



THE

AFCON

SENTINEL



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A Quarterly of the Academic Freedom Coalition of Nebraska

December 16, 2011

AFCON OFFICERS

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Robert Brooke
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Linda Parker
AFCON Archivist

Tom Black
Newsletter Editor

Purpose:

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

MESSAGE FROM THE PRESIDENT—Rod Wagner

Reviving Civics Education

I don't usually look for inspiration on a Saturday morning. But on Saturday, November 12, I got some – inspiration that is. Walter Zink, Dennis McIntyre and Tim Bayne gave up a Saturday morning to tell Academic Freedom Coalition of Nebraska (AFCON) members about efforts to instill new energy in promoting the values and benefits of civics education. Zink, McIntyre and Bayne are members of the Civics Nebraska Partnership Advisory Council (CNPAC), and they were panelists on AFCON's fall program and annual meeting agenda "Reviving Civics Education in Nebraska." The council was established by the Nebraska State Board of Education in 2007. Walt Zink chairs the council. McIntyre and Bayne are among the members. All are passionate about the council's work and the progress they've made.

Zink said one of the council's purposes is assessment of the status of civics education in Nebraska. Another is to provide guidance to the state board of education to assure that civics education is part of a well-rounded educational program. Zink added that "civics is an on-going responsibility of citizenship." With a set of guiding principles in mind the council set out to develop ideas, plans and proposals to encourage improvements in civics education. The council's deliberations have resulted in a view that civics education is about doing and not about testing. The focus is on student participation and engagement. In the absence of testing, the working concept is development of a port-

folio program. The portfolio program is a way to measure. Pencil and paper testing gives way to the "do" piece.

Dennis McIntyre said that the council addressed the issue of "how to do civics education." He added that the council adopted a definition of civics education as the measurement of how connected you are to your community. Schools can encourage civics education at early grade levels, introducing student experiences in making decisions and tracking student involvement at every grade level.

Walter Zink said that the council spent a lot of time trying to decide what civics education means. He emphasized that civics is an educational issue and not a political issue, and that it crosses all subject areas. He added that the success of CNPAC's and the State Board of Education's efforts depends on the extent that schools embrace civics education – essentially by embracing the civic mission of schools. There is no enforcement, only the potential that comes from introducing and encouraging student engagement and service learning experiences.

Tim Bayne emphasized that civics education involves critical thinking and problem solving. He added that civics is about being a servant leader. Bayne observed that understanding cultural differences is a key to learning. Bayne was instrumental in development of the Lincoln Public Schools' Good Citizen Initiative.

(See **Civics Education**, Page 2)

Upcoming Events

AFCON Board Meetings: January 14, February 11, and March 10, 2012.
Loren Eiseley Library, 1530 Superior, Lincoln, Nebraska; 10 AM

THE PRESIDENT

(Civics Education, from Page 1.)

The guiding principle behind the LPS initiative is “that all students . . . should be able to demonstrate actions that represent a citizen who understands the importance of personal responsibility to preserve our democratic ideology by being an engaged citizen.” And further that the initiative “is an

opportunity for students to not only learn the practical applications of their studies, but to also become actively contributing citizens and community members through the service they perform.”

AFCON has devoted much time and interest to promoting student expression rights and responsibilities. Student expression is a natural

extension of civics education initiatives. The Civics Nebraska Partnership Advisory Council is demonstrating service and leadership in its efforts to promote civics education throughout Nebraska. The Civics Nebraska Partnership is inspiring and has great potential for Nebraska’s future, a future led by people with a lifelong commitment to civic engagement

Summaries of AFCON Board of Directors’ Meetings—Peggy Adair

September 10, 2011, Minutes—

Present: Nancy Comer, Bob Haller, Laurie Thomas Lee, Lora Leibrandt, Cathi McMurtry, David Moshman, Linda Parker, Rod Wagner, Carol T. Mitchell.

AGENDA: Agenda was approved as presented.

MINUTES: Minutes of the AFCON board meeting held on July 9, 2011, were reviewed. The minutes were approved. The motion of approval was made by Moshman and seconded by McMurtry.

TREASURER’S REPORT: The Treasurer’s report dated September 9, 2011 was reviewed and filed for audit. Balance on hand as of September 9, 2011 is \$3856.47. Cathi reported that there was a balance of \$146.82 more than what the bank statement showed. Rob was reimbursed for the Web-server. This is a two year fee. There are no changes in membership.

PRESIDENT’S REPORT: Rod reported that the AFCON website renewal has been taken care of.

THE SENTINEL: Tom was applauded for the recent publication of the Sentinel. The due date for the next edition is November 21st with an issue date of December 16, 2011. Tom asked if he should include information on tenure. After discussion it was decided that the tenure information will be included in the next edition.

POLICY COORDINATOR: Moshman reported on questions raised in our current newsletter regarding the proper standard of proof in college sexual assault cases. He pointed out that due process in cases of sexual assault is not an academic freedom issue but that the current questions also involve due process standards for other charges of sexual harassment, which raises issues of academic freedom in teaching about sexuality. These issues are addressed in our existing policy on Sexuality and Academic Freedom.

LEGISLATIVE REPORT: Adair was absent – no report. The Legislature is not in session.

ACADEMIC FREEDOM CONTEST: Will be discussed at the next meeting. This is on hold but the committee is close to having something.

ANNUAL MEETING: Parker will explore the possibility of Sandra Day O’Connor as a speaker for the annual meeting. This is still a work in progress. The location of the meeting will be Beacon Hills and the date is November 12th. The Conference fee will be the same as last year - \$35 and student fee \$15.

ACADEMIC FREEDOM AWARDS: It was unanimously voted that Bob Haller and Senator Pahls will be this year’s recipients..

NLA-NEMA Conference Program Session re AFCON is October 7th in Lincoln.

NEW BUSINESS: Members were asked to read a banned book during the Banned Books Week – September 24-October 1st.

CIVICS EDUCATION: There was discussion about what happened to Civics Education.

NEXT MEETING: The next meeting of the **AFCON BOARD OF DIRECTORS** will be **Saturday, October 8, 2011** at 10:00 a.m. in **Eiseley Library, Lincoln.**

October 8, 2011, Minutes—

Present: Peggy Adair, Nancy Comer, Bob Haller, Laurie Thomas Lee, Cathi McMurtry, David Moshman, Rod Wagner.

AGENDA: Agenda was approved as presented.

MINUTES: Minutes of the AFCON board meeting held on September 10, 2011 were approved as recorded by Carol Mitchell

BOARD DIRECTORY: Adair circulated the 2011 AFCON Board Directory to board members to make any needed changes or updates. None were noted.

TREASURER’S REPORT: The Treasurer’s report dated October 7, 2011 was reviewed and filed for audit. Balance on hand as of October 7 is \$3,568.42.

PRESIDENT’S REPORT: Wagner reported he and Linda Parker? presented at the NLA-NEMA conference held on Friday, October 7. As a result of their brilliant and persuasive performance, a student signed up to become an AFCON member.

SENTINEL: The AFCON board congratulates Tom Black for receiving the Intellectual Freedom Award nomination from the Nebraska English Language Arts Council. Articles for the AFCON *Sentinel* should be sent to Black by **November 21, 2011**. The next issue of the *Sentinel* will be available on December 16, 2011. Adair suggested placing a notice in the *Sentinel* asking members to provide their email addresses to Black so he can send out more issues electronically. Articles for the *Sentinel* should be emailed to: wpc6296@cableone.net

LEGISLATIVE REPORT: Adair reported Senator Haar is heavily involved in preparing legislation to regulate the Keystone XL pipeline so he will not be available for awhile to discuss strategy related to the Student Expression Act.

MEMBER ORGANIZATION REPORTS: Wagner reported the Center for the Book will hold their annual program at the Lied Center in Lincoln on October 22, 2011.

Moshman reported the ACLU is searching for a new director as Laurel Marsh is retiring.

(See **Minutes**, Page 3)

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

NOMINATING COMMITTEE REPORT: The 2012 AFCON slate of officers will be: President-elect, Frank Edler; Treasurer, Cathi McMurtry; and Secretary, Peggy Adair. The slate will be presented at the AFCON annual meeting and will be voted upon via snail-mail before the January, 2012 AFCON meeting.

FALL PROGRAM/ANNUAL MEETING: Lee reported the Fall Program/Annual Meeting will be held at Beacon Hill Restaurant on Saturday, November 12. The time frame will be similar as in past meetings, from around 10:00am to 1:00pm. The theme of the annual meeting is the passage of the civics education bill (LB544) and resultant changes in the approach to and teaching of civics in Nebraska. The totally awesome title of the annual event has been confirmed to be: "Reviving Civics Education in Nebraska." Adair agreed to be the unofficial AFCON photographer for the annual meeting.

ACADEMIC FREEDOM AWARDS: Dr. Robert Haller and Senator Rich Pahls will be the recipients of the 2011 AFCON Academic Freedom Award. Lee will arrange for award plaques. Moshman will make the presentation for Haller's award. Wagner will make the presentation for Pahls' award.

ACADEMIC FREEDOM CONTEST: Lee reported ACLU voted to provide up to \$600 for prizes, as co-sponsors of the contest. ACLU suggested a contest deadline of March 23, 2012.

UNITED NATIONS ASSOCIATION – NEBRASKA CHAPTER: Haller, as program chair for the Nebraska Chapter, is working on an event for Human Rights Day, Saturday, December 10, 2011. The event will focus on two human rights treaties the United States has refused to ratify: the Convention on the Elimination of All Forms of Discrimination Against Women, and the Convention on the Rights of the Child. Haller would like a person from AFCON to attend committee meetings to see how AFCON may be able to be involved in this event. Policy Coordinator Moshman said the CRC is consistent with AFCON's policies pertaining to the academic freedom of children, parents and teachers.

The board concurred that if something can be worked out so AFCON's December meeting (which, if held, would also be on December 10) can coincide with the UN Association Human Rights meeting, we should so do. If not, not.

NEXT MEETING: The next meeting of the **AFCON BOARD OF**

DIRECTORS will be **Saturday, November 12, 2011, at Beacon Hill Restaurant, Lincoln, Nebraska.** The meeting will take place immediately after the adjournment of the AFCON fall program.

Annual Meeting November 6, 2010, Minutes—(See November 12, 2011, Minutes for Action)

Present: Peggy Adair, Dwayne Ball, Robert Brooke, Nancy Comer, Frank Edler, Bob Haller, Laurie Thomas Lee, Carol Mitchell, Cathi McMurtry, Dave Moshman, Linda Parker, Rod Wagner, Karen Buckley, Gerry Cox, Mel Krutz, Jane Neal, Doug Paterson, Guests and members of the public.

PRESIDENT'S REPORT: President Parker recalled some highlights of the past year, including the speech by William Ayers at the 2009 AFCON annual program; the award to AFCON of \$2,000 by the Kurz Foundation; the Nebraska high school press workshop on the free expression bill in July; strategic planning; and development of a timeline for AFCON activities.

MINUTES: Members reviewed the minutes of the November 14, 2009 AFCON Annual Membership Meeting. Minutes were approved following a motion by Ball and a second by Lee.

TREASURER'S REPORT: The Treasurer's report for November 14, 2009 through November 6, 2010 was reviewed and filed for audit. McMurtry reported the Kurz Foundation Grant and an increase in the number of individual AFCON memberships have given a boost to treasury funds. Balance on hand, November 6, 2010, is \$5,141.00.

NOMINATING COMMITTEE REPORT: The nominating committee of Ball and Edler presented the following slate of officers for 2011: President-elect: Laurie Thomas Lee; Secretary: Peggy Adair; Treasurer: Cathi McMurtry. There were no further nominations from the floor. The ballot will be sent out to AFCON members in the next edition of the *Sentinel*.

COMMENDATIONS: The following commendations were approved by rousing acclamation of AFCON members: Ball commended **Linda Parker** for her exceptional year of service as president of AFCON for 2010. Edler commended **Rod Wagner** for a great 2010 AFCON conference. Buckley commended **Cathi McMurtry** as Treasurer-For-Life and **Peggy Adair** for her work as secretary.

Annual Meeting November 12, 2011, Minutes—

Present: Peggy Adair, Tim Bayne, Amy Birky, Nancy Comer, Carol Connor, Gerry Cox, J. Eileen Durgin-Clinchard, Frank Edler, Bob Haller, Laurie Thomas Lee, Lora Leibrandt, Cheryl McIntyre, Dennis McIntyre, Cathi McMurtry, Dave Moshman, Linda Parker, Mary K. Stillwell, Rod Wagner.

MINUTES: Members reviewed the minutes of the November 6, 2010 AFCON Annual Membership Meeting. Minutes were approved following a "Looks good to me," by Haller, a motion by Moshman, and a second by Lee.

TREASURER'S REPORT: The Treasurer's report for November 6, 2010 through November 11, 2011 was reviewed and filed for audit. Balance on hand, November 11, 2011, is \$4,003.02

PRESIDENT'S REPORT: President Wagner thanked Laurie Lee for her work in organizing the Fall Program. Wagner also thanked the panelists, Walter E. Zink, Dennis McIntyre and Tim Bayne, as well as the moderator, Bob Haller.

President Wagner reviewed some of the AFCON activities/accomplishments of the year:

We formed a committee to recognize student work in academic freedom through a student essay/media/video contest. Committee members are Dwayne Ball, Laurie Lee, Peggy Adair, Lori Leibbrandt, and Linda Parker. The committee continues to work on the project for 2012.

We worked with Senator Ken Haar in support of LB582, the Student Expression Act. LB582 remains in committee.

AFCON member and *Sentinel* editor Tom Black was the recipient of the Nebraska English Language Arts Council's 2011 SLATE-Affiliate Intellectual Freedom Award.

President Wagner thanked the AFCON board members for their work and for their personal commitment to AFCON.

NOMINATING COMMITTEE REPORT: The nominating committee chair, Linda Parker, presented the following slate of officers for 2012: President-elect: Frank Edler; Secretary: Peggy Adair; Treasurer: Cathi McMurtry. There were no further nominations from the floor.

(See **Minutes**, Page 4.)

Summaries of AFCON Board of Directors' Meetings

(Continued from Page 3)

The ballot will be sent out to AFCON members in the next edition of the *Sentinel*. Votes will be accepted via snail mail or via email to Bob Haller at mshortt@inebraska.com.

MEMBER COMMENTS: Founding member Gerry Cox expressed her appreciation for the members of AFCON who have continued and strengthened the organization over the years since its inception in 1988.

Frank Edler thanked Rod Wagner for his work this year as President of AFCON.

Peggy Adair updated members on the status of the Millard South free expression

court case that involves the Kuhr family. The family was awarded the Academic Freedom Award in 2009.

Adair also discussed an Iowa court case ruling in favor of high school journalism students and their advisor.

Adair reviewed the League of Women Voters' recent *Running and Winning* workshop centered on the issue of student expression in schools. One student group in support of censoring students said, "Censorship leads to academic freedom." Yikes.

Adair reported the Oklahoma State Cowboys led Texas Tech 34-0 at halftime. (They went on to win the game, 66-6, much to the chagrin of Parker.)

Rod Wagner informed the group of an upcoming event on civil discourse, as reported in the latest issue of *Prairie Fire*.

Wagner made fond and special mention of two AFCON members who were not present, Doug Patterson and Dwayne Ball.

NEXT MEETING: There will be no December, 2011 AFCON Board meeting. The next meeting will be **January 14, 2012**

Students Need Teachers With Tenure

By David Moshman

A safe prediction for the 2011-2012 academic year is that there will continue to be attacks on tenure at all levels of education. Why should teachers keep their jobs, it will be asked, if they are not doing their jobs well? Don't students have a right to competent teachers?

Indeed they do. Not only that, they have a right to competent teachers who are free to do their jobs. That means teachers who have the academic freedom to make academic decisions about their teaching.

In principle, all teachers should have academic freedom regardless of tenure status. But in the real world of education, the exercise of such freedom depends in large part on tenure. Thus students need teachers with tenure.

But wait. How does it help students to be taught by teachers who cannot be fired regardless of their performance? The answer is that it doesn't. But the question shows a common misunderstanding about tenure, which does not guarantee anyone a job.

On the contrary, tenure is a system that connects continued employment to job performance. Employees without tenure know that their jobs may be discontinued for any reason or for no reason at all. Employees with tenure, on the other hand, can expect continued employment for as long as their work is needed and meets established standards.

To fire a tenured employee,

except in rare cases of genuine financial exigency or program elimination, the employer must demonstrate inadequate job performance. This entails a decision-making process that respects the right of the employee to respond.

Untenured employees, in contrast, can be fired at will or simply not rehired at the end of the current contract. There is no need to tell an untenured teacher she lost her job for teaching politically or religiously objectionable ideas about, say, history or biology. She can simply be informed of the nonrenewal of her contract without being given any reason at all.

And the victims are not just teachers. Students have a right to a curriculum devised on academic grounds and a classroom directed toward academic goals by a teacher free to teach on the basis of his or her academic and professional judgment. When teachers are fired for promoting and protecting education in their classrooms, students lose.

These are not just theoretical concerns. Teachers are subject to a variety of administrative, political, religious, and other pressures that often run counter to legitimate academic considerations. By insulating teachers from such pressures, tenure enables them to teach an academically justified curriculum in a manner that respects the academic freedom of students to question, argue, and reach their own conclusions.

The academic freedom protected by tenure, it should be clear, is

not the freedom to do as one pleases. Teachers must teach what students need to learn. They must guide and enhance learning without indoctrinating students. They must protect the academic environment from nonacademic intrusions of all sorts. Academic freedom assumes and entails academic and ethical responsibilities.

And of course faculty at all levels of education, like all employees, should be systematically evaluated on a regular basis. If their performance is not satisfactory they should be informed of how it is deficient and given a reasonable opportunity to improve. If they are unable or unwilling to improve they should be fired.

But all of this is fully consistent with a strong system of tenure. After some period of meeting high standards of performance, teachers should attain the recognition and protection of tenure, which provides an expectation of continuing employment contingent on continuing to meet appropriate standards of performance.

Such a system is not just fair to teachers. It maximizes the likelihood that students will be taught by teachers who have met high standards and are free to teach on the basis of their best academic and professional judgment. That's what students need.

—
David Moshman is the AFCON Policy Coordinator. This column originally appeared on his Huffington Post blog on August 31, 2011.

Academic Freedom and the Social Studies Teacher

Academic Freedom for Teachers and Students

Academic freedom for social studies teachers includes the right and responsibility to study, investigate, present, interpret, discuss, and debate relevant facts, issues, and ideas in fields of the teacher's professional competence. Academic freedom for students in social studies courses provides the right to study, question, interpret, and discuss relevant facts, ideas, and issues under consideration in those courses. These freedoms imply no limitations within the guidelines of the subject area.

Rationale for Academic Freedom in Social Studies

The democratic process involves the ability to freely discuss ideas and values that exist in our society and in other countries. Without this ability in our secondary and higher level institutions, our democracy would disappear.

An educated population is essential in order to maintain a democratic society. This includes the ability to discuss or investigate diverse and often controversial issues. Wisdom with which to make choices can come only if the essential freedoms of speech, press, assembly, and of teaching are available and defended. These basic freedoms protect the society and individuals in their right to hear, to read, to discuss, and to reach judgments according to individual conscience and evidence. Without the possession and exercise of these rights, legitimate self-government is impossible.

In order to carry out this crucial mission, education must impart the skills needed for intelligent study and orderly consideration of societal issues. Students need to learn how to study controversial issues by gathering and organizing facts, evaluating information and sources, discriminating between facts and opinions, and discussing different viewpoints in order to be able to think and make clear, informed decisions.

Social studies and its component subjects of history, politics, economics, geography, anthropology, sociology, psychology and other social sciences are the central school subjects in the development of civic knowledge and skills.

The content of these social subjects involves controversial issues, and thus, the necessity of academic freedom for social studies teachers and students.

The Study of Controversial Issues

Controversial issues must be studied in the classroom without the assumption that they are settled in advance or there is only one right answer in matters of dispute. The social studies teacher must approach such issues in a spirit of critical inquiry exposing the students to a variety of ideas, even if they are different from their own.

The study of controversial issues should develop the following skills and attitudes:

1. The study of relevant social problems of the past or present and make informed decisions or conclusions;
2. The use of critical reasoning and evidence-based evaluation in the study and analysis of significant issues and ideas; this includes development of skills of critical analysis and evaluation in considering ideas opinions, information, and sources of information;
3. The recognition that differing viewpoints are valuable and normal as a part of social discourse;
4. The recognition that reasonable compromise is often an important part of the democratic decision-making process.

Responding to Academic Freedom Challenges

Implicit in the basic idea of academic freedom is the continuous need to support and defend it by such actions as educating the public, the government (both local and federal,) parents, school board members, and new teachers about its importance. Strong support for academic freedom has its best chance for protection in school contexts wherein all members of the community are informed about the purposes, operation, objectives, and procedures for insuring academic freedom in the schools. Teachers must establish and utilize clear lines of communication with their students, the community, and the media, in the event challenges to academic freedom arise.

Academic freedom, like the freedoms of speech, press, and religion, is not absolute. However, it is recognized by the NCSS as a fundamental element in teaching excellence and in the maintenance of our culture and government.

In recent years, the movement for standards and high stakes testing has impinged on issues of academic freedom. In some schools, the movement for accountability has led to the imposition of unhealthy pressure to cover content in a superficial manner, serving as a constraint on meaningful teaching and learning. While the goal of high standards for student achievement is worthy, we must remain aware that powerful and creative teaching requires a strong measure of academic freedom for teachers to serve as thoughtful curricular-instructional decision makers.

An infringement of academic freedom is a serious matter. School districts and teacher associations should have written policies and procedures that protect academic freedom, while providing an avenue for complaints and criticisms of the teacher or school practices. These policies and procedures must insure fairness, and due process, and provide for peer teacher determination of teacher conduct. When an issue of academic freedom arises, securing legal or competent extra-legal advice is an essential step for any teacher to guard against a possibly unfair resolution of the problem. The PTA, local law schools, local and state colleges and universities, and the State Departments of Education are among the sources of information and support.

Academic freedom is neither easily defined nor can it always be protected.

This position statement, which was prepared by the NCSS Academic Freedom Committee, was approved by the NCSS Board of Directors in May 2007

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2011 AFCON Academic Freedom Award to Robert Haller

From the 2011 Annual Meeting:

When Bob Haller ran for the AFCON Presidency in fall 2005 his campaign slogan was “no third term.” Remembering that Bob had already served as president, I initially took this to be a promise to the electorate that if elected to a second term he would not run for a third. But it turned out he had already served as president twice and was simply campaigning against himself, though this did him no good as he was running unopposed and was elected unanimously despite his best efforts.

Bob was, in fact, the first president of AFCON; like George Washington, he took on the presidency of a newly constituted union after many years of fighting for freedom. And so this award, it might be said, goes to the George Washington of AFCON: Bob Haller. I quote from the *Lincoln Star* (not the *Journal Star*, the *Star*) from February 19, 1988:

Headline: “*Academic Freedom Coalition elects UNL’s Haller president*”

“*An Academic Freedom Coalition has been formed to promote intellectual freedom in Nebraska, it was announced this week.*”

“The group held an organizational meeting Saturday, electing University of Nebraska-Lincoln English Professor Robert Haller as president.”

“Among groups represented at the opening meeting were the American Association of University Professors, the Nebraska State Education Association, the Nebraska Civil Liberties Union, the Nebraska Library Association and the Nebraska High School Press Association.”

“We hope to see the development of sound policies at the state and local levels regarding intellectual freedom,” Haller said.” (He still says stuff like that.)

The article goes on to report the adoption of our constitution, quotes from Mel Krutz, who is described as the “organizing chairperson of the group,” and reports the election of the other new officers: Larry Caldwell of Peru State, Vice President; Kathryn Stofer of Grand Island Public Schools, Secretary; and Cathi McMurtry of Oakland-Craig Public Schools, Treasurer (for life, as it turned out).

But Bob was not just AFCON’s first president. He was also its eighth president in 1996 and its 18th in 2006.

So if Bob is our George Washington, he is also our Martin Van Buren and our Ulysses S. Grant. (Yes, I did some serious research to figure that out. And just for the record, AFCON’s 16th president, the Abraham Lincoln of AFCON, who doesn’t yet know this herself, is Peggy Adair.)

But Bob has done far more than serve as AFCON president every decade. He was among the founding members of AFCON in the winter of chilled speech (1987-1988) and has been a mainstay of its Board ever since, even when he wasn’t being president. And even if he had never done a thing for AFCON he would still merit this award for his activism on behalf of intellectual freedom at UNL and elsewhere, including his decades of work with the AAUP and other organizations, his legislative efforts over those years, and his teaching about censorship. So this is an award earned in multiple ways, and long overdue.

We are delighted to recognize Bob Haller—our Washington, our Van Buren, and our Grant—for AFCON’s Academic Freedom Award of 2011.

--David Moshman
12 November 2011

**If any reader would prefer having each issue of the
Sentinel delivered by e-mail,
please send your e-mail
address to wpc6296@cableone.net.
Thank you.**

AFCON SPEAKER'S BUREAU (As of December 2007)

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

padair@tconl.com

Dwayne Ball: "Threats to Academic Freedom at Universities"

adball@neb.rr.com

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

rhaller1@unl.edu

David Moshman: "Principles of Academic Freedom"

dmoshman1@unl.edu

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

jbender1@unl.edu

dmoshman1@unl.edu

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

llee1@unl.edu

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

(a cast of adults and students)

ADDRESS FOR THE AFCON WEB SITE

<http://www.nebafcon.org>

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

REQUEST FOR NEWS FOR FUTURE ISSUES

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

Due date for submissions to the MONTH DAY, 2010, issue is **MONTH DAY, 2010.**

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

AFCON

515 North Thomas Avenue
Oakland, NE 68045.

Mailing
Address
Label

ACADEMIC FREEDOM COALITION OF NEBRASKA

HELP AFCON PROMOTE ACADEMIC FREEDOM

As a member of AFCON, you can help us

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

MEMBERSHIP (To become a member, send dues, organization or individual name, address, and phone number to Cathi McMurtry, 515 N. Thomas Avenue, Oakland, NE 68045)

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

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

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

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