



THE

# AFCON

SENTINEL



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## AFCON OFFICERS

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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—Dwayne Ball

### ACADEMIC FREEDOM AND THE RESTRUCTURING OF HIGHER EDUCATION

Two newsletters ago, I wrote a column in which I grouped the threats to academic freedom into three categories: the restructuring of higher education, political correctness, and lack of awareness of, and disagreement about, academic freedom amongst various important groups. This column explores the first of these threats, the restructuring of higher education.

#### Re-engineering for greater productivity.

Think of almost any industry over the past 100 years and you will see enormous gains in productivity accruing from the efficiencies of mechanization and computerization. One of the glaring exceptions is education, and the cost of producing a well-educated citizen with a bachelor's degree has consumed a greater and greater fraction of private income and state budgets. Colleges with marginal finances are closing. Something has to give. The pressure is on faculty to become more productive in terms of research and teaching, and this is not necessarily a bad thing. But, re-engineering education will produce winners and losers, and one of the losers may be academic freedom.

Use of adjunct faculty. One of the ways re-engineering is taking place is through increased use of adjunct faculty, sometimes locally employed persons moonlighting, but also academic gypsies that take a collection of temporary courses here and there for a truly miserable \$3,000 or so per course. A December 2000 *Chronicle of Higher Education* article estimated that about half of all humanities courses

are taught by adjuncts, who have no hope of the protection of tenure. Of course, such hapless individuals avoid controversial ideas and expression. "People fall like sparrows," said Richard Moser of the AAUP, quoted in a year earlier in the *Chronicle* about the academic freedom of adjuncts. Adjuncts who offend a student with a controversial idea or expression are told their services are no longer required for any of a number of reasons, but seldom that the college simply doesn't want to have to deal with ideas that might offend paying students. "It's never done by frontal assault. They're dead before they know what hit them." the *Chronicle* quotes Moser.

Narrowing of tenure is another way to make education more efficient in the short term. Elimination of tenure systems at some institutions and establishment of post-tenure review at others have been trends for some years now. As the fraction of teaching done by tenured faculty decreases, the remainder can sense their own job security eroding. Almost anything—a few dry years publishing, complaints from students, "lack of collegiality," even "embarrassment of the university" can be used to trigger a post-tenure review, depending on how the criteria are written and interpreted by hostile colleagues or the administration. While post-tenure review, in principle, can be applied fairly to reduce the number of less productive faculty (as could rules in place long before,) it may be more likely be applied to faculty with political enemies than others,

The rise of distance education, the creation of alternative delivery systems, and commodification of the faculty. Distance education over

(Continued on page 3.)

## Upcoming Events

AFCON Board Meetings, Lincoln, April 14, May 12, June 9  
10 AM; Gere Library, 56th and Normal, Lincoln, Nebraska

## MINUTES of the AFCON Board of Directors

### December 9, 2000—

President Ball sent a letter to the Lincoln Public School Board in support of the book *House of Spirits* which has been challenged by a student; also he sent a letter of congratulations to UNL Dean Linda Pratt for her invitation to the Davis, Marker, Nickerson Symposium on Academic and Intellectual Freedom.

Haller reported on his presenting the AFCON Academic Freedom Award to the UN Board of Regents for its support of fetal cell research. The AFCON Board awarded complementary memberships to the 12 Regents and subscriptions to its newsletter for one year.

Krutz moved to thank Gerry Cox for distributing AFCON materials at various members' state conferences.

At this planning session, the Board set long-term, short-term, and 2001 goals. (See page 6 for a listing.)

### January 13, 2001—

The Board approved the Secretary's minutes and the Treasurer's report. McMurtry will send a donation to the LEA Harvest of Books and letters regarding 2001 dues to member organizations.

Ball will send membership letters to the Academic Senate presidents across the state and mentioned that a UNL employee was fired over a disagreement on the technology agreement.

Peggy Adair agreed to be AFCON's legislative liaison and reported on Unicameral bills of interest to AFCON. The Board moved to oppose LB 462 banning fetal cell research and to take a neutral position on LB 304 and authorized Ball to testify accordingly at the committee hearings. The Board also authorized Krutz to discuss with Senator Stuhr LB 303 creating an Education roundtable to see if AFCON members could be included on its roster.

The Board continued to seek members to serve on AFCON Elementary/Secondary and University Education sub committees.

Moshman spoke on the need for an AFCON policy statement on religion and commented on the UNL 2001 Martin Luther King celebration which emphasized religion and Barry Collier's Christian principles for his basketball team.

Ball will write a "skeleton" letter to be used by AFCON Board members to their member organizations. Lee will coordinate plans to publicize AFCON at UNL's August "Red Letter" Day for freshman. Moshman mentioned the UNL Beginning Teachers Newsletter as a possible site for AFCON publicity.

McMurtry was re-elected as Treasurer and Williams as Secretary and Beckstead as President-Elect for the ensuing terms.

### February 10, 2001—

Weather conditions preventing their attendance, approval of the January Secretary's minutes and Treasurer's financial report was tabled until the March meeting.

Ball and Moshman reported on their moderately successful meeting with a school district's superintendent and law firm over the question of AFCON/ACLU input into a speech and civility code it is developing in the wake of student incidents.

Cox will staff the AFCON table at the Nebraska State Reading Council meeting February 22-23 in Kearney.

Adair and Ball reported on progress of LB 303 (Education Roundtable) and LB 462 (restricting fetal cell research.) Ball was interviewed for the NETV Statewide program which aired February 9.

Ball noted he had prepared recruitment letters to the Faculty Senates of the other six Nebraska universities and state colleges and Creighton. Moshman distributed copies of the editorial he had written for UNL Teachers' College Beginning Teachers Newsletter, giving publicity to AFCON.

Moshman reported on academic freedom cases at schools in Virginia and South Dakota and distributed a report received by UN President Smith from an outside attorney concluding, consis-

tent with AFCON's earlier analysis, that there was insufficient basis for terminating Professor Karl Reinhard. Some of the charges against him raised issues of academic freedom. This ended the University's official action against Reinhard, but not his potential case against the University. (See the article on page 4.)

Moshman noted that UNL's 2001 celebration of Martin Luther King Day did NOT raise religious freedom concerns he had earlier expressed, but he remained concerned about UNL coaches imposing their religious beliefs on student athletes. Moshman will have a draft for the March AFCON meeting for an AFCON policy statement on academic freedom which the Beginning Teachers Newsletter will publish in its April 2001 issue.

Implementing 2001 goals: Black will contact Sears of the NSEA about the possibility of NSEA locals' joining AFCON. Ball mentioned the AFCON Website will be ready soon. To strengthen contact with member organizations, McMurtry will put the presidents or chairs of all affiliated institutions on the Newsletter mailing list. Beckstead will develop a calendar of the annual meeting dates of all member organizations. Ball will write an article for the NSEA *Voice* which might also be used in the newsletters of all AFCON affiliated organizations to give AFCON more visibility.

Haller will contact a national organization that advocates for academic freedom, and Ball will investigate AFCON's possible membership therein and the possibility of undoing some of the damage of the Hazelwood case.

Krutz reported on her discussion with Senator Stuhr about the possibility of having an AFCON member appointed to serve on the Education Roundtable if LB 303 passes. Stuhr recommended AFCON nominate a person under the "business and community leader" category. The Board unanimously nominated Mel Krutz.

## Academic Freedom and the Restructuring of Higher Education

Continued from page 1.)

the internet promises to bring education to people and places that could not be reached before by those particular offerings. But, will tenure-track faculty retain copyright to their work in distant education, or will they lose it to faculty hired only to produce a course owned by the university or a for-profit consortium? Will faculty be able to discuss controversial, unpopular ideas in extended education courses, or will marketing considerations of maximum inoffensiveness take priority as universities try to use those courses as cash cows? Will faculty be able to truly balance opposing controversial ideas in a course, or will market segments demand emphasis of congenial ideas to the exclusion of ones they find unpleasant? I hope the answers to all these questions are positive for academic freedom, but it remains to be seen.

**The search for grant and contract money.** Pity the poor researcher in the sciences, social sciences, or engineering whose tenure, raises, and promotion are tied to obtaining grants or research contracts, but whose interests or outspoken political views do not fit those of the foundations or corporations. Last year, the *Atlantic Monthly* ran a prominent article on “The Kept University,” detailing the compromises universities increasingly make for such money, up to a third of which the administration keeps as overhead. Where will the grating iconoclast that challenges conventional wisdom or wants to research a seemingly-obscure effect find a home?

**The rise of a professional administrator class.** Finally, the pleasant theory that the president, vice-chancellor, or dean is

just another member of the faculty, someday perhaps to return happily to the classroom, is fading away. The money and power are too attractive, the commitment to the students and the truth necessarily balance beside considerations of budget, politics, and career. What faculty require most from administrators with respect to academic freedom is protection, and there are high-minded and courageous administrators who will provide it. But—put yourself in an administrator’s place—if it comes down to your big office, big salary, and the chance at bigger ones, versus protecting an outspoken faculty member that powerful people hate, what would you give up? If you think of yourself as a faculty member, your duty and self-interest are clear. But, if you think of yourself as a professional administrator, compromise becomes more attractive.

What can we do about these trends? The faculty need to get and maintain some control of change in the university, recognizing that some change is inevitable. We should demand academic freedom for adjuncts if they don’t have it, and give them clear rights to be controversial. We should educate students to respect the academic freedom of their fellow students and faculty. We should gain sufficient influence over the policy issues in distance education, post-tenure review, and promotion/tenure linkage to research funding to make certain that the policies and actions in those areas do not damage the academic freedom of the faculty, but truly help institutions deal with changing realities. University faculties are undergoing more change now that they have in many years, but if they act decisively, academic freedom can remain one of the great sources of excellence it has always been.

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## PEGGY ADAIR NAMED NCTE/SLATE AFFILIATE INTELLECTUAL FREEDOM AWARD WINNER

Peggy Adair of Omaha won the National Council of Teachers of English (NCTE) Support for the Learning and Teaching of English (SLATE) Affiliate Intellectual Freedom Award. Adair is a writer, a Court Appointed Special Advocate in Sarpy and Douglas counties, a juvenile justice consultant, and a member of the board of directors of Owens Education Services which has offices in Omaha, Crete, and Columbus.

The Nebraska English Language Arts Council, an affiliate of NCTE, nominated Adair for her work as a child advocate and for her novel, *Chance*, which deals with child abuse. *Chanc* has been challenged by a Nebraska school district. Adair has also defended high school students who were punished for writing and distributing an “underground newspaper.”

Adair was honored at the NCTE Annual Convention at the Affiliate Breakfast in Milwaukee, Wisconsin, recently.

The National Council of Teachers of English, with 77,000 individual and institutional members worldwide, is dedicated to improving the teaching and learning of English and the language arts at all levels of education. Its membership is composed of elementary, middle, and high school teachers, supervisors of English programs, college and university faculty, teacher educators, local and state agency English specialists, and professionals in related fields.

Peggy Adair also serves as a representative of the Nebraska Writers Guild on the Board of Directors of the Academic Freedom Coalition of Nebraska and as its legislative liaison.

## EMBATTLED UNL PROFESSOR TO KEEP JOB

A University of Nebraska-Lincoln professor who has been the focus of controversy over mishandling of Native remains will keep his job. University of Nebraska President L. Dennis Smith has accepted an investigator's report that "adequate cause does not exist" to fire Karl Reinhard, an associate professor in the School of Natural Resource Sciences. "That report has been accepted, and it really culminates the action that started before the professional conduct committee," Richard Wood, NU Vice President and General Counsel, confirmed. A year ago, that faculty committee recommended firing Reinhard based on eleven charges of professional misconduct.

The charges included allegations that the former anthropology professor had kept Native bones in his office, had done tests on them in violation of the federal Native American Graves Protection and Repatriation Act, and had harassed students and colleagues. Earlier investigations by the Nebraska State Patrol and the U.S. Attorney's Office into UNL's handling of Native remains found evidence of violations wasn't strong enough to warrant charges against the university or its employees.

The new report, by Lincoln attorney David Buntain, concluded the committee's charges, "either are unsupported by the evidence or, to the extent they are supported by evidence, would not be viewed as constituting 'adequate cause'" to fire Reinhard. His report noted that former UNL Chancellor James Moeser had done his own review of the committee findings and was "unable to conclude that reasonable cause in fact exists to terminate" Reinhard.

Following is a section of the Buntain report:

**"Section B. Engaging in Unprofessional Conduct Toward Students and Colleagues.**

"Several of the charges before the Special Committee in-

volve unprofessional conduct toward others within the University. The Special Committee found support for the following charges:

"Dr. Reinhard transmitted his unethical and immoral values to his students in violation of UNL policy and Native Government policy.

"In violation of UNL policy, professor Reinhard created a hostile environment where native faculty, staff, and students have serious mental anguish that he could physically harm them.

"Dr. Reinhard harassed a student and colleagues in violation of the Academic Senate's Professional Ethics Statement.

"The Special Committee heard testimony from several persons in the Anthropology Department, as well as students at the University. As the Special Committee noted, this testimony focused on two "environments," one within the Department of Anthropology and the other within the University at large. The Special Committee recognized that it could not hold Dr. Reinhard responsible "for the complexity of emotions and activities swirling around the issue of the repatriation of Native American remains." Nevertheless, the Special Committee did find that Dr. Reinhard had "contributed significantly to a hostile environment within his department."

"It is clear from the testimony that during his service with the Department of Anthropology, there was considerable controversy surrounding Dr. Reinhard's work. To the extent that the criticism related to Dr. Reinhard's expressions of his beliefs and values about his professional activities, they are protected from disciplinary action as legitimate exercises of academic freedom.

"There was also substantial credible evidence that Dr. Reinhard was often rude, insensitive, and annoying in his dealings with colleagues and students. In my opinion, while some of the interactions with Dr. Reinhard described by the Special Committee witnesses were inappropriate and unprofessional, there is not sufficient evidence of an overall pattern of harassing conduct which would support the termination of his tenured appointment."

### FOR SALE BY AFCON

Send orders to Mel Krutz, 2625 Bluff Road, Seward, NE 68434-9801

T-shirts with a Paul Fell "banned books" design; Sizes M, L, XL, XXL, XXXL; \$15.00. Packaging and postage: \$2.00 each.

Note cards with a Paul Fell design; \$1.50; four for \$5.00. Packaging and postage: \$0.75 per packet.

Reader's Theatre Script of a TANGLED ISSUE: Student Freedom of Expression. \$10.00 buys the book with rights to duplicate the script and produce the play. Packaging and postage: \$2.00 each.

**AFCON SPEAKER'S BUREAU (As of November 1999)**

Dwayne Ball: "Threats to Academic Freedom at Universities"  
3120 Jasper Ct., Lincoln, NE 68516  
dball@alltel.net

Linda Beckstead: "Freedom of Student Press Issues"  
3919 Davenport, Omaha, NE 68131  
becksteadl@aol.com

John Bender: "The Nebraska Student Freedom of Expression Bill"  
3609 S. 20 St., Lincoln, NE 68508  
jrbender@unl.edu

Spencer Davis: "Academic Freedom on the College Campus" and "Principles of Academic Freedom"  
512 Laurel Circle, Bellevue, NE 68005  
sdavis@bobcat.peru.edu or ssdavis@uswest.net

Bob Haller: "Money Talks: Ideas in the Political Process" and "Religion, Intellectual Freedom, and the University"  
4000 S. 56th St., Lincoln, NE 68506  
rhaller@unl.edu

Jeff Lofthus: "Surveying Censorship in Nebraska"  
1220 Hayes Ave., Norfolk, NE 68701  
jlofthus@pluggers.esu8.k12.ne.us

Mel Krutz: "So, When the Supreme Court Says Yes to Censorship, What Do You Say, Dear?" and "Current Nebraska Censorship Issues and Why They Matter"  
2625 Bluff Rd., Seward, NE 68434  
ck34938@alltel.net

Carol MacDaniels: "Street Language and Student Writing"  
4740 Grassridge Rd., Lincoln, NE 68512  
cmaddani@unl.edu

David Moshman: "Nature and Purpose of Academic Freedom;" "General Principles of Academic Freedom;" "AFCON Policies;" "Intellectual and First Amendment Rights of Adolescents;" "Intellectual and First Amendment Rights of Students;" and "Intellectual Freedom and Intellectual Development"  
1901 Pepper Ave., Lincoln, NE 68502  
dmoshman1@unl.edu

Presentation of the Readers' Theatre production of A Tangled Web: Student Freedom of Expression (a cast of adults and students)

**AFCON Testimony on LB 462**

By Dwayne Ball, President

My name is Dwayne Ball; I am a professor at UNL; and I represent the Academic Freedom Coalition of Nebraska. AFCON is a group of 17 organizations of elementary and secondary teachers, university and college professors, and writers in Nebraska that value and wish to protect academic freedom. We oppose LB 462

We recognize that the use of fetal tissue generates a great deal of legitimate concern on the part of many Nebraskans. We also recognize that there are sometimes occasions on which the state should draw lines regarding the ethics of medical research. We plead with you not to draw the line, however, that is drawn by LB 462.

The use of fetal tissue in medical research, while heart-wrenching for many of our citizens to contemplate, is being

done by deeply committed doctors and researchers for a high purpose—unlocking the key to devastating disease that causes untold human misery. Abortion, itself, which may provide the tissue, is legal in the United States, and the researchers are violating no law. Their research is informed by medical ethics that take very seriously the profound questions involved. We are certain that if a proper substitute for fetal tissue could be found, equal or better in all respects, medical research would begin using it immediately without any need for a single word from the state.

We ask you to consider, on the balance, the good done by the research and the good done by allowing people of good will and high purpose to pursue avenues of research that they believe most likely to succeed. We thank you for your time.

**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 June 15, 2001, issue is May 28, 2001.**

## IS THERE A SPIRIT IN THE HOUSE?

By Bob Haller

For those who have not read it, I can tell you that Isabel Allende's *House of Spirits*, the subject of a challenge in the Lincoln Public Schools, reaches its climax during the revolution which overthrew President Allende of Chile and installed General Pinochet as military dictator (although neither of them is mentioned by name.) The young woman who we discover is the narrator of the story suffers rape and torture specifically at the hands of the bastard son of her grandfather, the issue of one of his violent encounters with peasant women in his sexually-frustrated young manhood. Isabel Allende's point, of course, is that the violent, exploitative practices of this powerful land-owning conservative politician are an aspect of the psychic and moral corruption of his class, and are directly responsible for the suffering of the much-loved granddaughter at the hands of the military coup.

The young man enrolled in Advanced Placement English at Lincoln East High School who challenged the book protested that the description of the grandfather's rapes and of his farewell to the body of his dead wife are inappropriate reading for someone of his age and moral state, an imposition on him by the public schools in violation of his religious principles and upbringing. According to the *Lincoln Journal Star* report of the hearings conducted by the Lincoln Board of Education, his parents claimed for him the status of a martyr, a young man enduring the ridicule of his classmates and the impatient incomprehension of his teachers. They warned that this set of conditions will render the public schools repugnant to Christians and encourage the movement of students to "Christian" schools.

Certainly it should make every American happy that a young man was willing to stand up for his beliefs in the face of resistance and ridicule. We should also be happy that the school system makes provision for challenges which can be carried all the way to the Lincoln Board of Education itself. A responsible citizen will question any imposition on him or her by an agency of the government and seek, within the available procedures, whatever redress and relief is possible. But I wonder: do those students whose parents withdraw them from the public schools to "Christian" schools have similar access to procedures for challenging the materials imposed on them?

And did the student understand the message of the scenes which he protests? Is he and are his parents really saying that it is inappropriate for him at his age to understand that the powerful of the world might be, more than the rest of us, capable of imposing their perverse and violent sexual desires on the less powerful and on those less supported by the justice system? Or does "Christian" education preclude such information? Are young "Christians" to believe that the powerful are right, no matter how lawless and perverse and exploitive their behavior? Readers of scripture may note that the "Great Whore" of the *Book of Revelation* carries a cup "full of the fornications of the Kings of this earth." They might read how Judith overcame Holofernes or how David acquired Bathsheba as wife and draw some of the same conclusions; but why should they be forbidden to find out about the perversity of the powerful from their readings in public school?

Our schools are not, despite what so-called "Christian" critics say, institutions bent on imposing non-Christian messages on Christian youth. *The House of Spirits* presents the Chilean church in a favorable light and its message about the sexual violence of the powerful is in full accord with Biblical teaching. The novel ends on a note of forgiveness: the narrator refuses to harbor a desire for vengeance despite her torture, knowing that the cycle of violence continues precisely because of the persistence of such anger. What is distressing about "Christian" challenge of the book is its attempt to make a martyr out of a young man asked to read a book for his own intellectual growth, while ignoring the truly gruesome martyrdoms of Pinochet's Chile. Do I remember rightly that Amanda Wingfield of Tennessee Williams' *The Glass Menagerie* sympathizes with the trivial; sufferings of her women friends by calling them "Christian Martyrs"?

There is a disproportion in this "Christian" challenge to *The House of Spirits* which would be amusing if it were not a sign of invincible shallowness. "We will not let our children read about the tyrannies of our times," say the so-called Christians, "for fear they might read scenes of violent and perverse sexual behavior." Isabel Allende's book can open young readers to the terrible violence and exploitation of our time, and in a context open to the Spirits which mitigate that violence. But there are some in our society whom the Spirits never visit.

### AFCON PLANNING GOALS:

**2001:** Create a website; meet with each constituent organization board for two-way informational purposes; recruitment of more organizations; consider mass mailings with information on AFCON and what you can do to help; consider how to target graduating teachers and college freshmen for information on academic freedom and to let them know we exist and solicit their notification for problems; get the higher education and elementary/secondary education subcommittees running full steam; obtain higher attendance at board meetings; and continue work on incidents and policies. **Short-Term:** Increased publicity of policies with new policies developed in areas such as religion in the schools; publicity and education among the public, school boards, college students, public school students, and college faculty/graduating teachers; increase membership; develop an early warning system in the schools and colleges and in the legislature; continue to fight individual battles and award individuals who fight for academic freedom. **Long-Term:** Part-time or full-time paid director who would attend meetings, write letters, give speeches, represent AFCON through the media and recruit; permanent office, phone, and e-mail address; legal-defense fund to help teachers, students, and professors under legal attack for academic freedom.

## CAN FACULTY BE CONVICTED OF SPEECH CRIME BY THEIR PEERS?

### Point/Counter-point

(This is the transcript of an e-mail discussion between Dr. Robert Haller, who directs AFCON's efforts towards higher education, and Dr. Dwayne Ball, 2001 President of AFCON.)

Bob: My first response to that question is, certainly by no one else. The prime responsibility of the faculty is to secure its independence and control over all faculty personnel matters, including hiring, promotion tenure, merit, non-reappointment and removal of tenure. The almost equal second responsibility is to ensure that no faculty may be sanctioned for the content of speech; speech can be a crime only because of some aspect of the time, place and manner of its use, never because of its content.

Dwayne: I couldn't agree with you more, Bob, about the role of the faculty in personnel matters, and about the content of speech being protected. Yet, we have so many counter-examples in the past few years. Consider the 1992-94 Donald Silva case at the University of New Hampshire, wherein Silva was charged with creating a hostile environment for women in a creative writing class because he used sexual similes. The complaints were orchestrated by a female faculty member encouraging student complainants. A faculty grievance committee convicted Silva, and he was suspended. Silva appealed to the US District Court. The Court was appalled, struck down the actions against Silva, and ordered restitution for him. I could cite more examples, but my point is this: faculty themselves are now constituting a threat to academic free speech. Accused faculty are turning successfully to the federal courts or even to administrations with some backbone for protection against their own faculty grievance committees. Is this good for faculty governance?

Bob: Of course not, Dwayne. But consider the alternative: get rid of faculty committees and let administrators or boards of regents go after faculty who create "hostile environments." So long as faculty committees have the prime responsibility, and the first chance, at least there will be administrators, boards and ultimately the courts from which to seek redress when the faculty committee makes a wrong decision. If we want to minimize such mistakes, we need to start an active educational effort aimed at present and future faculty to raise the consciousness about the centrality of academic freedom to our common enterprise. But taking authority out of faculty hands would weaken such educational effort. A faculty which does not govern itself will never be a faculty which stands for academic freedom.

Dwayne: The faculty themselves can become the cause of the weakness. Too many faculty want to restrict speech for political reasons. Consider the reason quoted as given by the head of the Women's Studies department for denying a faculty member permission to teach a course on political correctness at Bowling Green State in Ohio: "We don't allow people to say that we restrict speech." And, of course, consider that, at UNL, we have a case where the University's own hired attorney said a faculty judicial proceeding violated the academic freedom of Karl Reinhard, accused of "transmitting unethical and immoral values." I would like to think education is the answer, as you suggest, Bob, but I am assailed with doubts that politicized faculties want to hear it.

Bob: Academic freedom derives logically from a commitment to the search for truth, which must be the core of a university. If a faculty decides that something else has equal or greater importance, such as the promotion of diversity or the creation of the conditions of openness which are the environment of education, the enterprise will lose its soul. I do not know of a Board or an Administration or a Student Body or a Legislature which sees and knows clearly what the core value of a university should be. Unless you can show me that there is a university somewhere with no authority to sanction a professor or remove tenure, I will insist that those powers be removed from the faculty, or how putting that power in some other hands can possible promote academic freedom. Until I am shown where that authority can be vested with a greater chance of protecting academic freedom, I will lodge that authority in the faculty and work to educate that faculty.

Dwayne: I'm happy we agree on everything basic, Bob; the reasons why academic freedom must be protected and who must do the protecting. I agree totally that if we allow diversity or sensitivity or some other "ity" to have primacy over the freedom to speak one's mind, the university will lose its soul and its value. This happened in the early '50's with the McCarthy hearings, when the "ity" was national security, and it is happening now. My only argument has been that, when faculty convict their peers of speech crime—as we have done all too often—and such convictions shock the courts, administrations, and the public, we will have our rights to make such determinations taken away or our decisions ignore. It is essential that the faculty take a new look at what they are doing and reform policies, procedures, and points of view so that the concept of speech crime no longer exists on campus.

# AFCON

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Oakland, NE 68045.

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## ACADEMIC FREEDOM COALITION OF NEBRASKA

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### 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** (\$100) entitles the organization to one seat on the AFCON Board and one vote in the election of officers and at the annual meeting, and eligibility for office and chairing standing committees and 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** (\$10) 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**