



THE

AFCON

SENTINEL



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Purpose:

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

MESSAGE FROM THE PRESIDENT—Robert Haller

Threats to academic freedom come in many forms. Two reports issued this summer by two very powerful players on the higher education scene signal a new academic freedom danger for institutions of higher learning.

On July 20, Educational Testing Service issued its report which recommends focusing on “workplace readiness and general skills; domain-specific knowledge and skills; soft skills such as teamwork, communications and creativity; and student engagement with learning.”

And how is this focusing to be carried out? Here is the key statement:

The report recommends a systematic, data-driven, comprehensive approach to measuring student learning with direct, valid and reliable measures.

I never before reading that sentence thought of adjectives as bullets aimed at the heart of academic freedom.

In every field of higher education I know of, we the professors are supposed to be expanding knowledge, finding new methodologies, reinterpreting the received wisdom, passing on to our students the excitement of discovery and the kind of rigor and range of thinking that goes into research.

American leadership arises from our innovations, the imagination which allows us to construct research which changes world views and creates new resources.

The report does not suggest that you can measure professorial knowledge with a standardized test. But it thinks such tests can give reliable data for undergraduates.

But here’s how I see it. I am scheduled to teach Modern English Grammar to a class primarily made up of potential teachers. I try to make them understand that English Grammar is the competence they and all native speakers

have which enables them to produce discourse which accurately expresses their intentions and can be correctly understood by other native speakers.

In other words, native speakers don’t learn English Grammar in school except in the sense that they might bring to consciousness the rules and processes they acquired and use continually and spontaneously. Bringing latent knowledge to the surface is a tricky business, and it becomes even trickier to try to formulate an instantaneous process in linear rules.

I have the additional task of making clear the function of those “grammar tests” included in standardized venues like the ACT and the SAT and the tests administered under NCLB. These ask students to identify “mistakes” and supply the “correct” substitute. Someone who really knows grammar as I described it above might be able to do the test well. But it would not test what they actually learned in the course.

On August 9, the Spellings Commission (appointed by Margaret Spellings, the Secretary of Education) on the Future of Higher Education approved the draft of their report they had published in July. Here is an outline of the logic of this report:

- The country must remain competitive.
- Its institutions of higher learning must prepare workers to meet the competition.
- These potential workers will come from the full range of students, every ethnic minority, both genders, all levels of income.
- They will have been made fit for further studies by No Child Left Behind
- The government must assure that these students have access to higher education.

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Upcoming Events

AFCON Board Meetings, October 14, November 11, December 9, 2006
Loren Eiseley Library, 1530 Superior, Lincoln, Nebraska; 10 AM

THE PRESIDENT—Robert Haller

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- This will require increased appropriations for student aid
- The government must ensure that its huge investment gets a return
- Therefore, students must be tested to prove that they have learned.
- And Institutions must be rated by these tests to show themselves worthy of this financial support.

As you read the report, you sometimes think the argument is rational. But in fact it gets off the track at several points. As soon as it suggests that student aid must be increased (and that Universities must do their part in holding costs down), it jumps immediately to accountability, as if automatically

the promise of money gives the government the right to impose new conditions. And since this is the Administration that fostered No Child Left Behind, it wants to follow up the success of that program by imposing on higher education a systematic, uniform, nationally-standardized test. What a coincidence that the ETS had said the same thing!

But let me just make a few statements that ought to be obvious and part of the conventional wisdom.

- Assessment is a distraction from education, not a contribution to it.
- Higher education is not intended to supply the parts for an economic machine.

- Standardized tests have the same relationship to education as autopsies have to good health.
- American higher education still leads the world in the generation of ideas and innovations.
- Undergraduate education is justified to the extent that graduates are good citizens, adept at creative thinking and dedicated to thoughtful and global consideration of problems and challenges.

Academic Freedom is the basis for all the good qualities of universities and colleges, and is their distinguishing feature. These two reports are available on line at www.ets.org and www.ed.gov.

Summaries of AFCON Board of Directors' Meetings—Karen Buckley

June 10, 2006—

Present: Peggy Adair, AFCON legislative liaison; Dwayne Ball, Nebraska ACLU and Nebraska Association of Scholars; Tom Black, Nebraska State Education Association; Joanne Chapuran, Nebraska High School Press Association; Mel Krutz, Nebraska Center for the Book; Cathi McMurtry, AFCON Treasurer; Dave Moshman, AFCON Past President and Policy Coordinator; and Sue Oles, Omaha Public Schools Language Arts.

Minutes: (Dwayne Ball:) Minutes of the May 13, 2006, AFCON Board Meeting taken by Karen Buckley were distributed and approved. Dwayne Ball volunteered to act as secretary for this meeting.

Treasurer: (Cathi McMurtry:) \$1673 in account. As of today, there are 36 individuals out of 47, and 13 member organizations out of 19 with paid dues (or excused dues) for 2006. The Treasurer's Report was distributed/approved by the Board.

Policy Coordinator: (Dave Moshman:) Moshman discussed the Ward Churchill case at the University of Colorado, recent develop-

ments in the application of the Hazelwood case in universities (*Garcetti v. Ceballos*), and the larger perspective of current attacks on leftist faculty in higher education. A Board discussion followed.

Newsletter: (Tom Black:) Spring newsletter has gone out in the mail.

Legislative Liaison: (Adair:) The Nebraska Legislature is not in session

Student Free Expression efforts:

Adair, on behalf of a citizen's group working on a student free expression bill, read the latest version of the bill.

Member Reports: Krutz mentioned that the Nebraska Summer Writer's Conference to be held at Andrews Hall, UNL, June 19-23, requested an AFCON table with its materials distribute. The Nebraska Book Festival, sponsored by NCB, would be held October 6, 7, and 8 at Nebraska Wesleyan University, Lincoln.

Old business: A proposed amendment to the AFCON Constitution or a policy change to allow student organizations to pay lower dues was discussed. Tabled until the next meeting.

July 8, 2006--

Present: Peggy Adair, legislative liaison; Dwayne Ball, ACLU Nebraska and the Nebraska Association of Scholars;

Jim Bunstock, Nebraska Writer's Guild; Joanne Chapuran, Nebraska High School Press Association; Nancy Comer, Nebraska State Reading Association; Jodene Glaesmann, Nebraska Library Association, Intellectual Freedom Committee; Bob Haller, AFCON president; Dick Herman, Nebraska Press Association; Mel Krutz, Nebraska Center for the Book; Laurie Thomas Lee, UNL Faculty Senate; Cathi McMurtry, AFCON treasure; Dave Moshman, AFCON policy coordinator; Doug Paterson, UNO Faculty Senate; and Mary Reiman, LPS media.

Minutes: (Buckley) Minutes of the June 10 board meeting, taken by acting secretary Dwayne Ball, were distributed and. Approved.

Treasurer's report: (McMurtry) The treasurer's report showed a balance of \$1476.01, with 38 individual members and 14 organizational members current with dues. The treasurer's report was distributed and approved..

Policy Coordinator: Moshman noted that the Lincoln Journal Star's recent series on LPS's comprehensive sex education did not generate any objections in letters to the editor.

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

Newsletter: The deadline for the next issue of the Sentinel will be about Aug. 20. Haller also noted that the AFCON website has been updated.

Membership Reports: Krutz reported that the annual meeting for the NCB will be held November 5 at the Center for Great Plains Studies in Lincoln, featuring Dr. John Cole, Library of Congress librarian and director of Centers for the Book. The Nebraska Book Festival will be October 6-8 at Nebraska Wesleyan University, Lincoln. AFCON will have a non-profit information table. Help is needed.

Paterson said that faculty members at UNO have been questioning why two faculty members were not reappointed. The decision by the UNO Academic Freedom Committee not to have hearings to examine the two cases stunned some members.

Comer noted that the State Reading Association met June 17. She has written an article emphasizing AFCON activities relating to teachers that will be printed in the Nebraska Reader.

Chaperson said that the Nebraska High School Press Association summer workshop is scheduled for July 24-25.

Glaesmann noted that the NLA/NEMA fall conference will be held October 25-27 at the Omaha Quest Center. AFCON traditionally has a table at that conference.

New Business: It was reported that the Nebraska Congressional Delegation is very concerned about Nebraska being targeted by the No Child Left Behind Act. Reiman said that she would forward any letter or statement AFCON would make to an aide of Sen. Nelson. Haller distributed a memorandum addressed to all Nebraskans from Doug Christensen, Commissioner of Education for the State of Nebraska regarding "Statement of the Commissioner of Education Regarding State's Assessment System and its Compliance with the Requirements of No Child Left Behind." Bunstock moved, and Moshman seconded, that Haller write a letter in support of Christensen and that the letter could be approved by e-mail, since the next meeting would not be for two months. (This has since been done and Haller followed up forwarding Christensen's response, thanking AFCON for its support.)

Paterson would like to have an agenda item in an upcoming meeting regarding the Omaha Public Schools

and the recent legislation to divide the district into three separate districts

Legislative Report/Ad hoc Committee on Student Rights Legislation: (Adair) Adair, Moshman and Haller met with Sen. DiAnna Schimek to discuss the Student Rights Legislation. Sen. Schimek said that if she runs for Speaker of the Unicameral, she wants to limit what issues to on which she will focus.

Adair noted that there are 40 state sections on how to punish students and no state sections on student rights. Schimek suggested eliciting support from the Nebraska Associations of Schools Boards and of School Administrators.

Old Business: The question was asked if AFCON could continue to offer free or reduced rates to certain groups (such as student associations) without a change in the by-laws. Since the by-laws don't require set dues, the AFCON board is empowered to set dues. A motion by Ball and seconded by Adair was passed, allowing student organizations to pay \$20 dues annually and individual students to pay annual dues of \$5. Members also approved Ball's amendment to exempt Fine Lines Journal from dues in exchange for advertising.

THE CASE FOR STUDENT FREE EXPRESSION

A group of us allied with AFCON is hoping to see legislation passed that will return us to the days when students and student newspapers could write and speak like free citizens. Read what we have to say and join us, or at least let us know what you think. —Peggy Adair, AFCON Legislative Liaison

"Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding, otherwise our civilization will stagnate and die." Sweeney v. New Hampshire, 354 US 234, 250

During the Vietnam era, student free expression was at its

powerful apex. The 1969 *Tinker* decision, supporting high school students' right to political protest, made a clear statement that students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse door."

Student civic participation in the late 60s and early 70s was

also strong. Students discussed politics in coffee houses. They voted. They organized. They protested. Four of them died while protesting the Vietnam war at Kent State University in 1970.

Students are often idealists, and Vietnam-era students thought they could change the world. They joined the Peace

THE CASE FOR STUDENT FREE EXPRESSION

—Peggy Adair—

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Corps and Vista. They wrote to their senators. They ran for public office. They gave a damn about democracy, because they lived it.

Then came a watershed moment. In 1988, the Supreme Court ruled, in *Hazelwood School District v. Kuhlmeier*, that high school administrators can censor student-initiated publications such as high school newspapers and yearbooks. As with many court decisions, the breadth of *Hazelwood* has slowly expanded and now is cited as a precedent for censoring student publications at the college level.

Before *Hazelwood*, approximately 75 percent of the major court cases involving student free expression ruled in favor of students, in their standing as individual citizens of the United States. After *Hazelwood*, the trend has reversed, with approximately 60 percent of the cases ruling *against* students as citizens, and *for* public schools in their standing as arms of the government.

Since *Hazelwood*, students have been increasingly censured and punished for their artistic, written, spoken, and religious expression. Teachers are also finding themselves under pressure to suppress the free expression rights of students. Some teachers have been “reassigned,” forced into early retirement, and even fired over their efforts to protect the Constitutional free expression rights of their students.

Not coincidentally, since the *Hazelwood* decision and similar subsequent court decisions, student participation in civic activities has plummeted, and student apathy toward their own free expression rights has soared. In a 2005 survey of 100,000 high school students, nearly 75 percent of the students say they either don’t know how they feel about the First Amendment, or they take it for granted. Almost 50 percent of the students say our government should be allowed to censor the con-

tent of newspapers. Seventy-five percent erroneously believe flag-burning as political protest is illegal in the United States.

The future of America depends upon young people who embrace democratic values. But they cannot embrace values they are not permitted to practice. We teach students to read by helping them practice reading. We teach students math by helping them solve math problems. We teach students to write by giving them writing assignments. The same teaching method holds true for citizenship: we must teach students to be good citizens by allowing them to practice their inalienable Constitutional rights in a substantive and meaningful way.

Eight states have stepped up to the plate to protect the free expression rights of students, including our neighbors Iowa, Kansas, and Colorado. In Nebraska, there are over 40 sections of statute addressing student discipline and punishment, but there are *no* sections of statute addressing student rights. We hope to rectify this serious imbalance of rights and responsibilities by proposing a Student Free Expression Act in the 2007 legislative session. The Student Free Expression Act would outline student rights, describe which acts of expression are not protected, and would also protect teachers and administrators from liability when protecting student free expression.

A draft copy of the Student Free Expression Act is available at the AFCON website, www.afconebr.org. Please remember that this is a *draft*, and has not yet been finalized or introduced as legislation. Please take the time to read over this draft and email your comments to Dwayne Ball at adball@neb.rr.com.

“If we don’t stand up for the free expression rights of our students, how can we expect them to stand up for democracy?” – a Nebraska teacher

AFCON SPEAKER'S BUREAU (As of December 2004)

Dwayne Ball: "Threats to Academic Freedom at Universities"
adball@alltel.net

Linda Beckstead: "Freedom of Student Press Issues"
BecksteadL@aol.com

Bob Haller: "Free the Students! Why Higher Education Needs a New Movement" and "How Books Can Harm You: Lessons of 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"
bender@unl.edu
dmoshman1@unl.edu

Mark Weddleton and Laurie Thomas Lee: "Implications of the USA Patriot Act"
mark@weddleton.com
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.AFCONebr.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

FOR SALE BY AFCON

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

Reader's Theatre Script (a booklet) of a TANGLED ISSUE: Student Freedom of Expression.
\$10.00 buys the book with full duplication and production rights.
Packaging and postage: \$3.00 each.

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

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 15, 2006**, issue is **November 20, 2006**.
Send to Tom Black, editor, 610 West Park, West Point, NE 68788 or wpc6296@cableone.net

UNIVERSITY REPORTS

—Dwayne Ball—

My sources for these reports are the Chronicle of Higher Education (CHE) the newsletters of the Foundation for Individual Rights in Education (FIRE), and other sources as noted.

FREEDOM OF EXPRESSION

Pennsylvania State University has revised its speech code after legal challenges based on the First Amendment. Previously, the code provided for punishment of speech if it was offensive or "showed contempt" on the usual politically incorrect grounds – race, sex, age, etc. As revised, the code only punishes speech if it is directed at an individual on those bases, and only if a reasonable person would find it sufficiently severe and pervasive to impede his or her ability to take advantage of educational or employment opportunities. As an attorney for the Alliance Defense Fund, a conservative Christian legal-advocacy group based in Arizona (who filed the suit on behalf of a student) pointed out, the code is now consistent with case law. (CHE 5/30/2006)

The US Supreme Court has ruled that the Constitution does not protect speech made by public employees in the course of their ordinary job duties. In a 5-4 ruling made in late May, the court ruled that speech made in an "official capacity" was not protected even when it touched on matters of public concern. There was no specific ruling to protect public college and university faculty who might choose, as faculty members, to criticize their university administrations. There was a written exchange on that matter by Justices Kennedy (minority) and Souter (majority), indicating that matter was as yet undecided. If the matter were decided in later cases such that faculty may be disciplined for speaking out on university matters, the entire structure of academic freedom would be under threat. (CHE 6/1/2006)

National Council for Accreditation of

Teacher Education (NCATE), an accrediting agency for schools of education, had proposed that schools require students to demonstrate a belief in "social justice" in order to be allowed to receive an education degree. Not doing so would threaten the school's accreditation. This is one of the consequences of "dispositions theory," currently fashionable in schools of education, that insists, among other things, that teachers must hold certain political attitudes in order to be fit to teach. Under pressure from publicity by the Foundation for Individual Rights in Education, and a hearing by the U.S. Department of Education, NCATE dropped the requirement. (FIRE newsletter 6/6/2006)

The University of Nevada at Reno (UNR) had a rule that free speech was permitted on only 4 small or remote areas on campus. The rest of the campus was not a public forum. Under pressure from some of its own students and a publicity campaign started by the Foundation for Individual Rights in Education, the administration reversed itself, and the entire campus has been redesignated an "open public forum area." (FIRE newsletter 6/28/2006)

Ward Churchill, a tenured professor at the University of Colorado at Boulder, is going to be fired. His well-known case began when he made remarks calling some of the World Trade Center victims of September 11 "Little Eichmans." He was vilified by many, including some in the Colorado State legislature, was investigated by a university faculty panel for plagiarism and other academic crimes, and was effectively "convicted." The administration intends to fire him, despite the fact that his offensive remarks, all agree, were protected speech, and that had he not made them, the

investigation would never have occurred. (CHE 7/3/2006)

The Library Connection, a Connecticut library group, refused to turn over the computer search records of a library computer to the FBI, when those records were demanded by a National Security Letter. Such a letter also enjoins the library from discussing the demand with anyone but their legal counsel. The Library Connection, with the help of the local ACLU chapter, fought the demand. The FBI dropped it, saying that the records were no longer needed by the investigation. (CHE 6/27/2006)

The University of Wisconsin at Madison is investigating an instructor who thinks the US government plotted the 9/11 attacks. Kevin Barrett, a Moslem, made those claims on a local conservative radio talk show, as well as other forums. Legislators called for his dismissal. The Foundation for Individual Rights in Education is defending Mr. Barrett publicly. Greg Lukianoff, president of FIRE, said that the law is "fairly clear" in its protection of Mr. Barrett's speech. "Investigations themselves, particularly when they're specifically brought about because of somebody's opinion, are especially threatening to free speech," he said. (FIRE newsletter of 7 / 3 / 2 0 0 6)

The Department of Defense (DOD) has been monitoring student e-mail. Through the Pentagon's "Talon" program, it has monitored student groups who oppose the Iraq war and who oppose the military's "don't ask, don't tell" policy on gay personnel. Student e-mail monitoring has been uncovered, via a Freedom of Information Act request, at the State University of New York at Albany, Southern Connecticut State University, the University of California at Berkeley, and William Paterson University of New Jersey. The Servicemembers Legal

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UNIVERSITY REPORTS—DWAYNE BALL (Continued from Page 6.)

Defense Network filed the request and released a report. The “Talon” program relies on a DOD web-site based “tip” form to uncover terrorist plots. The e-mails monitored appeared to deal with public protests. (CHE 7/6/2006)

Temple University, under investigation by the Pennsylvania State legislature as part of a general investigation into liberal bias on university campuses, has agreed to reform its grievance procedures. Apparently, the grievance procedures have been used to enforce politically correct orthodoxy. Now, all grievances will be reported to the Board of Trustees, which will also review the procedures. (CHE 7/21/2006)

Arizona State University (ASU) is being sued by ASU Students for Life. The university denied permission for the group to present an anti-abortion display in a space where other student groups have frequently had displays and events. The display consists of several 18-foot panels depicting aborted fetuses. The university contends that the display is too large and dangerous. The exhibit has appeared on over 40 campuses without incident of injury, although at three universities, the students have had to win lawsuits to present the exhibit. (CHE 7/27/2006)

CLASSROOM EXPRESSION

The San-Francisco-based California Institute of Integral Studies (CIIS) is investigating Psychology professor Leland van den Daele for assigning students in a class to read one of his own peer-reviewed journal articles. Van den Daele’s article, “Pre-school intervention through social learning for disadvantaged children,” appeared in 1970 in Howard *University’s Journal of Negro Education*. The article focused in particular on “poor urban ghetto males.” Van den Dale says he assigns the article for historical perspective, but that did not deter students from filing a complaint of “racism.” The CIIS Diversity Action Team (DAT) swung into action, launching an investigation. The president of the school has weighed in with his support for the investigation of

both the article’s use in the class, and of Van den Daele’s entire teaching of the class. (FIRE newsletter of 6/1/2006).

FREEDOM OF ASSOCIATION

US courts have ruled that the University of Southern Illinois at Carbondale Law School must recognize a Christian law student group as a legitimate campus organization, with all rights and privileges. (FIRE newsletter of 7/11/2006).

STUDENT PRESS FREEDOM

Both houses of the California State Assembly have now passed a bill protecting college student newspapers from censorship by college administrators. The only exceptions would be libel, slander, and hate speech. This bill negates (in California) the effect of recent US District court decisions extending the Hazelwood case law into colleges and universities. The bill now goes to Governor Arnold Schwarzenegger for his signature. (CHE 8/14/2006).

Johns Hopkins University (JHU) has a conservative student newspaper called the Carrollton Record (TCR). The May issue objected to a recent campus appearance by pornographic film director Chi Chi LaRue, a visit sponsored by JHU’s Diverse Sexuality and Gender Alliance (DSAGA) student group. The 600 copies delivered to the JHU student library were stolen; the theft violated a 1994 Maryland law against the theft of newspapers (passed after a rash of student newspaper thefts). Yet, the university refused to investigate the theft, declared that the theft was not a theft, confiscated 300 more TCR copies from the dormitories, and declared that the TCR could no longer be distributed there, as other campus publications are. Members of DSAGA filed harassment charges against TCR for publishing a picture of LaRue and DSAGA members

together. The university is standing by its decisions at present and continues to suppress TCR. (FIRE newsletter of 6/13/2006).

FACULTY EMPLOYMENT RIGHTS

Northern Arizona University (NAU) must pay 40 white male professors a total of \$1.4 million in compensation for reverse discrimination in salary, a judge ruled in June, 2006. The original suit against NAU was filed 11 years ago over a compensation scheme that awarded certain minority and female professors across-the-board \$3,000 raises, with nothing for white males. A U.S. district judge ruled that the scheme violated Title VII of the 1964 Civil Rights Act.

The State University of New York, Fredonia (SUNY Fredonia) denied conservative Professor Stephen Kershner promotion to full professor as a punishment for publicly disagreeing with the university’s student conduct policies and affirmative action practices. As reported in the FIRE newsletter of 7/24/2006, “SUNY Fredonia’s president later agreed to approve the promotion only if the professor would submit all of his public writings to prior university review. ...Kershner declined the offer and sought help from the Foundation for Individual Rights in Education (FIRE).” At present, Kershner remains denied promotion.

New Mexico Highlands University will pay \$170,000 to, and agree to reinstate, former math professor Gregg H. Turner. Turner had publicly criticized NMHU president Manny Aragon on a number of grounds, including his attempts to increase Hispanic representation on the faculty. Aragon denied tenure to Turner. The national AAUP censured Aragon. The Board agreed to accept Aragon’s resignation over the matter. (CHE 7/27/2006).

AFCON

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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 (\$100) 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 (\$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**