inebraska.net

David Moshman: "Principles of Academic Freedom"

dmoshman1@unl.edu

John Bender and David Moshman: "Student Freedom of Expression/Student Rights"

jbender1@unl.edu
dmoshman1@unl.edu

Laurie Thomas Lee: "Implications of the USA Patriot Act"

llee1@unl.edu

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Study our Publications, Principles, and Statements**

REQUEST FOR NEWS FOR FUTURE ISSUES

The editor of the AFCON SENTINEL invites all AFCON individual and organizational members to send news about academic freedom issues in Nebraska or editorial comments for inclusion in this newsletter and/or announcements of organizational meetings for the UPCOMING EVENTS column.

Due date for submissions for the June 2017 issue is May 24, 2017.

Send to Frank Edler, 908 Elmwood Avenue, Lincoln, NE 68510 or email frankhwedler@gmail.com



**Join Mary Beth Tinker for coffee and conversation to discuss
1st Amendment issues. Light Refreshments provided.**

Wednesday, March 22
2:30-4:30 pm

Crane Coffee
7772 Cass St
Omaha, NE 68114

Sponsored by:



Academic Freedom Coalition of Nebraska

Mary Beth Tinker was just a girl with a cause. When her school's administrators tried to shut her down, she spoke up and won a landmark Supreme Court case that today helps protect the First Amendment rights of teachers and students everywhere.

Learn more about the [Tinker Tour](#).

For questions, please contact [David Moshman, AFCON](#)

ACADEMIC FREEDOM COALITION OF NEBRASKA

HELP AFCON PROMOTE ACADEMIC FREEDOM

As a member of AFCON, you can help us

- ♦ support applications of the First Amendment in academic contexts, including elementary and secondary schools, colleges, universities, and libraries.
- ♦ educate Nebraskans about the meaning and value of intellectual freedom, intellectual diversity, mutual respect, open communication, and uninhibited pursuit of knowledge, including the role of these ideals in academic contexts and in democratic self-government.
- ♦ assist students, teachers, librarians, and researchers confronted with censorship, indoctrination, or suppression of ideas.
- ♦ act as liaison among groups in Nebraska that support academic freedom.

MEMBERSHIP (To become a member, send dues, organization or individual name, address, and phone number to Linda Parker, 4718 N. 83rd Street Omaha, NE 68134)

Organizational Membership (\$120) entitles the organization to one seat on the AFCON Board, one vote in the election of officers and at the annual meeting, eligibility for office and chairing standing committees, provides newsletter subscription for the board member to share with the organization's information director, and reduced rates to AFCON conferences for its members.

Individual Membership (\$15) provides newsletter subscription, eligibility for office and for chairing standing committees, reduced rates for AFCON conferences, and one vote at annual meetings.

Student Membership (\$5) entitles full-time students to the same privileges as provided by the Individual Membership.

**AFCON ORGANIZATIONAL MEMBERS, PLEASE DISTRIBUTE THIS NEWSLETTER TO YOUR MEMBERS.
INDIVIDUAL MEMBERS, PLEASE SHARE THIS NEWSLETTER WITH YOUR FRIENDS IMMEDIATELY.
ENCOURAGE THEM TO JOIN AFCON**