

NAS...UPDATE

THE NEWSLETTER OF THE NATIONAL ASSOCIATION OF SCHOLARS

FOR REASONED SCHOLARSHIP IN A FREE SOCIETY

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Join Us in Washington, DC for Our 10th National Conference, May 31st to June 2nd

Conference Schedule and Registration Form Inside

The National Association of Scholars will hold its Tenth National Conference at the Washington Marriott Hotel in Washington, DC, May 31st to June 2nd, 2002. The theme is *Higher Education and Democracy in Peace and War*.

The terrorist attacks of September 11th and the ensuing war have left few aspects of American life unexamined and unchanged. Even that complacent behemoth, higher education, has not escaped questioning from without and the first stirrings of self-scrutiny from within. How well, the question intrudes, have our colleges and uni-

versities prepared the post-Vietnam generations to understand, appreciate, and respond to the civilizational disturbance that has each and every one of us in its grip? We have organ-



Harvey Mansfield
Sidney Hook Memorial Award

ized a conference all of whose doors lead into an intellectual space where that question reverberates.

We are pleased to announce that our keynote speaker will be **Bruce Cole**, Chairman of the National Endowment for the Humanities. Mr. Cole, a longtime NAS member, has written fourteen books, many of them about the Renaissance. His most recent book is *The Informed*

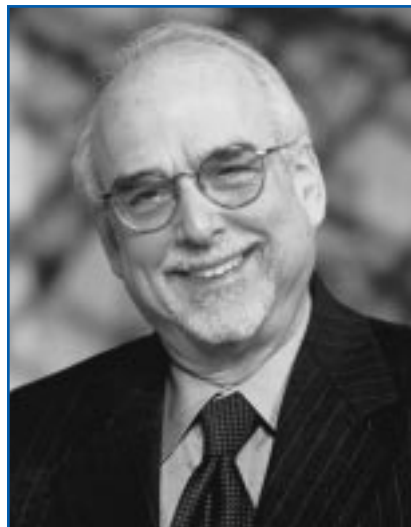


Photo Credit: Paul Fetters©2002

Bruce Cole
Keynote Speaker

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OUTLOOK

Looking into the (Ed School) Abyss

by Bradford P. Wilson, Executive Director

I recently had occasion to meet with two leading administrators of one of the country's largest school districts. This particular school district, because of the poor performance of its students, is facing an unprecedented overhaul of its governance and operations.

The subject of our conversation was the academic preparation of high school teachers of American history. I spoke of the important role that rival interpretations of our national Constitution have played in the great political crises in American history, suggesting the need for history teachers to have a solid knowledge of constitutional principles. The response I received haunts me: "Our school district is committed to a constructivist approach to teaching and learning. We are committed to offering a hands-on learning experience in all of our classrooms. How would you take something like constitutional theory and make it fit our commitments?" I paused for a moment thinking about the frightful educational consequences of allowing pedagogical theory to determine the selection of academic content. Before I could find my voice, a young administrative assistant jumped in with an enthusiastic solution: You could divide the students up, she said, into black males, black females, Hispanic males, Hispanic females, gays and straights, and so on, and they could all imagine what life would be like for their group under different constitutional theories. The administrators loved the idea.

It got worse. One of my hosts, the district's social studies coordinator, proudly described a federally funded three-year program underway that teamed up the district's teachers with a local university to improve their knowledge of American history. The current year is devoted to the study of the American Revolution, organized, he said, around the theme of whom the Revolution excluded and left behind. The second year's theme will be "Race, Class, and Gender in American History." And the third year will address "Industrialization,"

whose focus, one can only expect, will be the exploitation of the American working class.

My experience is just another reflection of the triumph of the multiculturalist and "progressive" orthodoxies among professional educators. The obstacles these ideologies pose to meaningful improvement in K-12 instruction are only slowly becoming understood and challenged. What the ideologues fear most is public exposure. So allow me to expose.

A couple of years ago, the people of Colorado decided to improve the academic performance of their children. New statewide standards for academic content and teacher performance were enacted to achieve this result. The Colorado Commission on Higher Education (CCHE) was charged with reviewing the state's university-based teacher education programs in light of the new expectations. To assist them in that review, the CCHE invited the National Association of Scholars to examine the programs at four institutions—Mesa College, UC Boulder, the University of Northern Colorado, and Metropolitan State. We hired Penn State education professor David Warren Saxe, a national authority on state learning standards.

When Saxe's report was made public, ed school administrators and even a state legislator or two waxed indignant. Attempting to deflect attention away from the central issue—Was the report accurate, and if so, did it matter?—they went to the media to attack the messengers. The NAS, they said, was conservative, and therefore could not be trusted. (Our response was simple and truthful: the NAS is an association of thousands of professors from across the political spectrum whose only bias is in favor of high academic standards.) Professor Saxe, some administrators suggested, based his report on nothing more than a brief and inadequate on-site visit. (False again, we said: Those same administrators had provided Saxe with a mountain of documents fully describing their programs. Saxe spent

months studying those documents, with site visits coming only at the end of a long process of review.)

What was in Saxe's report from which ed school spokesmen wished to divert the public's attention? Saxe found that the programs at CU-Boulder and Metro were saturated with political dogmas and pedagogical theories that were incompatible with the educational reforms mandated by Colorado law.

The Colorado reforms were aimed at helping the state's young citizens to become sufficiently literate, numerate, and agile of mind to be able to take their place as informed, responsible individuals in a free and self-governing society. Obviously, a commitment to course content and instructional methods that impart relevant skills and knowledge is the heart of such an enterprise. In the schools of education at CU-Boulder and Metro, however, Saxe found only a commitment to a radical social and political agenda nowhere called for by Colorado law or policy.

To those who embrace that agenda, the delicate fabric of Western civilization is something to be scorned rather than understood and perpetuated. The pageant of American history is taught as a sorry record of injustice and oppression of vulnerable minorities. The astonishing diversity of human thought and experience in Western, including American, life, past and present, is reduced to a set of crude variations on the theme of racial, ethnic, class, gender, and homophobic bigotry.

The introductory course at CU-Boulder, "Becoming a Teacher," was required of all future elementary and secondary school teachers. In the course syllabus provided by CU's administrators, Saxe found no reference to Colorado education laws and learning standards. But it did promise a "learning experience" built on an examination of "contemporary issues like race, class, ethnicity, gender, sexual orientation, and power." A week was devoted to "Understanding White Privilege," another week to "Race and Ethnicity in Education," another week to "Sex, Gender & Teaching Values," and another week to "Heterosexism & Homophobia: Lesbian, Gay, Bisexual, and Transgender Students." Recommended readings included such timeless classics as *Sexual Democracy: Women, Oppression, and Revolution*; *Two Nations: Black and White, Separate, Hostile, Unequal*; and *Fear of a Queer Planet: Queer Politics and Social Theory*. This course set the tone of ideological indoctrination, in

all its rigidity and intolerance, that guided the content of the rest of the program.

Is it not evident that American schools have an important responsibility to impart a knowledge and appreciation of our civilization's moral and political foundations and our country's unique contributions to the progress of human rights and constitutional democracy? Equipped with such an education, we can intelligently debate our culture's failings and imperfections. The kind of "civic education" that is championed by too many teacher educators, however, subordinates our common humanity and our shared citizenship to racial, economic, and sexual "identities," and subsumes them under two simple human types: victims and victimizers. Far from an education in citizenship and civility, this shallow approach is a recipe for bitterness, hostility, and a nagging sense of grievance against the past and the present. It poisons the wells of democratic citizenship.

I am pleased to say that the dean of UC Boulder's School of Education resigned in the wake of our exposure of the reeducation camp he was running. That's a start. No attempt at education reform is likely to succeed, however, as long as radical ideological commitments and pedagogies are permitted to trump common sense and common values in teacher training programs. The ed schools know this and, wed to their ideologies, choose the path of obstruction. Let's bring their agenda into the open and see if it can stand the light of day. [Ω](#)

*The National Association of Scholars
mourns the passing of*

Ernest van den Haag

1914-2002



*A friend and respected member of
our board of advisors.*

Eye: Understanding Masterpieces of Western Art. Before his appointment at NEH, Mr. Cole was Distinguished Professor of Fine Arts at Indiana University. His role as a founder and former co-president of the Association for Art History ranks him as one of our heroes in the cause of restoring intellectual substance in academic life.

We are also pleased to announce our board's selection of our 2002 National Award recipients, who will be honored at the conference.

Harvey C. Mansfield, William R. Kenan, Jr. Professor of Government at Harvard University, will be presented with the Sidney Hook Memorial Award, our association's highest honor. Professor Mansfield is one of our country's foremost political scientists and a leading translator and interpreter of the works of Machiavelli. His most recent book is a translation, with **Delba Winthrop**, of Alexis de Tocqueville's classic *Democracy in America*. Professor Mansfield's service to academic freedom and the integrity of intellectual life, as well as his outstanding scholarly production, personify the virtues associated with Sidney Hook: an abiding and all-consuming intellectual curiosity, a firm adherence to the principles of reasoned inquiry, and a willingness to pursue the truth without regard to favor or fashion.

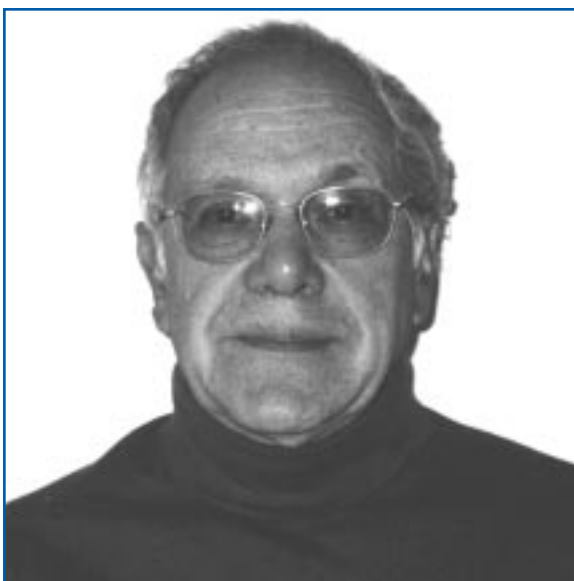
Paul Hollander, professor emeritus of sociology at the University of Massachusetts at Amherst and associate of the Davis Center for

Russian Studies at Harvard University, will receive the Peter Shaw Memorial Award, given to recognize exemplary writing on issues pertaining to higher education and American intellectual culture. Professor Hollander is the well-known author of such books as *Political Pilgrims*, *The Survival of the Adversary Culture*, *Political Will and Personal Belief*, and most recently, *Discontents: Postmodern and Postcommunist*.

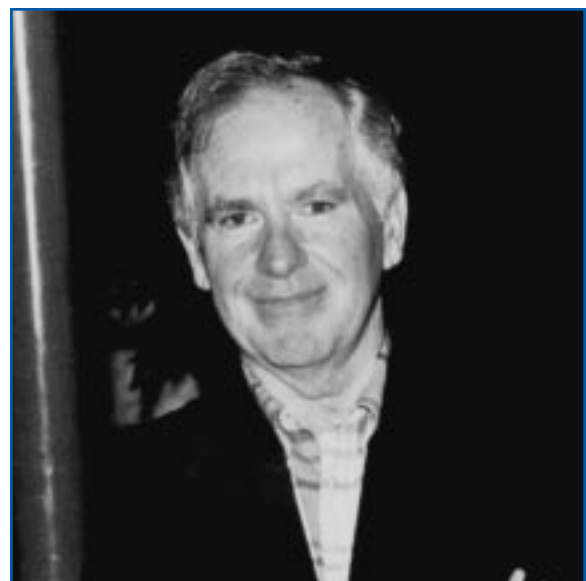


Norman Fruman
Barry R. Gross Memorial Award

The Barry R. Gross Memorial Award for outstanding service to the cause of academic reform will be presented to **Norman Fruman**, professor



Paul Hollander
Peter Shaw Memorial Award



Jeremiah Reedy
Barry R. Gross Memorial Award

emeritus at the University of Minnesota, and to **Jeremiah Reedy**, professor of classics at Macalester College. Professors Fruman and Reedy share the credit for their courageous and pioneering work in founding the Minnesota Association of Scholars, NAS's first state affiliate. Both award recipients are past presidents of the Minnesota Association of Scholars and current members of the NAS Board of Directors. Professor Fruman is one of the founders of the Association of Literary Scholars and Critics (ALSC), and Professor Reedy is a co-founder and president of the board of directors of a Core Knowledge Charter School located in St. Paul, Minnesota.

Our meeting place is the Washington Marriott, 1221 22nd St., N.W., where, as some members will remember, we convened the Sixth National Conference in May 1996. Near Dupont Circle, a major hub of the Washington metro, the hotel is adjacent to Georgetown and within walking distance of downtown restaurants, Lafayette Square, and the White House. It is also easily accessible to the National Gallery, Washington Monument, Smithsonian Institution museums, and Kennedy Center for the Performing Arts.

A conference schedule and registration form are in this newsletter. You may also register on-line at www.nas.org. [Ω](#)

Travel Arrangements for Conference

When you're booking a flight to Washington, DC, we invite you to use our travel agency, Personal Travel, which may be able to obtain discounted tickets for you, depending on how early you call (the earlier the better). Their phone number is (609) 921-7575, and their fax number is (609) 921-2226. An efficient way to initiate travel plans is to fax the pertinent information and follow up with a phone call. They will need to know your dates of travel, preferred times of travel, preferred airlines, frequent flyer numbers, whether you qualify for a senior citizen (62+) discount, your name as it appears on official identification, your address, your phone number(s), and a fax number. [Ω](#)

Hotel Reservations

We have reserved a block of rooms at The Washington Marriott Hotel for conference attendees at the reduced rate of \$135.00 per night, single and double, for the duration of the conference, as well as a few days before and after, allowing for an extended stay in Washington at an ideal time of year. The cut-off date for reserving rooms at the reduced rate is **May 10, 2002**. (After the cut-off date, the hotel will accept reservations on a rate and space availability basis.)

For information and reservations, call direct at (202) 872-1500, or call the Marriott Reservation Center toll-free in the United States and Canada: 1-800-228-9290. You will need a credit card number to hold your room. Be sure to mention the National Association of Scholars (or NAS) block of reserved rooms. [Ω](#)

California Scholar Organizes Conference on the Western Intellectual Tradition

On Saturday, October 6, 2001, more than thirty college faculty members gathered at California Polytechnic State University (Cal Poly), San Luis Obispo to discuss the theme, "The Western Intellectual Tradition—Why Bother?" The conference was organized and moderated by NAS member **George Lewis**, professor of mathematics and director and founder of the Western Intellectual Tradition Minor at Cal Poly, one of the programs that the NAS's curriculum development campaign has helped engender.

A panel of three faculty, **Larry Inchausti** and **Mike Wenzl** of the Cal Poly English department and **Kent Brudney** from Cuesta College's government department, comprised the morning session. Following lunch, Dr. **Judith V. Grabiner** of Pitzer College, a distinguished historian of mathematics, used her keynote speech to address the centrality of mathematics in Western thought. All of the presentations stimulated much questioning and discussion among the attendees, who included local community college faculty and their Cal Poly counterparts. [Ω](#)

Alaska Association of Scholars Works for Academic Freedom

When University of Alaska Anchorage professor **Linda McCarriston** was threatened with administrative investigation for publishing a poem disliked by an Alaska Native activist, the Alaska Association of Scholars (AAS) joined Professor **Alan Charles Kors** and the Foundation for Individual Rights in Education (FIRE) in asserting her rights to full and unfettered intellectual freedom. Whereas at most universities, presidents confronted with such assaults on the life of the mind rush for cover, University of Alaska president **Mark R. Hamilton** stood tall.

In a statement to the chancellors of the system's campuses, Hamilton announced that "constitutional guarantees of free speech CANNOT BE QUALIFIED" (his emphasis) and that there was "nothing to investigate" regarding Professor McCarriston's poem. All talk of a campus investigation of McCarriston quickly evaporated. But, Professor McCarriston's troubles were hardly over.

The U.S. Department of Education's Office of Civic Rights (OCR) then launched an investigation of its own to determine whether McCarriston's poem had created a "hostile climate" for Native students at the University of Alaska, whether her awarding a "mere" B to a Native student in her poetry class constituted racial discrimination, and whether the University of Alaska had violated federal law in either conducting or not conducting an investigation.

The OCR's investigation itself was itself a punishing experience, creating legal costs for Professor McCarriston and the emotional stress of unrelenting publicity. All her e-mails had to be turned over to OCR.

Under pressure from what Alan Kors (following Louis Brandeis) calls the "disinfectant of sunlight," and after many months of investigation and deliberation, OCR issued a letter clearing Professor McCarriston and the University of Alaska of all wrongdoing.

The AAS, led by its president **Judy Kleinfeld**, sought to acclaim and solidify these gains for academic freedom by joining with the NAS to present an award for academic statemanship to President Hamilton.

On March 10th, 2002, in Fairbanks, Alaska, the award was bestowed at a formal dinner, with close to 200 people in attendance. **Bradford Wilson** of the NAS gave a graceful address and noted that this was the first award the NAS had ever given to an administrator. Wilson called attention to Hamilton's previous career as an officer in the U. S. Army, where he served with distinction in many of the world's flashpoints. Hamilton had seen firsthand, said Wilson, the consequences of a cultural abandonment of the free pursuit of truth. What Robert Maynard Hutchins had said in 1935 was every bit as true today, Wilson remarked. If we will no longer tolerate the search for truth, said Hutchins, "we can blow out the light and fight it out in the dark; for when the voice of reason is silenced the rattle of machine guns begins." Hamilton responded with a major speech in defense of intellectual freedom and linked it to support for university tenure.

The Alaska State Legislature, the Office of the Governor, the Office of Senator **Ted Stevens**, the Office of Senator **Frank Murkowski**, and the Office of Congressman **Don Young** presented letters of congratulations to President Hamilton. Congratulations were also presented on behalf of the Intercollegiate Studies Institute by their director of research, **Wesley Wynne**.

Continuing the celebration of academic freedom, on Monday, March 11, Professor Kors gave an address to students and faculty, "The Betrayal of Liberty on the American Campus."

To stand NAS advisor Chester Finn's famous phrase on its head, the University of Alaska has become "an island of freedom in a sea of repression." But though our dove has returned with an olive sprig, the waters have hardly begun to recede. At the award dinner, the representative for the governor's office asked Professor Kors what all the fuss was about—outside of the university, freedom of speech is taken for granted. Quite obviously a great many Americans, even in the highest places, still have a lot to learn about what's happening on the country's campuses. Ω

Key documents and press coverage of the McCarriston affair are available on FIRE's website at www.thefire.org.

Pennsylvania Scholars Sponsor Address

At their meeting on November 14, 2001, the Pennsylvania Association of Scholars (PAS) hosted Professor **Amy Wax** of the University of Pennsylvania Law School, who spoke about recent developments in law school teaching. Wax addressed the critique of traditional teaching methods put forward by Lani Guinier, now of Harvard Law School, noting that Guinier has claimed that long-standing pedagogical practices, such as the so-called “Socratic method,” create a hostile environment for women and minority students. The Socratic method, which requires students to engage in a rapid fire, challenging dialogue with the professor in class, has fallen out of favor in recent years, perhaps partly as a result of such critiques. Wax defended the Socratic method as a time-tested and effective tool for developing quick, logical thinking and communication skills that are vital to the practice of law, but endorsed continued experimentation with different teaching methods that respond to a range of learning styles.

On February 28, 2002, PAS president **Richard Orodenker** took part in a debate at the Temple University Issues Forum, in which he supported the right of the American Council of Trustees and Alumni (ACTA) to criticize the views of professors, as they did in their November 2001 report, *Defending Civilization*. Opposing Orodenker was Temple University Professor **Richard Joslyn**, who criticized the ACTA report as a subtly intimidating document with McCarthyite overtones. Orodenker insisted that the report be accepted for what it was, an opinion, and agreed with ACTA’s overall premise that the great legacy of Western Civilization was in peril of being willfully lost. Although many in the audience of forty seemed unsympathetic to Orodenker’s point of view, one student asked afterwards why people with his views did not come to college campuses more often. Ω

Recent Events

VIRGINIA ASSOCIATION OF SCHOLARS

Date: March 16, 2002
Time: 1:00 p.m.
Event: Meeting of the Board of the VAS
Place: Boar’s Head Inn, Charlottesville

GEORGIA ASSOCIATION OF SCHOLARS

Date: April 18, 2002
Time: 4:00 p.m.
Speaker: Alan Charles Kors
Place: Tull Auditorium, Emory University School of Law
Title: “The Betrayal of Liberty and Dignity on America’s Campuses”

MINNESOTA ASSOCIATION OF SCHOLARS

Date: May 4, 2002
Event: Annual Dinner
Speaker: Rear Admiral Perry “Mike” Ratliff, USN (Ret.); Vice President, ISI
Place: Weyerhauser Building, Macalester College
Title: “Sweet Are the Uses of Adversity: September 11 and America’s Opportunity”

Correction

In our last issue (Vol. 12, No. 2), we incorrectly reported that the Great Books Program at the University of Wisconsin, Milwaukee has been expanded into a major. Though plans are being laid for this expansion, it has not yet occurred. As a separate initiative, the Great Books Program is sponsoring a free Great Books seminar for people in poverty, which is modelled on the Bard-Clemente course in the humanities. Though similar in spirit, this seminar is not part of the contemplated Great Books major. Ω



Conference Registration Form

Please reserve ___ place(s) in my name at the Tenth National NAS Conference, May 31-June 2, 2002, at the Washington Marriott, 1221 22nd Street NW, Washington, DC. Registration covers admission to all panels, the keynote address Friday afternoon, the Friday evening reception and buffet, and the awards luncheon on Saturday. Enclosed is:

- ___ \$125 per person for NAS members and *Academic Questions* subscribers and their guests
- ___ \$150 per person for non-members and their guests
- ___ \$100 per person for retired NAS members
- ___ \$40 per person for graduate students
- ___ I cannot attend the conference, but would like to make a tax-deductible contribution of \$ _____ to support the ongoing work of the NAS.
- ___ I wish to join the NAS, receive a subscription to *Academic Questions*, and qualify for the members' conference rate.

Dues: \$42 for faculty members, administrators, trustees, and independent scholars
\$22 for graduate students and retirees
I enclose annual dues of \$ _____.

Name(s): _____
Guest(s): _____
Street address: _____
City: _____ State: _____ Zip: _____
Affiliation (for name badge): _____
Home phone: _____ Office phone: _____
Fax: _____ E-mail: _____
Total enclosed: (Please make checks payable to National Association of Scholars.) _____

To help us in our planning, please indicate whether you expect to attend the following events:
Friday evening reception and buffet Yes ___ No ___ Saturday awards luncheon Yes ___ No ___

To pay by credit card, please supply the following information:

Type of card: ___ MasterCard ___ Visa ___ American Express
Card number _____
Expiration date _____
Name on card (please print) _____
Cardholder signature _____
Amount to be billed _____

NOTE: Credit card information must be mailed, as an original signature is required; we cannot accept credit cards at the conference — cash, check, or money order only.

Mail to: National Association of Scholars
221 Witherspoon Street, 2nd Floor
Princeton, NJ 08542-3215
(609) 683-7878

Note: You may also register on-line at www.nas.org.

TENTH NATIONAL CONFERENCE OF THE NATIONAL ASSOCIATION OF SCHOLARS

Higher Education and Democracy in Peace and War

THE WASHINGTON MARRIOTT · WASHINGTON, DC

FRIDAY, MAY 31ST

- 8:00-9:30 a.m. Continental breakfast
- 8:30-9:30 a.m. Registration
- 9:30-9:45 a.m. Opening Remarks: **Stephen H. Balch**, President, National Association of Scholars
- 10:00 a.m.-12:15 p.m. **PANEL 1: IS HIGHER EDUCATION COMPATIBLE WITH PATRIOTISM?**
Chair: **Gertrude Himmelfarb**, City University of New York (emerita)
Panelists: **Walter Berns**, American Enterprise Institute
William Galston, University of Maryland
Todd Gitlin, New York University
Leslie Lenkowsky, Corporation for National and Community Service
- 12:15-2:00 p.m. LUNCH BREAK
- 2:00-3:00 p.m. Keynote address by **Bruce Cole**,
Chairman of the National Endowment for the Humanities
- 3:15-5:30 p.m. **PANEL 2: HOW, AND HOW NOT, TO STUDY OTHER CULTURES**
Chair: **Stanley Rothman**, Smith College
Panelists: **Hillel Fradkin**, Ethics and Public Policy Center
Stanley Kurtz, The Hoover Institution
Richard Pipes, Harvard University (emeritus)
Arthur Waldron, University of Pennsylvania
- 5:30-7:00 p.m. RECEPTION AND BUFFET

SATURDAY, JUNE 1ST

- 7:30-9:00 a.m. Continental breakfast
- 8:00-9:00 a.m. Business meeting, Virginia Association of Scholars
- 8:00-9:00 a.m. Business meeting, National Capital Association of Scholars
- 9:00-11:15 a.m. **PANEL 3: ACADEMIC FREEDOM AND POLITICAL CORRECTNESS
IN WARTIME**
Chair: **Jerry Martin**, American Council of Trustees and Alumni
Panelists: **Daniel Pipes**, Middle East Forum
Ronald Radosh, City University of New York (emeritus)
Harvey Silverglate, Foundation for Individual Rights in Education
Cass Sunstein, University of Chicago
- 12:00-2:00 p.m. Banquet Luncheon and Award Presentations
Peter Shaw Memorial Award to **Paul Hollander**
Barry R. Gross Memorial Award to **Norman Fruman** and **Jeremiah Reedy**
Sidney Hook Memorial Award to **Harvey C. Mansfield**

(OVER)

SATURDAY, JUNE 1ST, continued

2:15-3:45 p.m. TBA

4:00-5:30 p.m. **MEETINGS OF NAS DISCIPLINARY SECTIONS**

Committee on K-12 Education: What's Happening to School Reform?

Chair: Adam Scrupski, Rutgers University

Panelists: William Rice, American Academy for Liberal Education
Michael Poliakoff, National Council on Teacher Quality

Winning: NAS Affiliates and FIRE

Alan Charles Kors, Foundation for Individual Rights in Education (FIRE)

Judith Kleinfeld, Alaska Association of Scholars

Daniel Shapiro, West Virginia Association of Scholars

History: A conversation with Richard Pipes about his current work on Russian intellectual history

Moderator: Sheldon Avery, Harford Community College, Historical Society

The Social Sciences and the Unity of Truth after September 11

Sponsored by the Maryland, National Capital, and Virginia Associations of Scholars

Chair: Michael I. Krauss, George Mason University School of Law

Presenter: Matthew J. Franck, Radford University

Culture Wars: Multiculturalism since September 11

Chair: Evelyn Avery, Towson University

Presenter: Ronald Radosh, City University of New York (emeritus)

Political Correctness in the Social Sciences

Sponsored by the Behavioral and Social Sciences (BASS) disciplinary section

Moderator: Robert Lerner, Lerner and Nagai Quantitative Consulting

Presenter: Richard Redding, Villanova University School of Law

5:30-7:00 p.m.

Reception: American Council of Trustees and Alumni (ACTA)

Reception: Foundation for Individual Rights in Education (FIRE)

Reception: Maryland, National Capital, and Virginia Associations of Scholars

Reception: Women's Freedom Network (WFN)

SUNDAY, JUNE 2ND

7:30-9:00 a.m. Continental breakfast

8:00-9:00 a.m. Membership meeting

9:15-11:30 a.m. **PANEL 4: AFTER RELATIVISM, WHAT?**

Chair: **Carol Iannone**, National Association of Scholars

Panelists: **Amitai Etzioni**, George Washington University

Diana Schaub, Loyola College in Maryland

Barry Smith, State University of New York at Buffalo

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