



THE

AFCON

SENTINEL



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A Quarterly of the Academic Freedom Coalition of Nebraska

September 21, 2012

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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—Laurie Thomas Lee

Can academic freedom be a hindrance to the future of education? Does it stand in the way of “change?”

I was recently alerted to a blog that blamed academic freedom for preventing what the author claimed was needed “change” in university curricula. In this sense, a program’s curriculum may fail to adjust to changing conditions in industry and technology, for example, when faculty are resistant to “change” and invoke their academic freedom rights, preventing the redesign of their courses and programs. This, of course, frustrates administrators. Tenure, rank, and a lack of mandatory retirement were also cited as impediments to “change,” but academic freedom was specifically vilified.

If administrators want to change a program’s curriculum and the faculty disagrees, are there academic freedom rights that should be respected?

There are certainly times when the protection of academic freedom does not pertain. For example, professors may not engage in indoctrination in the name of academic freedom. Likewise, the learning objectives of a course must be met. For example, a professor in an algebra class should not be teaching sociology instead.

But imposing “change” to a curriculum is not the same as indoctrination or disruption. Or is it?

There is typically a presumption that “change” is a good thing, implying such things as progress, improvement, and responsiveness. But

we all know that change can just as easily be bad, leading to deterioration, harm, and a disregard for the needs and interests of others. There are plenty of examples of academic and nonacademic “changes” that have proven disastrous, from changes in textbooks and testing, to new product formulas and packaging, where existing approaches were already successful. Changes are certainly important for adapting to evolving conditions. But a demand to “blow up the curriculum,” for example, may be just that—a call for destruction.

Attacks on academic freedom can come in different disguises. Faculty must guard against administrators who try to get them to make changes against their better judgment by shaming them for not being visionaries or risk-takers. Changes must come only after careful consideration, consultation and study as to what is best, not as a knee-jerk reaction to the latest fad, for example.

This then begs the question: who should make a decision to “change?”

As Dave Moshman writes in Liberty, and Learning, academic freedom is not a right of administrators to substitute their personal opinions for the legitimate academic judgments of faculty. Administrators and governing boards have no special expertise with regard to curriculum in the fields that the faculty represent. Faculty are hired on the basis of their academic expertise. This expertise must be respected, consulted, and deferred to, with faculty driving curriculum matters, not administrators.

(See **President** to Page 2)

Upcoming Events

AFCON Board Meetings: October 13; November 10; December 8.
Loren Eiseley Library, 1530 Superior, Lincoln, Nebraska; 10 AM

THE PRESIDENT

Faculty authority over curriculum is, in fact, a responsibility, whereby they must have the freedom to teach and conduct research in a manner consistent with their professional expertise. Academic freedom essentially allows faculty the autonomy to do their job and exercise their expert academic and professional judgment in providing the best possible education for their students. This, of course, must be academically defensible and may be the

work of the collective authority of faculty in the form of curriculum committees. But it must not be driven and manipulated by external forces. In this case, it must not be a top-down directive with any corresponding real or implied threats of retribution.

Oddly enough, if “change” is warranted, then it is precisely academic freedom that will provide for that change. The faculty, drawing from their expertise and after careful

consideration, will make the necessary adjustments or even sweeping changes to their courses and programs. They will do so because academic freedom allows them to try new techniques, add or eliminate content, and redesign programs as they see fit.

In this sense, curriculum change—when and where it may be needed—will be thoughtfully and properly implemented because of academic freedom, not in spite of it.

Summaries of AFCON Board of Directors’ Meetings—Peggy Adair

June 9, 2012—

Present: Peggy Adair, Dwayne Ball, Frank Edler, Laurie Thomas Lee, Lora Leibrandt, Catherine McMurtry, David Moshman, Linda Parker, Rod Wagner.

MINUTES: Minutes of the AFCON board meeting held on May 12, 2012 were approved upon a motion by Moshman, second by Ball, and a voice vote.

TREASURER’S REPORT: McMurtry presented the treasurer’s report dated June 8, 2012. Balance on hand as of June 8 is \$3,558.75. McMurtry noted the balance on hand for May 7, 2012, should be \$3,543.75 rather than \$3,573.75. The treasurer’s report will be filed for audit.

PRESIDENT’S REPORT: Lee reported the Nebraska Press Association has appointed Mary Kay Quinlan to be their AFCON representative.

SENTINEL: The deadline for articles for the next issue of the *Sentinel* is **August 28**. The next issue of the *Sentinel* will be available September 21. Board members suggested placing an article about the AFCON annual meeting in the *Sentinel*, as well as any information we may have about the updated AFCON website.

WEBSITE: Parker and Leibrandt presented mockups of websites from Google and Weebly. The AFCON board selected the Weebly Pro website upon a motion by Parker, second by Edler, and voice vote. The board selected academicfreedomnebraska.org as the new domain name, upon a motion by Parker, second by Ball, and voice vote. The board appointed Lori Leibrandt as website administrator and Linda Parker as assistant website administrator, upon a motion by

Moshman, second by Edler, and voice vote.

LEGISLATIVE REPORT: Adair reported Senator Greg Adams has expressed interest in becoming Speaker of the Legislature. If he is selected, he will step down from his position as Chair of the Education Committee.

ACADEMIC FREEDOM VIDEO CONTEST: Adair reported she and Leslie Seymore presented the Academic Freedom Video Contest award to the mother of the first place winner, at the Skutt High School academic assembly on May 18.

POLICY COORDINATOR: Moshman reported the State Board of Education’s series of video-conference public hearings on requiring the Pledge of Allegiance in all public schools was held on Wednesday, June

9. Edler attended the Omaha hearing.

MEMBERSHIP DISCUSSION: The Board brainstormed some membership ideas after Moshman distributed a sign-up sheet for persons interested in joining the ACLU. Ideas included:

A membership sign-up sheet, similar to the ACLU version, that board members can circulate at other organizational meetings

Reinstating “membership cards” that were originally provided for AFCON members

Raising individual dues to \$20.00 to make it easier to offer “on the spot” membership

Designing a “cool logo”

MEMBER ORGANIZATION REPORTS: Nebraska Educational Media Association: Leibrandt reported the Association has voted to change their name to “Nebraska School Librarian Association.”

ALCU Nebraska: Dwayne reported the Kuhr family unfortunately lost their court battle to protect student expression.

UNO Faculty Senate: Parker reported that she has been appointed as the UNO Faculty Senate representative to AFCON, in addition to her duties as Nebraska Library Association representative.

UNL Faculty Senate: Lee reported her dean has resigned. Sometimes good guys win.

ANNUAL MEETING: The Board brainstormed several ideas for annual meeting speakers and/or panels. Edler will look into some possible dates/ideas and will present to the board at the July 14 meeting..

July 14, 2012—

Present: Peggy Adair, Frank Edler, Bob Haller, Laurie Lee Thomas, David Moshman, Linda Parker, Rod Wagner.

MINUTES: Minutes of the AFCON board meeting held on June 9, 2012 were approved upon a motion by Moshman, second by Wagner, and a voice vote.

TREASURER’S REPORT: McMurtry presented via email the treasurer’s report dated July 13, 2012. Balance on hand as of July 13 is \$3,161.80. The treasurer’s report will be filed for audit.

PRESIDENT’S REPORT: Lee had nothing extraordinarily presidential to report.

SENTINEL: The deadline for articles for the next issue of the *Sentinel* is **August 27**. The next issue of the *Sentinel* will be available September 21. Board members suggested placing an article about the AFCON annual meeting in the *Sentinel*, as well as any information we

Summaries of AFCON Board of Directors' Meetings (Continued from Page 2)

may have about the updated AFCON website.

WEBSITE: The board expressed appreciation for Leibbrandt's hard work in updating and uploading the AFCON website to the new Weebly location. The board recommended removing board members' email addresses from the website and instead directing inquiries to a designated website email address. The board discussed developing website protocol to determine who is responsible for what, who approves links and RSS feeds, and who will have access to making changes on the website. The board also wanted to know if the website sends out an auto note when changes are made to the website, and if the website indicates the number of hits. The board decided to table further website discussion/training until the September AFCON board meeting.

LEGISLATIVE REPORT: Adair

had no report regarding academic freedom issues at the legislative level.

POLICY COORDINATOR: Moshman had no report regarding policy issues.

MEMBER ORGANIZATION REPORTS: **AAUP NE State Conference:** Haller reported they did renew their AFCON membership.

Nebraska Center for the Book: Wagner reported their annual meeting will be November 3, and will be centered around the theme of "Celebration of Books." A committee is currently reviewing nominations for the next "Nebraska One Book One State."

UNL Faculty Senate: Lee reported UNL surveyed non-tenure track professors of practice. The survey results indicate those professors feel they are treated differently, they need more voice, and they need to be treated consistently university-wide.

ANNUAL MEETING: The Board

decided to invite Bob Kerrey and Deb Fischer to each make a presentation at the AFCON annual meeting. Edler will draft a letter and will circulate it via email to the board before sending it out to the two US Senate candidates.

Haller offered his thespian services as the renowned Hartley Burr Alexander, whom nobody knew (Hartley, not Bob. Everybody knows Bob.) until Haller and Edler informed the AFCON board of Burrell's many fine and historic attributes. The AFCON board suggested Burrell/Haller may be an excellent piece for Banned Book Week, which is September 30-October 6.

POST ADJOURNMENT ITEMS:

1. All AFCON members are invited to submit ideas for the 2012 AFCON Academic Freedom Award.
2. We need to appoint a Nominating Committee to submit a slate of officers for 2013 at the AFCON annual meeting.

Being Alexander By Dr Bob Haller

A number of years ago I proposed to the Nebraska Humanities Council to represent in my own person Hartley Burr Alexander. No one as called on my for a performance; so this AFCON annual meeting (See program on Page 5) will be a first, to be followed by a string of performances setting some kind of new record.

Alexander deserves to be much better known in Nebraska. When you enter the Great Hall at the State Capitol, you see his name on the plaque against the west wall, listed as "Thematic Consultant" along with the Architect, Sculptor and Muralist.. The program of artistic representation which adorns the capitol was his unique contribution to that remarkable building, but it does not do justice to the close collaboration of the four in the production of the art. Bertram Goodhue the architect told him "you have created a new profession' and after Goodhue's death, his three survivors worked tirelessly and persistently to complete the building in his spirit. To give some idea of the way Alexander dealt with artistic symbolism, read the accompanying piece from my script. I will leave it out of HBA's address to you at the annual meeting, in order to let him focus on his life as a student, a professor and an educational theorist.

His fellow students at the University

of Nebraska 1992-98 included Louise Pound, Willa Cather, Dorothy Canfield, and Alvin Johnson; they all acknowledged that he was their intellectual and artistic leader. Harry Wolfe was one of his two most important teachers, fired during that time. Not only did Alexander publish articles in Psychology as Wolfe had taught him, he made Wolfe's rehiring (as Chairman) one of the conditions of his return to the University in 1908. During most of the 20 years he was a professor at the University, he was the faculty's acknowledged leader, responded to every administrative interference with faculty prerogatives, and finally resigned over a curricular dispute. He devised the curriculum for Scripps College at its founding, and for 11 years was the much-loved faculty leader. Deeply concerned with education at all levels, he wrote *Letters to Teachers* as a weekly newspaper column, later published as a book. I will focus on these years and these educational ideas as they attach themselves

to AFCON's concerns. In order to make clear how he thought about educational issues, I will also cite some of his explanations of what he thought to be the nature of intellectual work and the attributes thereof most likely to enrich students and the surrounding culture.

I will leave out not only the State Capitol and his importance there (See Page 6 for Alexander's comments about the State Capitol), but also the 10 other buildings he served as thematic consultant for; the dramatic performances he wrote and produced, including pageants and Native ritual drama; his activities as President of the American Philosophical Society and its midwest and pacific branches; his books on the mythology of his continent's native peoples and his support of Native scholarship and art; his poetry and his poetic criticism; his influence on other teachers, artists and cultural leaders; My as-yet-to-be presented script is more than two hours as it stands; I will give you a half-hour sample directed to our common interests

(See **Being Alexander**, Page 6)

Israel, Palestine and the Teaching of History

David Moshman

During a 1996 visit to Rwanda, two years after the 1994 genocide, Columbia University Professor Mahmood Mamdani asked to be taken to a school so he could speak with a history teacher. He was told that Rwandan schools no longer taught history due to unresolvable disputes over the curriculum.

“History in Rwanda,” Mamdani found, “comes in two versions: Hutu and Tutsi.”

History in Israel and Palestine also comes in two versions: Jewish Israeli and Palestinian. Four excellent new books, in four different ways, address the implications of this dichotomization for youth, education, justice and peace.

In *Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth*, Philip Hammack, a psychology professor at the University of California, Santa Cruz, provides a highly readable and thoughtful analysis of identity narratives based on interviews with 45 Israeli and Palestinian youth. Despite the diversity of life stories, individual narratives were strongly associated with two master narratives.

The Jewish Israeli master narrative goes like this: Once the kingdom of Israel thrived but then it was destroyed and its people sent into exile around the world. Despite contributing to the advancement of many societies they were subject to persecution, pogroms, and ultimately the Holocaust. Needing a state of their own, Jews founded Israel in the 1948 War of Independence and it has remained ever since a beacon of democracy in the Middle East.

The Palestinian master narrative goes like this: After centuries of Ottoman rule, Palestinians were prevented from forming their own nation by Zionist designs on their

land, culminating in the 1948 Nakba (catastrophe) that made Palestine a nation of refugees. Despite ongoing loss and dispossession, Palestinians have maintained their identity and continue to insist on their right to return to the homes for which many families still have the 1948 keys.

And what are students taught in school? One might hope they would be exposed to multiple narratives, including those of serious historians, and encouraged to think critically about collective memory, social identity and historical truth.

Systematic evidence on this question is provided by Nurit Peled-Elhanan in *Palestine in Israeli School Books: Ideology and Propaganda in Education*. Peled-Elhanan, a professor of education at the Hebrew University of Jerusalem and recipient of the European Parliament’s Sakharov Prize for Human Rights and the Freedom of Thought, presents a detailed analysis of Israeli history and geography textbooks.

Without exception, she concludes, the books are “propagators of collective popular memory more than the product of historical or geographical inquiry.” They “don’t engage students in the historical and geographical disciplinary modes of inquiry but rather induce them to ‘master’ the master narrative.”

Palestinians are largely absent, appearing only “as terrorists, refugees and primitive farmers—the three ‘problems’ they constitute for Israel.” As “an obstacle or a threat to be overcome or eliminated ¼ their stories, their suffering, their truth or their human faces cannot be included in the narrative.” They are simply Arabs who “do not belong where they have lived for centuries.”

Education about Israel and Palestine in the United States is equally ideological. In *The Politics of Teaching Palestine to Americans: Addressing Pedagogical Strategies*, Marcy Jane

Knopf-Newman, a teacher and writer raised in a Zionist Jewish family in Los Angeles, provides a thorough analysis of the Jewish Israeli narrative Americans are taught.

What students need, Knopf-Newman concludes, is to hear the voices of Palestinians. She suggests a variety of novels, stories, poems, songs, films, websites and other resources appropriate for students of various ages. Options range from *Mornings in Jenin*, a deeply moving multigenerational novel of a Palestinian family from the 1940s through the early 21st century, to Palestinian rap and hip hop.

But adding the voices of Palestinians to the voices of Jewish Israelis is not enough to generate a history curriculum. We also need the voices of historians.

In *Side by Side: Parallel Histories of Israel-Palestine*, Palestinian and Israeli historians and teachers report their effort to generate a consensus historical narrative broadly acceptable to Palestinians and Israelis. Unfortunately, the task proved impossible in the present political climate. Instead, the book divides history into nine time periods and presents two narratives for each period on alternating pages.

Side by Side is an advance over the usual teaching of history in Israel and the United States but its parallel narratives are disturbingly reminiscent of the equally irreconcilable Hutu and Tutsi histories. Whether in Palestine, Israel, America or Rwanda, students need real history and real education.

David Moshman is the AFCON Policy Coordinator and a professor of educational psychology at UNL. This article originally appeared in July on his Huffington Post blog (<http://www.huffingtonpost.com/david-moshman/>).

Academic Freedom Coalition of Nebraska

25th AFCON FALL PROGRAM/ANNUAL MEETING

“Conflicts, Clashes, and Compromises: Early Struggles in Academic Freedom at the University of Nebraska”

Saturday, November 3rd, 2012.

Country Inn and Suites/Beacon Hills Restaurant, Lighthouse room (2nd floor), 5353 N. 27th St., Lincoln

The growth of academic freedom at the University of Nebraska has not been a smooth and easy path. The many trials and tribulations of this early history will be narrated by Dr. Robert Haller, UNL Emeritus Professor of English, in the persona of one of the most eminent faculty members of the university – Hartley Burr Alexander. Numerous episodes in this early history will be discussed, most notably the firing and eventual rehiring of Dr. Harry Kirke Wolfe. A panel will discuss the issue of academic freedom and the degree to which faculty can be critics as well as promoters of community beliefs.

- 10:00 Registration, Coffee/Tea
10:15 Welcome, Laurie Thomas Lee, AFCON President
10:20 Presentation by Dr. Robert Haller: Hartley Burr Alexander and the Growth of Academic Freedom at the University of Nebraska
Followed by a panel discussion of the issues and history of academic freedom.
11:40 Academic Freedom Award Presentations, Laurie Thomas Lee, AFCON President
12:00 Luncheon Buffet
1:00 Annual Business Meeting
1:30 Adjournment

Registration for the Fall AFCON Program ends October 26th, 2012.

For more information, contact Frank Edler, 402-476-4775/402-738-4667, or fedler@mccneb.edu

AFCON is a coalition of educational and literary organizations that promote academic freedom in Nebraska.

AFCON MEMBERSHIP: 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, and provides newsletter subscription for the board members to share with the organization’s information director. Individual Membership (\$15) provides newsletter subscription, eligibility for office and for chairing standing committees, and one vote at annual meetings. Student Membership (\$5) entitles full-time students to the same privileges as provided by the Individual Membership. (To become a member, send dues—check payable to AFCON, organization or individual name, address, & phone number to Cathi McMurtry, 515 N. Thomas Avenue, Oakland, NE 68045)

To register for the AFCON Fall Program/Annual Meeting, send this completed form with \$35.00 payment (\$15 students) (make check payable to AFCON) to:

AFCON Treasurer, Cathi McMurtry, at 515 N. Thomas Avenue, Oakland, NE 68045

Name: _____

Address: _____

Phone #: _____ Luncheon Option (circle one): Beef Stroganoff or Vegetarian.

E-mail: _____

Being Alexander, Continued from Page 3)

I should note that Alexander was not prepossessing in appearance. An artist hired at Scripps during the year Alexander was in New York as consultant to the builders of Rockefeller

Center, who scoffed at the idea that a philosopher had any right to advise an artist, noted seeing a figure "looking like a midwestern farmer" at a faculty meeting and realizing that this was the man held in such high esteem by his

colleagues. I am tall and bald in comparison, tending to flippancy rather than breathtaking eloquence, but I will be trying to give you some idea of why he deserves to be heard still.

Various Comments by Hartley Burr Alexander On the Proposed Erection of the Nebraska State Capitol

. *It was thus* my own view, as I told my audience (The Lincoln Women's Clubs, 1919,) that the immediate program for our American future was already and happily defined for us. In the historic past, nations had turned from the activities of pioneering or of political or economic conquest to the nobler activities of building and beautifying; and it was to be a public labor of building and beautification, not in the interest of great private estates, but of states and cities and communities and of the nation as a whole that the United States in its hour of opportunity must and would turn. Our national task *I said* was to make life more desirable, full of promise, not by the multiplication of ephemeral merchandise nor by illusory graspings after profits and wages, but by turning as a people to the vast labor of shapers and builders which shall star with new beauties, open to all men, our towns and our cities and our country-sides. Public enterprise, public buildings, public art, we are called to these as by a challenge which is essentially the demand that we meet the call with a higher public intelligence and a cleaner public spirit.

I emphasized the important fact that in the erection of civic monuments, not the workmen alone, but the whole responsible public is the artist, *I asked them then* what, in the way of natural beauties, in the way of history and in the records of its past, in the way of ideals and promises for its future, what, in all these, did the soil of Nebraska offer which was at once suitable for and worth of public commemoration in the wall paintings with which we hope to see our new state capitol one day adorned?

In February 1922 was my first meeting with Mr. Goodhue *the architect*. He told me that he hoped that I would be willing to prepare a set of inscriptions for the Capitol about to be built, and he

handed me a sheet detailing 5 places on the exterior and 3 on the interior where inscriptions would be called for. This was the outset of a growing cooperation, which rapidly developed into a warm friendship that lasted throughout the two remaining years of the architect's career.

My first real connection with the development of the symbolism came in connection with the buffalo on the balustrades for the north entrance. I for a number of years had been pleading with the people of the central west and in particular of the Missouri valley to seek to discover within the roots of their own life the sources of its better inspiration. I told Mr Goodhue, that we have here no such foundation as exists say in France. We had little in the way of a past; but we had a future, and a part of what we had inherited from the past was singularly beautiful in its possibilities, referring to the Indian lore. *Furthermore, I told him*, in the old days I used to talk to my students of the possibility of a new architecture here in the west which should be continental in its character and adapted to the broad open reaches of a plains country. It was obvious that there is nothing in the tipi or the earth lodge of the red man that could supply a foundation; but it seemed inevitable that we must sooner or later find a substitute for the frame structures imported from the eastern timber country. You may conceive my delight in your design of the new Capitol; it was like the sudden and unanticipated realization of a dream. but that it did suggest that region more than any other and *suggested further* the development here of just that type of native architecture which our prairies clamor for. The New capitol is to be more than a public edifice; it is the inspiration of a new beautification of life in a region where man's world is yet to shape.

(Dennison Library of Scripps College)

AFCON SPEAKER'S BUREAU (As of December 2007)

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

padair@tconl.com

Dwayne Ball: "Threats to Academic Freedom at Universities"

adball@neb.rr.com

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

rhaller1@unl.edu

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

Presentation of the Readers' Theatre production of A Tangled Web: Student Freedom of Expression.

(a cast of adults and students)

ADDRESS FOR THE AFCON WEB SITE

<http://www.nebafcon.org>

Check it out and learn Who We Are and about Our Activities; read our Constitution; learn how to Join Us; see the where and when of our Meetings; meet our Members and Officers;

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 to the December 21, 2012, issue is November 26, 2012.

Send to Tom Black, editor, 610 West Park, West Point, NE 68788 or wpc6296@cableone.net

AFCON

515 North Thomas Avenue
Oakland, NE 68045.

Mailing
Address
Label

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 Cathi McMurtry, 515 N. Thomas Avenue, Oakland, NE 68045)

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 DUPLICATE THIS NEWSLETTER FOR YOUR MEMBERS.
INDIVIDUAL MEMBERS, PLEASE PASS THIS NEWSLETTER TO A FRIEND AFTER YOU HAVE READ IT.
ENCOURAGE HIM OR HER TO JOIN AFCON**