



THE

AFCON

SENTINEL



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A Quarterly of the Academic Freedom Coalition of Nebraska

March 16, 2012

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—Laurie Thomas Lee

Imagine teaching a university class that consists of learning activities that must be completed in a single two-hour stretch of time, and a university administrator changes the class meeting time to 50-minutes. Or imagine being told that your research lab is being physically moved to another campus where many of the necessary tools and resources to perform experiments are unavailable and graduate student help is limited. Or imagine discovering that some of your courses are being publicized as having a different name and focus. And imagine these actions taken with little or no consultation.

To what extent can faculty be forced to accept teaching and research conditions that conflict with their ability to meet the learning objectives of their students and the research standards in their field? The examples above are not unlike some complaints currently being discussed at UNL. In general, University of Nebraska Regents' bylaws and policies do not seem to address such specific concerns. But this does appear to constitute a matter of academic freedom.

Academic freedom includes the autonomy of faculty in regard to curriculum and research. Essentially, curriculum and research must be created and conducted with academic considerations in

mind. If an administrator changes the curriculum or interferes with research, faculty may claim an infringement of their academic freedom.

More specifically, academic freedom means that professors should be able to teach classes and conduct research in accordance with what is appropriate in their discipline and academically defensible. Deference must be given to their expertise and opinion about what is the best way to teach their students and conduct their research. If a professor explains, for example, that moving a class to a different schedule would interfere with the teaching and learning outcomes of students, then forcing the professor to agree to such conditions would violate the professor's academic freedom.

Faculty are hired on the basis of their expertise in a field, and must be allowed to exercise their judgment in matters of teaching and research, consistent with their professional expertise. Administrators may have no expertise in areas of curriculum, teaching, or inquiry in these fields. They must defer to the professional judgment of faculty not only as a matter of good management, but also as a matter of academic freedom.

(See **THE PRESIDENT**, page 2.)

Upcoming Events

AFCON Board Meetings: April 14, May 12, and June 9, 2012
Loren Eiseley Library, 1530 Superior, Lincoln, Nebraska; 10 AM

THE PRESIDENT

It must be noted that this right extends to not only the faculty as a collective, but also to individual faculty. Taking a faculty vote or creating a committee to consider curriculum matters that hinder the ability of a few to teach as they see best, or to consider strategic goals that redirect individual research does not respect the rights of individual faculty to exercise their academic judgment. If such matters were left to a vote, it would be possible for all sorts of abuses to occur, from administrators stacking committees to veiled threats against untenured professors and politicized promises to others.

If the academic freedom rights of faculty in determining curriculum and research are infringed, what recourse is available? Certainly, faculty members should have the

right to file a complaint under academic freedom and tenure (AFT) procedures. AFT procedures require explanations of how an action “taken or contemplated” violates the complainant’s academic freedom. The grievance would also indicate what policies or by-laws govern the circumstances, as well as the desired remedy, and so on.

A place to start with concerns is with the Academic Rights and Responsibilities Committee (ARRC). The ARRC chair should explore all avenues for an informal resolution of the matter. But if no informal solution can be found, then a complaint can be filed. The ARRC would then determine whether the complaint fits under the ARRC procedures. If so, the chair would start formal procedures

Another approach is to determine what legal grounds may exist within university bylaws and other policies. An examination of state labor laws may also be in order.

.At any rate, requiring faculty to teach and research in ways counter to the principles of what proper academic instruction and inquiry requires rises to a significant violation of academic freedom. Actions controlling curriculum and research agendas may seem small and go relatively unnoticed when they affect only one person or a small part of a program. But the academic freedom implications and ultimate effect on students and academia as a whole are too significant to overlook.

Summaries of AFCON Board of Directors’ Meetings—Peggy Adair

Annual Membership Meeting November 12, 2011—

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, Cheryll 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 Leibrandt, 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. 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
(See **Minutes**, page 3.)

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

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 also 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*.

Bob Haller 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**.

Board of Directors Meeting January 14, 2012—

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

AGENDA: Agenda was approved as presented.

MINUTES: Minutes of the AFCON board meeting held on October 8, 2011 were approved as corrected. Adair circulated a draft of the 2012 AFCON Board Directory. An updated directory will be emailed to board members.

TREASURER'S REPORT: The treasurer-for-life has been fighting a bug all week so was unable to attend. (The treasurer later reported to the secretary that she is recovering nicely after slaying the bug.)

ELECTION RESULTS: The board gave a hearty round of conditional congratulations to the new AFCON officers pending election results from Bob Haller. Later in the meeting Haller appeared and confirmed the election results.

PRESIDENT'S REPORT: Lee reported the Kuhr case will go to trial in April (the Kuhr family received the Academic Freedom Award in 2009). Lee congratulated Wagner for his successful year of service as president of AFCON in 2011. Lee thanked Haller for moderat-

ing the panel discussion at the 2011 fall program.

KURZ FOUNDATION: Adair will confer with McMurtry to determine 2011 fall program/annual meeting expenses and will write a report to send to the foundation. The board discussed using Kurz Foundation funds to finance a possible speaking engagement by Sandra Day O'Conner and also to finance the Academic Freedom Contest.

SENTINEL: Deadline for articles for the next issue of the *Sentinel* will be February 20. The next issue will be available after March 18.

LEGISLATIVE REPORT: Adair reported that she, Moshman, Haller, and Ken Winston of the Nebraska Library Association visited with Senator Haar regarding next steps for the Student Expression Act. Adair is working on contacting Senators Council, Howard and Cornett. The plan is to work on getting the bill out of committee to have at least one floor debate.

Adair also advised the board that three education-related bills have been introduced to date. The bills are LB990, which requires recitation of the Pledge of Allegiance in the first class period of every public school every day; LB809, which requires in-person observation of teachers facing deficiency action; and LB991, which calls for a study of the feasibility of county-wide school districts.

POLICY COORDINATOR: Moshman suggested that AFCON should oppose LB990 because it suppresses academic freedom and it is a step backward from the direction the Nebraska Civics Partnership proposes to take in encouraging participatory civic learning rather than rote memorization. Moshman made the following motion: "AFCON opposes LB990 and authorizes Peggy Adair to monitor the bill and take suitable action." Motion seconded by Parker; motion carried by voice vote.

MEMBER ORGANIZATION REPORTS:

Nebraska Library Association: Parker reported the NLA is working on moving the Intellectual Freedom Committee to Roundtable status, which will increase visibility and number of participants. The vote for the official change will take place in October.

Nebraska Center for the Book: Wagner reported the Nebraska Book Festival will take place March 31, 2012. One Book One Nebraska selection is "*I Am a*

Man:" *Chief Standing Bear's Journey for Justice*."

AAUP Nebraska State Conference: Haller will attend their next meeting to find out what is going on. Haller reported there were 200 AAUP members at UNL in 1967, but the association has lost membership and influence since that time. Haller reported some professors are trying to reinstate a stronger AAUP presence.

Nebraska Educational Media Association: Leibrandt will attend their next meeting, scheduled for January 28.

UNL Faculty Senate: Lee reported the UNL Regents made a change in hours of credits required for graduation without consulting the Faculty Senate. The issue is not with the change, but with the lack of faculty input.

2012 FALL PROGRAM/ANNUAL MEETING: Parker will ponder how to entice Sandra Day O'Connor to speak at the 2012 AFCON fall program.

AFCON WEBSITE: Haller will contact Brooke to work on updating the website. The board discussed ways to make website changes easier so one person is not overburdened. Parker and Leibrandt will do some research on alternate website proposals and will report back to the board.

ACADEMIC FREEDOM CONTEST: Lee handed out a masterful and comprehensive application packet for the Academic Freedom Contest. Entry deadline is **March 23, 2012**. Parker will work on a one-page handout. Lee will make minor changes to the application packet and will then email it to the board and to the webmaster to post on the AFCON website. Leibrandt will distribute the handout/packet on the NEMA listserv, to OPS librarians, and to LuAnn Nelson for distribution to Omaha public schools. Lee will distribute the handout/application packet to AFCON members and membership organizations. Lee will also contact the Lincoln Journal Star. Adair will contact the Omaha World-Herald with contest information..

SOCIAL STUDIES STATE STANDARDS: ("Civics Education Bill—LB 544." Haller reported Larry Starr was the coordinator in charge of updating Nebraska state social studies standards, but he has quit his position. His departure has stalled the process of updating social studies standards.

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

Summaries of AFCON Board of Directors' Meetings

(Continued from Page 3)

UNITED NATIONS ASSOCIATION – NEBRASKA CHAPTER: Haller reported there is not much support for the United States to ratify the Convention on the Elimination of All Forms of Discrimination Against Women, and the Convention on the Rights of the Child, but he will continue to stay calm and carry on.

STRATEGIC PLANNING: Due to time constraints, AFCON board members were asked to email their ideas for AFCON goals to Lee. Some ideas discussed before adjournment were 1) working on website issues, 2) creating an AFCON facebook page, and 3) monitoring the progress of the new direction in civics education.

The next meeting of the **AFCON BOARD OF DIRECTORS** will be **Saturday, February 11, 2012**, at Eiseley Library in Lincoln.

Board of Directors Meeting February 11, 2012

Eiseley Library, Lincoln, Nebraska

Present:

Peggy Adair, secretary, Frank Edler, Bob Haller, Laurie Thomas Lee, Lora Leibrandt, Cathi McMurtry, David Moshman, Linda Parker, Rod Wagner.

AGENDA: Agenda was approved with the addition of one item, the Kurz Foundation grant.

MINUTES: Minutes of the AFCON board meeting held on January 14, 2012 were approved upon a motion by Moshman, second by Edler, and voice vote.

TREASURER'S REPORT: Balance on hand for February 10, 2012 is \$3,457.56. McMurtry asked board members if they want to continue the practice of placing a half-page AFCON ad in the program for the ACLU annual dinner. Adair proposed a motion to spend up to \$75.00 to place an ad in the program. Moshman seconded the motion which carried on voice vote. McMurtry reported Dwayne Ball sent in the ePostcard to the IRS with information that is required annually to maintain our 501(c)(3) nonprofit status.

The board discussed the issue of sales tax exemption and determined AFCON is most likely not eligible for such exemption.

KURZ FOUNDATION: Adair circulated a draft annual report letter to be presented to the Kurz Foundation as required by their grant rules. Board gave consensus

approval to send the letter to the foundation.

PRESIDENT'S REPORT: Lee reported Eiseley Library only trusts Dwayne Ball to make room reservations for AFCON meetings. The library wants to know who this Laurie Lee person is who is attempting to impersonate Ball. The library acquiesced and allowed Lee to make short-term reservations, but still questions her true identity and intent.

SENTINEL: Deadline for articles for the next issue of the *Sentinel* will be **February 20**. The next issue will be available after March 18.

LEGISLATIVE REPORT: Adair reported she visited with Senator Council regarding the student expression bill (LB582). The senator feels the bill will not be heard this session even if it makes it out of committee unless it is a priority bill. The student expression group decided the best strategy is to leave the bill in committee this year and try again in 2013. Adair informed Senator Haar's legislative aide and he agreed the plan is realistic.

Adair informed the board that Senator Ashford has introduced LB1144 which establishes "career academy schools" that will resemble technical schools of the past.

POLICY COORDINATOR: Moshman discussed his testimony and the testimony of others who appeared before the Education Committee regarding LB990, which requires students to be led daily in the recitation of the Pledge of Allegiance. The bill also requires each classroom to display the American Flag and the Nebraska State Flag. Adair will contact Senator Haar and Senator Council informally to determine if AFCON should take further action in opposition to the bill.

MEMBER ORGANIZATION REPORTS:

ALCU Nebraska: ACLU Annual Dinner will be held in Omaha on March 10.

AAUP Nebraska State Conference: Haller reported Bob Kettlitz is the new president of the AAUP Nebraska State Conference.

Nebraska Educational Media Association: Leibrandt reported the association will soon be voting on changing the official name to the "Nebraska School Librarians' Association." The association has asked Leibrandt to write an article about AFCON for their next newsletter.

UNL Faculty Senate: Lee reported that UNL plans to survey professors of practice.

WEBSITE: Adair will send photos of the 2011 AFCON annual meeting/fall program to Brooke to upload to the AFCON website.

STRATEGIC PLAN: Edler suggested strategic planning should be at the top of the March AFCON agenda.

ACADEMIC FREEDOM CONTEST: The contest flier has been sent out to a number of organizations and news outlets. Application and contest rules can be found on the AFCON website.

The next meeting of the **AFCON BOARD OF DIRECTORS** will be **Saturday, March 10, 2012**, at Eiseley Library in Lincoln.

Fine Lines

Since 1991, *Fine Lines* has provided a place where creative writers share their written ideas with others. Our quarterly journal is dedicated to the writing development of all its members. What started out as a classroom project is now a fifty-state network of authors who love the written word and has become a 501(c)(3) nonprofit organization. The first issue was only 4 pages long and allowed students opportunities to show others outside their classrooms the results of "clear thinking made visible." Each book of *Fine Lines* is now 300+ pages of prose and poetry written by students, teachers, and community members of all ages. We have printed the work of students, teachers, professors, janitors, doctors, lawyers, ministers, truck drivers, nurses, and scientists. If you want to read interesting and controversial ideas, *Fine Lines* is for you. Submit your writing to fine-lines@cox.net and become a published writer, too.

Academic Freedom: the World Context

Part I: The Bologna Process Bob Haller

No, this is not a recipe that ends up with some smelly brown stuff to spread on a slice of toast. The “Bologna Process” is a continuing thrust of European Universities in their effort to assure that, whatever new policies are put into place for higher education in Europe, the centrality of academic freedom and the enhancement of the principles supporting it will be affirmed and extended. Of course European Universities face many of the same threats to their integrity as we find in the US. But I know of no comparable push in this country to fight back in the name of academic freedom.

How did the process get started? The Rectors of virtually all major European universities released on September 18, 1988 the *Magna Charta Universitatum* in which the Rectors affirmed four Fundamental Principles: autonomy, the inseparability of teaching and research; freedom in research and training; and a commitment to “universal” knowledge.

Autonomy, a term rarely used in the U.S. entails for a University its moral and intellectual independence of all political authority and economic power, and what we in the U.S. call shared governance, collegial decision-making, in all the important curricular and personnel matters. The autonomous university is “accountable” to its funding sources, but not controlled by them.

The inseparability of research and teaching means that those who do the work of creating new knowledge are also the classroom disseminators thereof, so that “tuition” does not lag behind “changing needs, the demands of society, and advances in scientific knowledge.”

Freedom serves to make the university an “ideal meeting-ground” for skilled teacher/researchers and students “entitled, able and willing to

enrich their minds.” This principle acknowledges that students share in the freedom of enterprise, to the degree that they are capable of being enriched by new knowledge.

“Universal knowledge” places the European university, preserver of Western humanistic learning, in its world context, with a willingness to interact with and learn from other cultures, and seek research discoveries outside the categories of its traditions.

Having articulated these principles, the Rectors and Chancellors committed themselves to “the means” whereby these conditions could be preserved and extended. Their first commitment was to preservation of “freedom in research and teaching” applied “to all members of the university community.” The second, recruitment of teachers for whom “research is inseparable from teaching.” The third, the safeguarding of student freedom, of “conditions in which they can acquire the culture and training which it is their purpose to possess.” And fourth, the exchange of information, joint projects, mobility among teachers and students, and greater uniformity in status, titles and examinations. In the achievement of these goals, the signers undertook “to do everything in their power” to see that states and “supranational organizations...mould their policy sedulously on the Magna Charta.”

That last provision set in motion the “Bologna Process,” the unified effort to assure that, in each State, the constitutions, laws, public policy and budgets with regard to higher education will be consistent with the MCU.

The Rectors realized that the Bologna Process would not succeed without a guiding organization, and thus met at Salamanca in 2001 to form the European University Association, whose central purpose is the implementation of the MCU. Specifically its aim was to balance “autonomy” with “accountability.” It asserts that only by means of the freedoms enunciated in the MCU can universities attain the goals asked of them by governments and other sources of funding. The

“message from Salamanca” warned that “the current over-regulation and minute administrative and financial control of higher education in many countries” puts these universities at a competitive disadvantage and limits their ability to work with other institutions of higher learning “to organize [the] valuable diversity” of European higher education in ways which promote European preeminence and stop the “unwanted brain drain within Europe.”

The formation of the EUA was a commitment to fight back against the forces and trends which undermine university integrity. Funding sources, governments, always want to specify the uses to which their allocations are put and they prefer accountability on their terms, not terms set by Rectors and Chancellors. In Europe as in the U.S. schemes of “accountability” will often intrude on academic freedom. In Europe as the U.S. the management style of large businesses is often put forward as the cure for all the ills and shortcomings of universities. But I know of no process, no commitment, by the Chancellors and Presidents in this country to the defense of autonomy, freedom, and universality as the necessary conditions of educational preeminence.

I know of course that making a commitment does not assure the success of the process. Next quarter I will discuss some of the ways that the process has succeeded and in some cases failed. And I want to note further the extension of these principles to the world context, and the ways in which the principles of the MCU and the “message from Salamanca” apply, or do not apply, to primary and secondary education.

Find the Magna Charta Universitatum at: <http://www.magna-charta.org/>

Find the Message from Salamancaat:
www.eua.be/eua/jsp

Testimony by David Moshman against LB 990 (Flag Display and Required Pledge)

Education Committee, Nebraska Legislature, 7 February 2012

I am a professor of educational psychology at UNL, where I teach and study adolescent development, cognitive development, and intellectual freedom in education. I am the author of *Adolescent Rationality and Development* (3rd edition, 2011) and *Liberty & Learning: Academic Freedom for Teachers and Students*. I also blog on intellectual freedom in education for the *Huffington Post*.

In addition, I have served since 1982 on the Board of Directors of ACLU Nebraska and since 1988 on the Board of the Academic Freedom Coalition of Nebraska (AFCON) and am a past president of both organizations. Both ACLU and AFCON oppose this bill.

Should the pledge of allegiance be required? Should patriotism be compulsory? Can it be? The Supreme Court, it turns out, has already addressed these questions in a classic statement of American liberty: *West Virginia State Board of Education v. Barnette* (1943). Not many people have favorite Supreme Court decisions, but I do^{3/4}and this is it.

The Court ruled: “If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein.”

The case that led to this ruling came out of West Virginia but reflected a national crisis over compulsory patriotism. In January 1942, seeking to foster “the ideals, principles, and spirit of Americanism,” the state Board of Education mandated that teachers and pupils in public schools regularly salute

the flag and pledge their allegiance.

Jehovah’s Witnesses nationwide refused to participate in such rituals. “Thou shalt have no other gods before me,” God had commanded in Exodus. “Thou shalt not bow down to them nor serve them.”

In *Barnette*, wary of governmental indoctrination, the Supreme Court found the mandatory flag rituals to violate the constitutional requirements of democratic self-government. Democracy requires free minds and is thus inconsistent with forms of schooling that “strangle the free mind at its source.”

The Court explained: “There is no mysticism in the American concept of the State or of the nature or origin of its authority. We set up government by consent of the governed, and the Bill of Rights denies those in power any legal opportunity to coerce that consent. Authority here is to be controlled by public opinion, not public opinion by authority.”

National unity may be “the basis of national security” but the promotion of national unity, observed the Court, could proceed via “persuasion and example” rather than “compulsion.” Efforts to “coerce uniformity of sentiment” were needless and dangerous.

The Court wrote: “As governmental pressure toward unity becomes greater, so strife becomes more bitter as to whose unity it shall be. Probably no deeper division of our people could proceed from any provocation than from finding it necessary to choose what doctrine and whose program public educational officials shall compel youth

to unite in embracing.”

Coercive efforts to achieve unity, the court warned, would undermine the legitimacy of schools. Instead, public schools must respect democratic principles of intellectual freedom. “Free public education, if faithful to the ideal of secular instruction and political neutrality, will not be partisan or enemy of any class, creed, party or faction.”

What about the community interest in social cohesion and patriotic commitment? Diversity and liberty pose no threat. “We apply the limitations of the Constitution with no fear that freedom to be intellectually and spiritually diverse or even contrary will disintegrate the social organization.”

In summary, patriotic ceremonies must be “voluntary and spontaneous instead of a compulsory routine.” To doubt that American patriotism can flourish under such conditions, the court observed, “is to make an unflattering estimate of the appeal of our institutions to free minds.”

Nearly 70 years later we should not forget that one of the Supreme Court’s most rigorous and stirring defenses of liberty came in the middle of World War II in a case involving children pledging their allegiance in school. Compulsory patriotism defies the First Amendment.

One final quotation, my favorite quote from my favorite decision: “Freedom to differ is not limited to things that do not matter much. That would be a mere shadow of freedom. The test of its substance is the right to differ as to things that touch the heart of the existing order.”

Thank you for allowing me to question the existing order.

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 JUNE 15, 2012, issue is MAY 28, 2012.

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

AFCON

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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**