



THE

AFCON

SENTINEL



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June 2015

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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—Nancy Comer

Ten years ago, AFCON Board member Frank Edler called for a national dialogue on the importance of questioning and critical thinking in learning. He argued for improving instructional practices to nurture questioning at every level of education. Every generation of students, Edler pointed out, needs to find their own meaning which may be different from parents and peers, and dare I say possibly their instructors.

Then in 2011, the Nebraska legislature passed LB544 to encourage more active participation in civics education. AFCON supported the bill and focused the annual meeting on “Reviving Civics Education in Nebraska” stating that students’ understanding of their roles and rights in a democracy were important in maintaining these rights and democracy, itself. The question the panel addressed that day was how the law would be implemented to ensure “civic discourse” and debate in Nebraska’s schools.

So how is Nebraska doing? Is progress being made or as some declare, are Nebraskans flunking the test? The 2014 NAEP (National Assessment of Educational Progress) results show little change in eighth grade students’ knowledge of history, geography, civics/American government over previous testing years; 22% of students taking the test nationwide show proficiency in civics.

Conservative columnists like Cal Thomas believe flunking civics should no longer be an option and an editorial posted on Bloomberg View concurs. Some suggest that every student needs to take and pass the same test immigrants take before receiving their citizenship papers. Many American citizens would fall short themselves.

Perhaps the current emphasis on reading, math and science has squeezed civics education from the curriculum. Peggy Carr, the acting commissioner of the National Center for Education Statistics, reported that “there was no association between how much time is spent teaching these subjects and how well students perform.” That seems to suggest many teachers haven’t been able to engage students in civics.

Literacy instruction that prepares students to become productive, engaged citizens is an option. Jill Lewis-Spector, President of the International Literacy Association authored an article entitled “The Larger Purpose.” In it she wrote about issues addressed in LB544, particularly the text addressed in bold below.

(5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

a) The United States Constitution and the Constitution of Nebraska;

b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and

c) The duties of citizenship, including active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests.

Making students take yet another test isn’t the answer to developing informed and active citizens. Being able to use questioning and critical thinking skills is. Students need to see that what they are expected to learn is of

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Upcoming Events

AFCON Board Meetings, **June 13, July 11, and September 12, 2015**
Loren Eiseley Library, 1530 Superior, Lincoln, Nebraska; 10 AM

THE PRESIDENT

value to them personally. Involving them in real world problems through discussion and debate would be a better solution than memorizing facts and regurgitating them. Without understanding there is no real learning, only indoctrination.

Still one wonders what is happening in Nebraska schools. Dr. Randy Ernst, K-12 Social Studies Curriculum Specialist, when asked about eighth grade performance said NAEP testing was not a good fit because civics is taught in ninth grade, not eighth in Lincoln Public Schools. He said there is a lack of emphasis on this curriculum area pointing to a decrease in time spent on social studies. Forty minute classes are taught 15 days out of a 45

day quarter. (Note that does not add up to three periods a week devoted to the teaching of civics as required in LB544). There is no district wide or state test to measure what students have learned.

On a positive note, LPS elementary, 6th and 7th grade students are involved in Civics Action Program projects like “Student Serve”. LPS is collaborating with the law college on Constitution Week for 8th grade students. Ninth graders complete a “civic action project”. Dr. Ernst said all 12th grade students take Government and Politics. Some 12th grade students will participate in We the People, a program involving team competitions that requires study of real issues, questioning,

and debate. Students must corroborate sources, and seek multiple perspectives. There’s much more to explore. Have recently learned of AVID (Advancement Via Individual Determination) and observed students using questioning to solve their “points of confusion”. I’d like to interview Senator Adam Morfeld, others at UNL and LPS to learn more about the civics education programs they advocate. What are they doing to achieve the goals of improving student participation in community civic -minded activities and practice of civil discourse between opposing interests while in the classroom, and continuing into adult lives?

Summaries of AFCON Board of Directors’ Meetings—Peggy Adair

March 14, 2015—

Present: Peggy Adair, Dwayne Ball, Nancy Comer, Frank Edler, Bob Haller, Laurie Thomas Lee, Lora Leibrandt, Cathi McMurtry, David Moshman, Linda Parker, Rod Wagner.

MINUTES: Minutes of the AFCON board meeting held on February 14, 2015, were approved as presented upon a motion by Moshman, second by Edler, and a voice vote.

TREASURER’S REPORT: Cathi McMurtry presented the treasurer’s report dated February 13, 2015. Balance on hand is \$2,293.65. The treasurer’s report will be filed for audit.

SENTINEL: Articles for the June edition of the *Sentinel* are due by May 25. Comer will contact editor-in-chief Tom Black to change AFCON website administrator names listed in the *Sentinel*. Website administrators are Lora Leibrandt and Linda Parker.

LEGISLATIVE LIAISON: Adair reported she is actively monitoring the session and no academic freedom issues have come to her attention to date.

WEBSITE: Parker and Leibrandt are in the process of updating the AFCON website. Leibrandt has opened an AFCON Twitter account. Leibrandt noted the AFCON gmail account should be checked at least once a week. Ball volunteered to have the AFCON gmail messages forwarded to him so he can distribute incoming messages to the appropriate person.

AFCON officers agreed to allow their email addresses to appear on the AFCON website. Parker needs the following issues of the *AFCON Sentinel* to post on the website: September, 2014; September, 2010; and June, 2010. Moshman offered to check his vast collection of AFCON data to see if he can locate a copy of the missing *Sentinels*.

ANNUAL MEETING 2015: Parker and Leibrandt will attempt to contact Rainbow Rowell to see if she is available and willing to be the keynote speaker at the AFCON annual meeting. If contact is not successful by the end of March, Parker will visit with ACLU Nebraska to discuss the possibility of a joint annual meeting.

ACADEMIC FREEDOM ISSUES:

UNL: Moshman reported he attended an open mic session before the UNL Faculty Senate to discuss academic freedom issues. Ball reported he met with ACLU attorneys to discuss UNL data tracking concerns. The attorneys concluded no action can be taken until someone is harmed as a result of the data tracking program.

LPS: Moshman reported a new group has formed in support of Lincoln Public Schools as the gender identity discussion continues. The group calls itself “Every Student Counts Lincoln.”

UNO: Parker reported the Black Studies Department at UNO has faced a number of complex problems both within the department and with the UNO administration. Parker will continue to monitor the situation and will keep AFCON apprised.

STUDENT EXPRESSION BILL:

The board discussed the student expression bill that is currently moving through the North Dakota legislature. The North Dakota bill focuses narrowly on the protection of student journalists rather than the broader protection of the entire student body. It was the consensus of the board that this type of narrowly-defined bill would have a better chance of advancement in Nebraska. Adair will do further research to recommend a legislative strategy for the 2016 legislative session.

Next meeting of the **AFCON BOARD OF DIRECTORS, Saturday, April 11**, at Eiseley Library, Lincoln, Nebraska.

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

April 11, 2015—

Present: Peggy Adair, Dwayne Ball, Nancy Comer, Cathi McMurtry, David Moshman, Linda Parker, Rod Wagner.

TREASURER’S REPORT: Cathi McMurtry presented the treasurer’s report dated April 10, 2015. Balance on hand is \$2,987.23. The treasurer’s report will be filed for audit. McMurtry requested AFCON design an updated invoice document on AFCON letterhead.

SENTINEL: Articles for the June edition of the *Sentinel* are due by May 25.

See **Minutes**, page 3)

Summaries of AFCON Board of Directors' Meetings

(Continued from Page 2)

POLICY COORDINATOR:

Moshman reported the Lincoln Public Schools gender identity issue is unlikely to go away soon. He will continue to monitor.

WEBSITE: Parker reported the AFCON website has been updated. She has received copies of the 2010 AFCON *Sentinels* from editor Tom Black. Parker reported when she posts the 2010 *Sentinels* to the website we will have a complete online archive of newsletters.

HUMAN LIBRARY: Parker presented the Human Library concept to the AFCON board as a possible annual meeting event. [see: humanlibrary.org] The board determined the concept is not a fit for an annual meeting but might be useful in another way to present academic freedom issues. Parker will do further research into how the concept works and will report back to the board.

ANNUAL MEETING 2015:

Parker reported Rainbow Rowell is unable to be the keynote speaker for the AFCON annual meeting. The board discussed alternative possibilities. The board agreed by consensus to pursue a joint annual meeting with ACLU-Nebraska. Ball will contact ACLU and will report back to the AFCON board.

MEMBER REPORTS:

UNO: Parker reported nothing further has surfaced regarding the status of the Black Studies Department at UNO.

NEBRASKA CENTER FOR THE BOOK: Wagner reported the Nebraska Book Festival will be held at UNO's Community Engagement Center on April 25.

NEBRASKA LIBRARY ASSOCIATION: Parker reported the Institute of Museum and Library Services (IMLS), a federal agency, is in jeopardy of a decrease in funding under the proposed federal budget. Parker urged AFCON members to contact their US Senators and US Congressmen in support of full funding for IMLS.

NEBRASKA LITERACY HERITAGE ASSOCIATION: Wagner reported the Association is hosting the 31st Annual Adult Spelling Bee in Lincoln on April 23.

UNL AAUP: Moshman reported the UNL chapter of the AAUP is building momentum, with the first election of officers coming soon. Julia Schleck is a strong advocate of AAUP and is running for president.

FUNDRAISING: Parker reported her Unitarian Church donates loose change from their congregational collec-

tions each month to various nonprofits who apply through a grant process. A motion was made by Moshman, second by Comer, to apply for said funds. Motion carried on a voice vote.

Next meeting of the **AFCON BOARD OF DIRECTORS, Saturday, May 9**, at Eiseley Library, Lincoln, Nebraska.

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

May 9, 2015—

Present: Peggy Adair, Dwayne Ball, Nancy Comer, Frank Edler, Bob Haller, Laurie Thomas Lee, Lora Leibrandt, Cathi McMurtry, David Moshman, Linda Parker, Rod Wagner

MINUTES: A motion was made by Moshman, second by Leibrandt, to approve minutes of the AFCON board meeting held on April 11, 2015. Motion carried on a voice vote.

TREASURER'S REPORT: Cathi McMurtry presented the treasurer's report dated May 8, 2015. Balance on hand is \$3,145.45. The treasurer's report will be filed for audit.

SENTINEL: Articles for the June edition of the *Sentinel* are due by May 25.

POLICY COORDINATOR: Moshman reported AAUP has completed its review of the Salaita incident and has concluded Mr. Salaita was summarily dismissed without due process, and the president of the university violated tenets of academic governance.

LEGISLATIVE LIAISON: Adair reported Nebraska Education Commissioner Matt Blomstedt is issuing a memorandum to all public and private schools stating that schools are required to comply with the Americanism statute (Ne Rev St 79-725). Adair commented that bringing the attention of schools and legislators to this statute may assist our efforts in 2016 to reintroduce a student free expression bill.

WEBSITE: Parker reported she is continuing to work on some updates and edits of the AFCON website. Ball reported he is continuing to monitor the AFCON website email and is forwarding emails to appropriate recipients for any necessary action.

ANNUAL MEETING 2015: Parker handed out a summary of AFCON annual meeting options that were generated after Lee met with ACLU to discuss a possible joint annual meeting. A motion was made by Ball, second by Moshman, that AFCON shall spend \$500 to co-sponsor the ACLU annual meeting, with the understanding that

AFCON will present the AFCON award during the meeting. Discussion followed. Motion carried on a voice vote. Lee will contact ACLU for further negotiations. (The ACLU meeting will be held on Thursday, September 3, in Omaha.)

MEMBER REPORTS:

UNL FACULTY SENATE: Lee reported the TIPS program announced last November that they received somewhere from 55 to 59 reports during the first few months of operation. They also claimed all issues were resolved. [Perhaps it should be called the VAGUE program. — ed]

FUNDRAISING: Parker reported the Nebraska State Fair is offering up to \$10,000 in prizes to nonprofits who agree to be exhibitors at the fair. Adair explained the State Fair Board requires nonprofit exhibitors to commit to tending their booths for 10 consecutive 12-hour days in the brutal summer sun of Grand Island. The board decided by consensus to stay home and give other nonprofits a shot at the money.

ANNUAL MEETING 2016: Parker suggested AFCON consider Steven Salaita as a keynote speaker for the 2016 AFCON annual meeting. No action was taken.

NOMINATING COMMITTEE:

The following AFCON members were appointed to the Nominating Committee for 2015: Rod Wagner, Chair; Peggy Adair; and Laurie Thomas Lee.

Next meeting of the **AFCON BOARD OF DIRECTORS, Saturday, June 13**, at Eiseley Library, Lincoln, Nebraska.

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afcon.nebraska@gmail.com

After 19 years of putting the *Sentinel* to bed, with this issue this editor is now putting himself to bed. Approaching 80 years of life in August, he is looking forward to a more unencumbered lifestyle. It's been a challenging, provocative, freedom ride. Special thanks to my proof readers Mel Krutz and David Moshman, to Peggy Adair, our Secretary, and to David Moshman, Dwayne Ball, Bob Haller, and Frank Edler who supplied countless articles.

The Deep Basis for Academic Freedom by Robert S. Haller

Thank you, Dave, for your review of Stanley Fish's *Versions of Academic Freedom: From Professionalism to Revolution* (University of Chicago Press, 2014) [Sentinel March 2015]. Your analysis made me recognize that Academic Freedom hides its larger importance in human history and to human society when it is considered only as an operating procedural adjustment within higher education. We know (as Dave has emphasized in AFCON and in his research) that AF is not a privilege of professors but the necessary condition of education at all levels and for all its participants, teachers and students.

Suppose we think of "the world" as an educational institution needing its own version of "Academic Freedom", guiding the development of each individual and the collective history of humankind. In the short space allotted for *Sentinel* articles, with three authoritative quotations, I would like to try to show where such a premise gets you.

First quotation, from Vatican Council II:

"It is in accordance with their dignity as persons--that is, beings endowed with reason and free will and therefore privileged to bear personal responsibility--that all men should be at once impelled by nature and also bound by a moral obligation to seek the truth, especially religious truth. They are also bound to adhere to the truth, once it is known, and to order their whole lives in accord with the demands of truth." (*Dignitatis Humanae* 2; Declaration on Religious Freedom)

Is this true? Does the failure to "seek the truth," to "adhere to the truth" and

"order... [our] lives in accord with [its] demands" mean that we have abandoned our "dignity as persons"? If so, then the creation of educational institutions is our attempt to fulfill an obligation essential to our coming together in mutual support of our human dignity.

Indeed, in one sense, we can look at human history, from the beginning, as a series of truths discovered and the "ordering of... lives" in accord with these truths. Sometimes falsehoods have been mistaken for "truths" and lives disordered as a consequence, which only reinforces the essential accuracy of the narrative. Sometimes the history illustrates how wrong it is to stop seeking the truth and to stifle those who insist on continuing the search, and to substitute imposition of "truths" that sustain an order of power but make no contribution to human dignity.

Second quote, from Albert Einstein, as is incised at the base of his statue outside the National Academy of Science building on the Mall in Washington D.C. (taken from a letter he wrote on his 75th birthday):

"The right to search for truth implies also a duty; one must not conceal any part of what one has recognized to be true. "

In the letter, he adds, "It is evident that any restriction on academic freedom acts in such a way as to hamper the dissemination of knowledge among the people and thereby impedes national judgment and action." Thus for Einstein Academic Freedom is not just for the benefit of seekers of truth but also entitles "the people" and "the nation" to the reception of this knowledge so that "judgment [s]} and action[s]" can

be based on it. "Human dignity" is corporate as well as individual, because truth can be sought, found, and disseminated inside and outside of educational institutions.

The third quotation is from the *Convention on the Rights of the Child*:

29. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

The child is not an isolated being, but a person learning, in the home, on the playground, in schools, among her peers and her elders, in all forms and media; in other words, growing and becoming because always learning and living according to what he learns.

My happiness as a parent was seeing my kids thrive under such a regimen.

But the U.S. Senate has never ratified the Convention, for reasons to be found at parentalrights.org. Can you believe that ratification will mean that "Children would have the ability to choose their own religion" and "Children would have the right to reproductive health information" among other horrifying consequences?

I prefer to think that children, adults, and even octogenarians (such as myself) have an obligation to seek the truth and order our lives in accord with it.

Untangling Intricacies of Academic Freedom:

An Interview between ReLeah Lent and David Moshman

ReLeah: NCTE's recently adopted position statement on academic freedom clearly demonstrates the Council's commitment to intellectual freedom. As former chair of the Standing Committee against Censorship, I was pleased that NCTE's executive board found the issue to be of sufficient importance to charge us with the task of crafting the statement but, frankly, I was doubtful that we could transfer the extremely complex concepts inherent in academic freedom into a simple statement. As our work began, it didn't take us long to turn to one of the nation's foremost experts on the topic, David Moshman, professor of educational psychology at the University of Nebraska-Lincoln, who has studied and advocated for intellectual and First Amendment rights of students of all ages since 1981. He also writes an insightful blog on intellectual freedom and related issues for the *Huffington Post*.

In 2009 I wrote a foreword for one of David's books, *Liberty and Learning: Academic Freedom for Teachers and Students*, where he outlines five principles of academic freedom that I thought would be useful as we began our work. As it turned out, David's principles created the foundation for our entire document. Even as the proverbial ink was drying on the statement, however, questions began to emerge, most of which begged for clarification. What is the difference between academic and intellectual freedom, for example? Isn't academic freedom protected by the First Amendment and, if so, why do we even need a statement? Does academic freedom protect speech by educators who may express unpopular views on social media? In the following interview, David responds to these and other questions as we attempt to untangle some of the intricacies embedded in academic freedom--and thus make this important concept both understandable and usable.

ReLeah: David, teachers often feel

they have little control of their lives in the classroom because of the many mandates, standards, testing protocols and, in some cases, scripted curricula they are expected to follow. Why should teachers care about academic freedom when it seems that everywhere they turn someone is telling them what or how to teach?

David: Ideally, academic decisions about curriculum and instruction would be made by teachers and other experts, with substantial room for individual judgment. Higher education often approximates this ideal but K-12 education, unfortunately, falls far short. Teachers should be realistic about their circumstances but they should also be idealistic in exercising whatever freedom they have on behalf of their students and by working in collaboration with others to protect and expand academic freedom.

ReLeah: Recently, Professor Steven Salaita was "unhired" for remarks on social media that some found objectionable. Writing in the *Huffington Post* you noted that political speech, regardless of its civility, is protected by the First Amendment. Many teachers have told me that if they voice unpopular views they run the risk of being reprimanded or not being retained. To what extent is speech for K-12 teachers protected under the First Amendment?

David: Professor Salaita was not engaged in teaching or research when he made those remarks. They are protected by the First Amendment precisely because they were public statements on matters of public interest. Under current Supreme Court precedents, the First Amendment provides little protection for curriculum-related expression (Hazelwood, 1988) and little protection to public employees when they are doing their jobs (Garcetti, 2006). All persons, including teachers at all levels of education, have a First Amendment right to engage in political and other expression in their personal lives, but no one should count

on the First Amendment to protect academic or other job-related speech.

ReLeah: You write that a teacher may restrict student comments irrelevant to the current topic of discussion but must not restrict relevant ideas simply because they are objectionable. Suppose a student says something that is objectionable to some members of the class or may hurt someone's feelings. How does a teacher know where to draw the line?

David: I'm not sure there's any need to draw any line. Teachers should model civility, urge and remind students to respect each other, engage students in serious argumentation, and evaluate students' oral and written work on the basis of its contribution to serious discussion, which includes convincing others rather than humiliating them. Censorship is uncivil. Teachers can promote civil discussion without censoring or punishing uncivil speech.

ReLeah: Despite academic freedom, shouldn't elementary teachers need to be more careful than teachers of older students about what they say because younger children are so impressionable?

David: We're all impressionable, and teachers at all levels should be careful to educate rather than indoctrinate. But it's true that young children may be more easily indoctrinated than adolescents and adults even where there is no intent to indoctrinate. An adolescent who finds out that a teacher belongs to a particular church or political party can understand that the teacher is a person with her own religious and political views, whereas a second grader may perceive his teacher as representing what the school expects everyone to believe. So the second grade teacher may need to be more careful.

ReLeah: One of your principles is the freedom of inquiry. You write that inquiry must not be suppressed by

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(ReLeah/David Interview continued from Page 5)

restricting access to particular authors, topics, or viewpoints or by hindering the formulation of objectionable conclusions. With all of the misinformation available online, how does a teacher uphold a student's freedom of inquiry and, at the same time, direct his inquiry to reputable sources?

David: It is part of the teacher's role to direct student inquiry toward reputable sources, to help students understand how to identify such sources, and to evaluate how well students coordinate multiple sources in their work. Providing such guidance does not impede freedom of inquiry. There is no need to restrict access to anything.

ReLeah: NCTE works diligently against censorship through its Intellectual Freedom Center. Could you expand on the connection between academic freedom and censorship of books?

David: Part of the responsibility of the educator is to decide what students should read. The mere fact that a book is not chosen for students to read is not censorship. But if a book chosen on academic grounds is then removed for religious, political, or other ideological reasons, this infringes on the academic

freedom of teachers to make the academic decisions for which they are responsible and on the underlying right of students to an academic curriculum.

ReLeah: Is there a difference between academic and intellectual freedom? For educators, does the distinction really matter?

David: I define academic freedom as intellectual freedom in academic contexts. Intellectual freedom includes freedoms of belief and expression and free access to information and ideas. This is important for many reasons in many contexts but it is particularly important in contexts of teaching, learning, and inquiry.

ReLeah: While academic freedom is often seen as a legal issue, you have written that in aspects such as nonindoctrination it is, in fact, a moral imperative. Virtually every teacher I know considers morality, especially in the classroom, a sacrosanct value. Can you explain more fully the connection between academic freedom and moral obligations in teaching?

David: Education often involves the replacement of old concepts and ideas with better concepts and ideas. Moral respect for students as persons requires that we accomplish this by convincing them the new concepts and ideas are better, not by restricting their access to

information or their opportunity to encounter and discuss alternative ideas.

ReLeah: You advocate in *Liberty and Learning* that curricular decisions should be made on academic grounds through deliberative processes by teachers and other professionals. When challenges arise, administrators sometimes cave in to demands simply to resolve a complaint. How should challenges be handled in an environment of academic freedom?

David: The role of the administrator in this situation is to protect the academic integrity of the curriculum. Complaints should be taken seriously but should not be granted simply to avoid trouble. If a mistake has been made it should be corrected. But if a reasonable academic curriculum has been devised by teachers and other experts through appropriate processes, the administrator should defend those processes and explain the need to protect academic freedom.

For more information on this topic, reading David Moshman's *Liberty and Learning: Academic Freedom for Teachers and Students*, 2009, and ReLeah Cossett Lent and Gloria Pipkin's *Keep Them Reading: An Anti-Censorship Manual for Educators*, 2012.

If you are interested in reading recent posts by David Moshman concerning
Free Speech issues, click on the links below.

Free Speech at Boston University

http://www.huffingtonpost.com/david-moshman/free-speech-at-boston-university- b_7302626.html

Free Speech at Duke

http://www.huffingtonpost.com/david-moshman/free-speech-at-duke b_7418142.html

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

www.academicfreedomnebraska.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
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 to the September, 2015, issue is August 24, 2015.

Send to David Moshman, dmoshman1@unl.edu

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**