

# NAS...UPDATE

THE NEWSLETTER OF THE NATIONAL ASSOCIATION OF SCHOLARS

FOR REASONED SCHOLARSHIP IN A FREE SOCIETY

VOL. 12, NO. 4

ISSN 1089-0874

2002

## INSIDE...

PAGE 2

- **OUTLOOK: Higher Education and Democracy in War and Peace**

PAGE 6

- **CUNYAS Criticizes Adjunct Proposal**

PAGE 7

- **NAS/Zogby Poll Highlights College Teaching of Ethics**

PAGE 8

- **University of Chicago Curriculum Controversy**

PAGE 9

- **Annual Membership Meeting**
- **Bill Meehan Moves On**

## 10th National Conference in Washington, D.C.

From May 31 to June 2, 2002, nearly 300 scholars met in Washington, D.C., at the tenth national NAS conference for discussions on the theme *Higher Education and Democracy in Peace and War*.



**Harvey C. Mansfield**  
**Sidney Hook Memorial Award**

The gathering, at the Washington Marriott Hotel, received considerable media coverage, including CNN's live broadcast of the opening panel. *Black Issues in Higher Education* also carried an extended roundup of the proceedings, and *Insight* magazine made them the subject of its July 1st lead story, carrying NAS president **Stephen H. Balch** on its cover and featuring an interview with NAS chairman **Stanley Rothman**.

The conference opened with a greeting from President George W. Bush conveyed by **Tim Goeglein**, Special Assistant to the President and Deputy Director of Public Liaison. Steve Balch then welcomed the audience with remarks that emphasized the responsibilities of educators to uphold the values of a free society. He questioned, however, whether the majority of academics aren't characterized more by "aristocratic hauteur," than republican humility in their approach to their work. (For the substance of Balch's remarks, see *Outlook* on page 2.)

*Continued on page 4*

## NAS to Co-sponsor Comparative Academic Freedom Conference in Buffalo

On September 20-21, 2002, the NAS will co-sponsor with Buffalo's Medaille College a conference on "Academic Freedom and Intellectual Pluralism: U.S. and Canadian Perspectives." At a time when many issues pertaining to the freedoms and responsibilities of academics have gained new relevance, the conference will bring together an assortment of keen-eyed

*Continued on page 9*

# OUTLOOK

## Higher Education and Democracy in War and Peace

by Stephen H. Balch, President

Generals proverbially encounter war in a fog. But for civilians it clears the air. In war's epic theatre, fundamentals hold the spotlight. Nothing less is likely to command attention.

Academics are quintessential civilians. The security of a tenured life, its contemplative pace, its dominance by word not deed, are the marks of a uniquely sheltered existence. Thus, war's eruption should especially arrest their thoughts and concentrate their minds. But does it?

On the evidence, not as yet very much.

But if it did, what might we expect to happen?

Perhaps the realization that sheltered existences require protection, and that the protectors should enjoy respect. But pass over that. Instead of dwelling on academe's relationship with the military, let's return to its non-combatant status. For in time of war it may be more important for academe to reflect on its civilian character than on its suspicions about things martial.

What does it mean to be a civilian? The word derives from civil, which can, in turn, be associated with citizenship and the rights and responsibilities pertaining to membership in civic communities. Academics share in these rights and responsibilities, not only as citizens in the broader sense, but, more interestingly, by virtue of their peculiar vocation.

As educators, academics have a special civic mission. They are charged with transmitting the body of understandings on which their civic community—in our case, a free and democratic republic—is based. Should they fail in this mission, the larger community fails as well.

To be sure, this mission is inherently problematic. Educators cannot be blind devotees of an inherited tradition, however beneficent. Their calling is to question, as well as transmit.

But the spirit in which educators question and transmit is all important, either fortifying or undermining the overall health of society. In the wake of 9/11, a reexamination of the spirit in which American academics play these roles is urgently in order. And the first question to be asked is whether

that spirit has typically been one of republican humility or aristocratic hauteur.

Moved by republican humility, we see ourselves as carriers of a legacy of ideas and institutions, seeking with our fellow citizens to improve them, yet mindful that they represent a work greater than ourselves. The aristocratic spirit, on the other hand, is quite different. It ranges us above and beyond the world of our fellows, upon which we sweepingly descant, and for which we coolly prescribe.

Aristocratic feeling comes naturally to academics and, to an extent, probably should. If man is by nature a thinking animal, then those who think most might well regard themselves the best of men. And surely there are things about our professional lives—very good things indeed—that incline us toward aristocracy. Our profession aspires to meritocracy—aristocracy in its most literal meaning. It is hierarchical, placing teacher above student and savant over journeyman scholar. It is insular, insisting on its privileges, perquisites, and immunities, and striving to keep more commonplace powers at a distance. Academic freedom loses its justification when academics succumb to intellectual populism.

This form of the aristocratic ethos is appropriate and desirable, provided it stops at the campus' edge. As an approach to self-government and institutional protection, it is indispensable. Unfortunately, its ambitions often seem grander. It aspires not just to preserve itself, but to rule others.

Were this its isolated failing, the only consequence might be some merited disdain from the citizenry. A robustly healthy democracy could tolerate and dismiss academe's pretensions. But it is not clear that the health of our democracy is as robust as it should be, and the elitism of academe gives aid and comfort to a larger elitism of increasing pervasion.

This willingness to supplant rule by consent, with governance by the wise and virtuous, is now manifest in many quarters. Liability lawsuits increasingly reshape public policy without recourse to legislation. Courts nullify the results of hard fought referenda without clear constitutional war-

rant. Officials spin webs of regulatory mandates in the depths of their bureaucratic lairs. A growing chorus urges that international law, fashioned at Olympian conclaves, should supersede that made nationally through representative procedures. The illustrations could be extended, but their premise is the same: ordinary people are too ignorant and benighted to govern themselves unsupervised by betters.

This is, of course, a very flattering belief for those who hold it—and who regard themselves as the best. But it is a very dangerous one to spread abroad in a free republic. And, most especially so, when carried into adult life by a society's ascending generation of leaders. Yet isn't this the view that our colleges and universities now spend most of their time extolling? Isn't their typical call to overcome, to remake, to emancipate America and Americans from a burdensome inheritance?

Forty years ago, the catalogue of Bowdoin College, in a manner similar to many of its academic counterparts, proclaimed the following to be essential to its mission:

[T]he college aims always to give its students a knowledge of the culture of the Western world. They must understand and appreciate its origins and traditions, the forces essential for its operation and progress, and the values which it seeks to realize. While an individual may remain ignorant of this heritage and still exist, "the common good" and "the benefit of society"... are unattainable unless leaders and followers are alike acquainted with what civilization, in its broadest sense, implies.... Each present-minded generation has to learn anew that the experience of the past is in part a substitute for unnecessary and painful experiment.

Few institutions would nowadays be willing to pledge themselves to such a purpose. Few would be willing to regard themselves as part of the larger project of Western civilization. Few would dare suggest that their students see themselves as standing in some humble relationship to the past—having to learn anew its experiences as a "substitute for unnecessary and painful experiment."

Of course, mission statements merely scratch the surface. Even today there's quite a bit our colleges and universities are reluctant openly to advertise. But the following two quotes capture the sensibility one now all too frequently finds.

The mission statement of the College of Literature, Science and the Arts of the University of Michigan declares that institution as seeking:

To achieve pre-eminence in creating, preserving and applying knowledge and academic values, to enrich the lives of students, *and to transform them into leaders and citizens who challenge the present and illuminate the future.* [Italics in the original.]

And Mount Holyoke tells us that:

As a liberal arts institution, Mount Holyoke College is committed to the search for knowledge and the compassionate understanding of humanity and the world. Students study the humanities, social sciences, and science and mathematics, with a view to learning to *think critically*.... [Italics in the original.]

The college's multicultural requirement ensures that every student is exposed to ideas and perspectives different from her own.... In the residence halls, an intergroup dialogue project, funded by the Mellon Foundation, encourages students to connect along lines of difference through conversations about topics ranging from race to anti-Semitism to homophobia....

These and many other activities designed to connect across lines of difference are part of a campus-wide effort to affirm identity, build community, and cultivate leadership.... Mount Holyoke defines leadership broadly as the ability to take one's vision and make it happen.

The immediate aftermath of 9/11 provided some painful witness as to how morally aloof academics react to an attack upon their country. Although not without variation, they included striking expressions of doubt about the moral soundness of our stricken republic, and a disturbing inability to identify closely with it. And these qualities were not just characteristic of the comments of professors, they were also evident in the statements that issued from the offices of presidents, chancellors, and deans.

Here for example is one released by Nancy Cantor, Chancellor of the University of Illinois/Urbana-Champaign.

While we have all witnessed many acts of courage and togetherness these past two

*Continued on page 10*

**Gertrude Himmelfarb**, moderator of the opening panel, “Is Higher Education Compatible with Patriotism?” asked whether liberal education at its best might, in the tradition of Socrates, “tend to have a corrosive effect upon traditional beliefs and practices, loyalties and affections.” Among the panelists responding to this query and developing their own perspectives on this theme were **Walter Berns**, Resident Scholar at the American Enterprise Institute, **William A. Galston**, Sol I. Stern Professor at the School of Public Affairs at the University of Maryland and former advisor to President Clinton, **Todd Gitlin**, former SDS leader and professor in the School of Journalism at Columbia University, and **Leslie Lenkowsky**, head of the Corporation for National and Community Service. Differences of opinion between members of the panel and audience regarding the appropriate balance among free speech, criticism of one’s country in time of war, and patriotism properly conceived, sparked spirited discussion.

A new element in this year’s conference was a Grant Opportunities Workshop, lasting from noon until about 2:00 p.m. on Friday. Members eager to know more about the availability of government grants, and the “ins-and-outs” of applying for them, gathered at a luncheon meeting to hear representatives of key federal grant-giving agencies discuss the opportunities in their respective spheres. **Cassandra Courtney**, Deputy Director of the Fund for the Improvement of Postsecondary Education



**Paul Hollander**  
**Peter Shaw Memorial Award**

(FIPSE), **Julia Bondanella**, Assistant Chairman for Programs for the National Endowment for the Humanities (NEH), and **Celia H. Sims**, Special Assistant at the Office of Elementary and Secondary Education (OESE) of the US Department of Education, addressed an audience of nearly sixty prospective applicants. The workshop elicited a strong positive reaction from attendees and is likely to become a continuing feature of future NAS conferences.

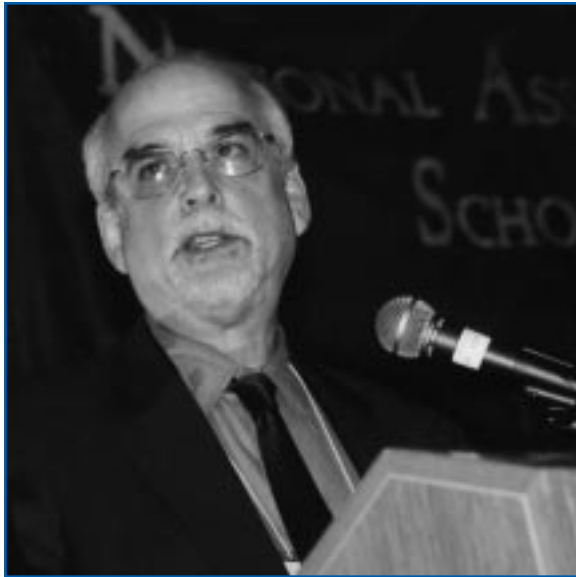
Following lunch, **Bruce Cole**, Chairman of the National Endowment for the Humanities, used his keynote address to outline several significant tests facing the academy. In reference to recent scandals



**Norman Fruman**  
**Barry R. Gross Memorial Award**



**Jeremiah Reedy**  
**Barry R. Gross Memorial Award**



**Bruce Cole**  
**Keynote Speaker**

involving plagiarism and academic fraud, Dr. Cole insisted that “those who teach and publish should be held to a higher standard, not a lower one,” evoking much applause. He warned that academe needs to resist market pressures and self-marginalization by providing a true liberal education and encouraging the use of clear, simple language. Dr. Cole pledged that the NEH would support traditional scholarship energetically and would ensure that “the best of scholarship is valued, promoted, and protected.”

NAS chairman Stanley Rothman moderated Friday afternoon’s panel, “How, and How Not, to Study Other Cultures.” Panelists included **Hillel Fradkin**, president of the Ethics and Public Policy Center, anthropologist-turned-journalist **Stanley Kurtz**, **Richard Pipes**, Baird Professor of History, emeritus, at Harvard University, and **Arthur Waldron**, Lauder Professor of International Relations at the University of Pennsylvania. The participants discussed such difficulties for cross-cultural study as the essential non-equivalence of cultures and the limitations of trying to understand culture from a sympathetic internal viewpoint. The panelists also analyzed the contrasting merits of traditional versus post-modern approaches to the study of culture and considered how the search for historical truth can be impeded by ideological blinders and deficits in cultural knowledge.

On Saturday morning, following business meetings of the Virginia and National Capital Associations of Scholars, **Jerry L. Martin**, president of the American Council of Trustees and Alumni (ACTA), opened the panel, “Academic

Freedom and Political Correctness in Wartime.” Panelists included **Harvey A. Silverglate**, co-director of the Foundation for Individual Rights in Education (FIRE), **Cass R. Sunstein**, Karl N. Llewellyn Distinguished Service Professor at the Law School and the Department of Political Science, University of Chicago, **Ronald Radosh**, professor emeritus of history at the Graduate Center, City University of New York, and **Daniel Pipes**, director of the Middle East Forum and a columnist for both the *New York Post* and the *Jerusalem Post*. Participants discussed free speech rights in wartime and the influence of political correctness in preventing frank and illuminating discussion about concepts like *jihad*. Some panelists noted that Middle East experts under the sway of political correctness employ numerous examples of misleadingly benign interpretations; others cautioned that political correctness was not limited to one particular side of the ideological spectrum.

At noon, a banquet luncheon was served, culminating in award presentations. **Herbert London**, NAS board member and president of the Hudson Institute, presented the Peter Shaw Memorial Award to **Paul Hollander**, professor emeritus of sociology at the University of Massachusetts at Amherst. Steve Balch conferred the Barry R. Gross Memorial Award upon **Norman Fruman**, former president of the Minnesota Association of Scholars and a member of the NAS board of directors, and **Jeremiah Reedy**, founding president of the Minnesota Association of Scholars and a member of the NAS board of directors. Stanley Rothman bestowed the Sidney Hook Memorial Award upon **Harvey C. Mansfield**, William R. Kenan, Jr. Professor of Government at Harvard University.

The formal part of Saturday afternoon’s program concluded with break-out sessions on various themes, among them the Foundation for Individual Rights in Education’s “Winning: NAS Affiliates and FIRE,” the NAS History section’s “A Conversation with Richard Pipes about his current work on Russian intellectual history,” and the NAS Committee on K-12 Education’s “What’s Happening with School Reform?” The Maryland, National Capital, and Virginia Associations of Scholars combined forces to sponsor a section on “The Social Sciences and the Unity of Truth after September 11,” and the NAS Behavioral and Social Sciences (BASS) section held a session on “Political Correctness in the Social Sciences.” A session on

*Continued on page 6*

## CUNYAS Criticizes Adjunct Proposal

“Western Civilization at the University of Chicago” afforded timely discussion of proposed controversial curriculum changes subsequently highlighted on the front page of the *Chronicle of Higher Education*. (See “University of Chicago Curriculum Controversy” on page 8.) At the session on “Culture Wars: Multiculturalism since September 11,” NAS board member and SUNY trustee **Candace de Russey** attracted the attention of both *Insight* magazine and *Black Issues in Higher Education* with her withering critique of multiculturalism, noting that although most Americans are wary of the phenomenon, they regard it as a nuisance rather than properly recognizing it as a serious and pressing danger.

Attendees were able to continue discussion of the issues raised in the disciplinary sections and converse informally at several early evening receptions, three of which were separately sponsored by ACTA, FIRE, and the Women’s Freedom Network. At a fourth reception, the Maryland, National Capital, and Virginia Associations of Scholars provided a touch of local hospitality.

On Sunday morning, following a meeting of the membership, **Carol Iannone**, editor-at-large of *Academic Questions* and an NAS vice president, convened the conference’s final panel, “After Relativism, What?” Presenters included **Amitai Etzioni**, University Professor of The George Washington University, **Barry Smith**, Julian Park Professor, SUNY at Buffalo, **Diana Schaub**, chair of the Department of Political Science at Loyola College in Maryland, and **Michael Novak**, director of Social and Political Studies at the American Enterprise Institute. Panelists analyzed the nature of a free society, its inherent advantages over more restrictive ones, the necessity of a devotion to truth (rather than relativism) to the survival of freedom, and the intellectual significance of the Founding Fathers’ notion of “self-evident” truths.

The conference brought together an unusual mix of public intellectuals, academic experts, and government education specialists, resulting in packed halls for all the presentations. The panels and disciplinary sections afforded some extremely perceptive discussions of higher education and democracy in the post-9/11 world, while receptions and numerous informal gatherings provided members ample opportunity for collegial interchange. Many of the papers presented at the conference will appear in upcoming issues of *Academic Questions*. [Ω](#)

The CUNY Association of Scholars, our local chapter within the City University of New York, has issued a report strongly criticizing the concept of “parity” for adjunct faculty, a part of the proposed agreement between the Professional Staff Congress (PSC)—the faculty union—and the University. The report, published May 6, 2002 and available through the “affiliate” link at the NAS website, takes no position on other aspects of the proposed agreement. CUNYAS emphasizes that the affiliate certainly does not oppose, *per se*, improved working conditions or better rates of compensation for adjunct faculty. It argues, however, that the proposed adjunct “parity” would “elevate adjuncts to the status of regular full-time faculty members,” and thus “seriously imperil the research and teaching missions of City University and the welfare of its students and full-time faculty.”

“Parity” in specific terms includes several key components: 1) compensation of adjunct faculty at a rate equal to full timers, creating circumstances in which adjuncts might well earn more than their full-time colleagues; 2) effectively granting the equivalent of tenure to adjuncts who teach for ten consecutive semesters, less time than is presently required of regular tenure-track faculty and with no requirement of scholarly achievement; 3) extending to adjuncts all benefits currently reserved for full-time faculty, such as travel and research funds; 4) guaranteed consideration in full-time searches, thus limiting departmental options in recruiting the most highly qualified candidates through competitive national efforts. The many other proposed new benefits include paid leave, expanded office-time compensation, and office facilities equivalent to full-time faculty.

CUNYAS argues that these proposals, if adopted, will generate serious consequences for the University and significantly impede its ability to meet the needs of its students. Already long burdened by severe budgetary constraints, a system heavily dependent on adjunct faculty will confront monumentally higher costs in salaries and benefits, necessitating reduced hiring of all kinds, fewer course offerings, and substantially larger classes. Further, faced with the prospect of automatic “tenure via longevity,” academic departments would

be obliged continually to shuffle or drop certain adjuncts to avoid incurring permanent financial burdens as a result of simple seniority.

Beyond fiscal considerations, however, is a likely dilution in the quality of the University faculty. Full-time faculty seeking employment must compete in rigorous national searches among many other highly qualified applicants. Once hired, they are promoted and awarded tenure on the basis of careful scrutiny of their teaching performance, service to their colleges, and scholarly productivity. Adjunct faculty, on the other hand, even though including many competent teachers, are not hired competitively, typically have significantly less teaching experience, and often don't possess doctoral degrees or strong scholarly credentials. Under the proposed changes, however, they would become eligible for the equivalence of tenure once they had completed ten consecutive semesters at their respective institutions.

“Whatever the case for improving the compensation of adjuncts,” the CUNYAS report concludes, “the PSC’s efforts to elevate them to virtual equivalency with full-time faculty is wrongheaded and poses grave dangers to the University as we know it. It would create a permanent second-tier cadre of instructors without scholarship. This is simply not good enough for the City University, its students, or the people of the City and State of New York.” Ω

## NAS/Zogby Poll Highlights College Teaching of Ethics

In a July 2 press release, NAS announced the results of a poll conducted for us in April by Zogby International. In light of recent corporate scandals, we were spurred to examine empirically the type of ethical education currently provided by American colleges and universities. Pollsters accordingly spoke with 401 randomly selected college seniors at institutions across the United States. The responses, reflecting post-Enron attitudes, were disquieting. Thus, although 97% believed that their college experience had adequately prepared them to act ethically in their future professional lives, a full 73% also indicated that their professors most often transmitted the idea that “what is right and wrong depends on differences in individual values and cultural diversity.” Only 25%, on the other hand, opted

for the statement that “there are clear and uniform standards of right and wrong by which everyone should be judged.”

Students were also asked to rank business policies in order of priority, based, again, on what they had been taught at their respective schools. Once more, the results were not encouraging. For example, a plurality of 38% believed that “recruiting a diverse workforce in which women and minorities are advanced and promoted” ranked ahead of all other options. Eighteen percent felt that “minimizing environmental pollution by adopting the latest anti-pollution technology and complying with government regulations” was paramount, and another 18% assigned first priority to “avoiding layoffs by not exporting jobs or moving plants from one area to another.” Only 23%—*coming in the wake of Enron and other scandals*—thought that “providing clear and accurate business statements to stockholders and creditors” should be a company’s first concern. (Even among students majoring in business, *only 43%* indicated that fidelity to stockholders or investors should be management’s top ethical priority, with a full 56% choosing one of the other three alternatives.)

NAS President **Stephen H. Balch** ventured that the poll’s findings did not bode well for either America’s economy or its institutions of higher learning: “They suggest that our colleges and universities, however unwittingly, are contributing to, and perpetuating ethical laxness.” Certainly the “relativization and politicization of ethical standards” imparted to contemporary college students—the future corporate workforce—constitute a weak antidote to the sins of Enron executives.

The survey, although released during the typically “slow” summer months, generated a wide response, and was picked up by such major national media as the *Wall Street Journal*, *U.S. News & World Report*, and the Scripps Howard News Service. A number of radio and television shows also devoted segments to the survey. Ω

*please remember us . . .*

*when you are writing or updating your will.  
A bequest made to the National Association  
of Scholars will help us continue to champion  
reasoned discourse and intellectual freedom  
in higher education for years to come.*

## University of Chicago Curriculum Controversy

Since its inception, one of the major concerns of NAS has been the disintegration, especially since the 1960s, of liberal education in the United States (recall, for example, our 1996 study *The Dissolution of General Education, 1914-1993*, that documented this slide empirically). We've also kept close track of the relatively few institutions that have resisted these trends and preserved their standards, particularly where those standards include a strong undergraduate core curriculum. Especially prominent among this select group has been the University of Chicago, whose imposing core requirements stood for decades as the benchmark against which other institutions could measure their baccalaureate programs. Come what may, one could always find reassurance in the fact that Chicago, at least, was "still there."

That is, until recently. The past several years have witnessed the piecemeal but steady erosion of Chicago's core curriculum, including a reduction in the total number of core courses required, the addition of newer, more specialized topical sequences, and the diminution of the core's "civilization" requirement from three quarters to two. The latest and perhaps most ominous development in this trend occurred last spring, when Chicago's history department announced that its acclaimed three-quarter sequence in Western Civilization, a centerpiece of the core for nearly half a century, would be almost entirely replaced by a pair of new, two-quarter offerings in European Civilization and Mediterranean Civilization. Instead of the ten sections of Western Civilization that had been offered previously, only two are slated to run when the fall 2002 quarter commences.

This is obviously a momentous change: whatever the merits of the new, two-quarter sequences, they will, by definition, be narrower than their distinguished predecessor. The great value of Western Civilization was the manner in which it encompassed the Big Picture—a 2,500-year debate—in its entirety, from its beginnings in classical Greece through the onset of modernity. Anyone familiar with the American Constitutional Convention, for example, knows the extent to which the likes of James Madison and Alexander Hamilton were steeped in Greek and Roman history. Unfortunately, unless individual students elect to take *both* of the

new civilization sequences (not likely!), they will not encounter the broad continuities, disputes, and other linkages across the centuries so ably conveyed by the three quarters of Western Civilization.

The near abandonment of this exemplar of curricular substance, rigor, and breadth at a premier institution prompted us in April to issue a protesting press release, joining statements by other organizations, Chicago alumni, and eminent scholars. We urged Chicago's trustees to consider the University's future "in light of its stellar past, rather than capitulating to the same trends which have so weakened undergraduate education at other elite schools." From our perspective, this was a particularly significant story, and we hoped to generate media interest and stimulate debate within academic precincts. We certainly succeeded, although not quite as expected.

Inquiries responding to the press release came mainly from sources we had anticipated, such as the Chicago metropolitan dailies, feature columnists interested in higher education issues, and also from the *Chronicle of Higher Education*, whose reporter **Thomas Bartlett** indicated that he was preparing an in-depth story on the subject.

While we are not unfamiliar with the interpretative latitude employed by various journalists, even we were surprised by the jejune, one-dimensional polemic on the University's behalf that appeared under Bartlett's byline in the *Chronicle's* June 28 issue, hyped by a front-page headline announcing "The Smearing of Chicago." According to Bartlett, unsuspecting Chicago history professors, upon introducing some perfectly logical and necessary curricular reforms, found themselves unaccountably maligned by the NAS and other trigger-happy critics who, far from having a debatable position, were just plain wrong. The core curriculum, he asserted, was actually better for the changes. Why? Apparently because some of Chicago's history faculty and administrators told him so: throughout his piece—actually, more of an editorial—Bartlett simply cites their self-interested denials or assertions as sufficient refutation of their critics, whose arguments are dismissed, not engaged.

Readers may well share our confusion in wondering how honest disagreement with Chicago's core changes constitutes a "smear." They might also be amused by Bartlett's creative use of quotations in a sidebar intended to highlight the "misinformation" of the University's various critics. Thus, Bartlett

quotes from a June 2 piece from the *Chicago Tribune* as a supposed example of what “misinformed” critics have been saying; to wit, “that the new course syllabus will be less rigid than the old one, enabling instructors to teach to their strength—i.e., their academic specialty.” (This in fact *is* what many of the critics have been saying, deploring the loss of the broad integrative character of the old Western Civilization sequence.)

Bartlett then proceeds to counter this “criticism” by citing Chicago history professor and champion of change **Rachel Fulton**, to the effect that the new courses will *not* allow instructors greater flexibility in terms of their research specialties. What Bartlett doesn’t mention, however, is that the supposed statement of the critics was actually attributed in the *Tribune* piece to Fulton herself. Indeed, he has deleted the first three words from the passage in the *Tribune* which originally began, “Fulton also says....” Who’s smearing whom?

What’s sad is that, due to the *Chronicle*’s decision to play the role of public relations flack for the University of Chicago, a significant debate hasn’t received the coverage it deserves. Bartlett’s original article appears in the June 28 edition of the *Chronicle*; a “Counterpoint” response by NAS President **Stephen H. Balch** was published in the issue of July 26. [Ω](#)

[NAS TO CO-SPONSOR CONFERENCE, continued from page 1](#)

observers of higher education’s intellectual climate on both sides of the border.

The conference is dedicated to the memory of **Richard Henshel**, whose bequest to the NAS will help underwrite the expenses of the meeting. NAS president **Stephen H. Balch** will open the proceedings, which will also feature a speech by **Clive Seligman**, Professor of Psychology, University of Western Ontario and president of the Society for Academic Freedom and Scholarship, Canada’s counterpart to the NAS.

Other conference speakers include **Walter Block**, Wirth Professor of Economics at Loyola University; **David Horowitz** of the Center for the Study of Popular Culture; **Heinz Klatt**, Professor of Psychology, University of Western Ontario; **Alan Kors**, Professor of History, University of Pennsylvania and Director of the Foundation for Individual Rights in Education; **Ralph Raico**,

Professor of History, Buffalo State College; **Candace de Russy**, SUNY Trustee; **Stanley Rothman**, Director of the Center for the Study of Social and Political Change at Smith College; and **Barry Smith**, conference organizer and Park Professor of Philosophy, SUNY at Buffalo.

For more information on the conference and how to register to attend it, go to <http://www.medaille.edu/pc/index.html> or contact Professor Barry Smith at [phsmith@buffalo.edu](mailto:phsmith@buffalo.edu). [Ω](#)

## Annual Membership Meeting

**T**he election of new members to the NAS Board of Directors will be held during the Annual General Membership Meeting to take place at 11:00 a.m., Saturday, December 7, 2002 at the Washington Marriott, 1221 22nd Street NW, Washington, D.C.

The nominating committee of the current board has placed the following individuals in nomination for the term beginning January 1, 2003 and ending December 31, 2006:

1. Professor David D. Mulroy
2. Professor B. Nelson Ong
3. Professor Edward Rauchut
4. Professor Glenn Ricketts
5. Professor Charles Rubin
6. Professor Adam Scrupski
7. Dr. Sandra Stotsky
8. Dr. Bradford P. Wilson

NAS members wishing to make additional nominations to the board must notify NAS secretary B. Nelson Ong in writing no later than November 1, 2002 (please address correspondence to NAS headquarters in Princeton). Nominating petitions must designate the number of the seat for which an individual is being nominated and include signatures of ten NAS members in good standing. [Ω](#)

## Bill Meehan Moves On

**W**illiam F. Meehan III, former Executive Director of the Minnesota Association of Scholars and previously the Wisconsin Association of Scholars, has been named Director of Media Relations in the Department of External Affairs at Hillsdale College in Michigan. The NAS extends to him its heartiest congratulations. [Ω](#)

weeks, a number of incidents of intolerance that have taken place across this nation—and, sadly, even here—prompt this message.

We must not allow our grief and outrage at the crimes perpetrated in New York and Washington turn to hate. We must not let our sense of violation turn us against those who may appear to be outsiders. There are no outsiders. Our common humanity was violated on September 11th.

In the wake of the tragedy, we turned to each other. We drew closer together as a caring community. We must not let the terrorists divide us.

We must be very cognizant of our language, our actions, and our feelings. We must not displace our fear or anger by turning on others. Our community is rich because of its diversity. There are people here who have links to all parts of the globe. Tolerance and respect for diversity goes to the heart of what universities—and this country—are all about.

The University will act to defend these values we hold so dear. Any member of the campus experiencing or witnessing harassment should report it. I promise you that we will investigate it vigorously.

As a community, we have demonstrated remarkable qualities since the tragedy. We have participated in commemorations, collected for disaster relief, sung together and meditated alone about those who lost their lives and those who loved them. In many ways, this trial has brought out the best in us.

I ask all members of the campus community to continue to support each other during the weeks and months ahead. These are not easy times, but the University of Illinois at Urbana-Champaign is up to the challenge.

Condemnation of ethnic and religious harassment is certainly vital in the current emergency. And it is among the responses one would expect from the leader of a community containing many students from countries whose nationals were associated with the 9/11 attacks. But the remoteness of Chancellor Cantor's concerns from the safety of the American republic, and the quick displacement of outrage from the assault itself to the prevalence of prejudice and the role of the university as its rectifier, bears witness

to an empathetic secession from, and sense of superiority to, the larger civic community.

This alienation has been displayed in actions as well as words. Shortly after the 9/11 attack I had a conversation with my brilliantly astute and heroic friend Alan Kors about the likely result for campus intellectual freedom. I offered the thought, then shared by many others, that academic radicals might now experience persecutions similar to those long-inflicted on traditionalists. Alan replied that while such cases could be expected, the victims of post-9/11 "pc," like those of the era preceding, would continue to be drawn predominantly from the "academic right." And right he was. In the event, criticisms of Islamic culture, or display of an American flag, have proved far more likely to get an academic in hot water than any public ruminations about chickens coming home to roost.

Academics have no claim to aristocratic superiority vis-à-vis their fellow Americans. Beyond their specialized knowledge, the judgments of academics on matters of broad civic concern are not obviously superior to those of the citizenry as a whole. And nowhere has this been more in evidence than in the discursive aftermath of 9/11.

But again, a greater worry than the pretensions of academe *per se*, are the effects of these pretensions on those the academy launches into public leadership. If anointment by Harvard, Princeton, or Stanford leads a budding lawyer, journalist, or politician to feel empowered to rule his compatriots, rather than participate with them in the deliberations of public life; if it leaves him convinced that the common culture is simply his to deconstruct, redesign, or supersede; if it conveys the view that meaningful history began only in his lifetime, and that its longer record is but one of ignorance and folly; then our democracy is in trouble deep.

I hope 9/11 will lead American higher education to take another path. Good citizenship requires humility, and humility has been notably absent among us. We must again feel the lightness of our being, and having done so, resituate ourselves within the great work of civilization. Trading ermine and coronet for the practical tools of our intellectual vocations, we should fall in beside our fellow citizens and contribute with them whatever we can to the enterprise of our republic. It is through such example that we can most appropriately teach the rising young. More than guns, ships, and aircraft, the future of democratic civilization depends on it. Ω

**ALABAMA**

President: David Beito  
University of Alabama  
1139 Heritage Lane  
Tuscaloosa, AL 35487-0377  
205-348-1870

**ALASKA**

President: Judith S. Kleinfeld  
759 Cranberry Ridge Road  
Fairbanks, AK 99712  
907-457-8691  
ffjsk@uaf.edu

**ARIZONA**

President: Marianne M. Jennings  
College of Business  
Arizona State University—  
Main Campus  
Post Office Box 874806  
Tempe, AZ 85287-4806  
480-965-6044  
480-965-3995/fax  
marianne.jennings@asu.edu

**CALIFORNIA**

President: Glynn Custred  
Anthropology Department  
California State University, Hayward  
Hayward, CA 94542  
925-934-3969  
925-934-4917/fax  
glynncc209@aol.com

Executive Director:  
Thomas E. Wood  
1730 Martin Luther King, Jr., Way  
Berkeley, CA 94709-2140  
510-843-4957  
510-845-9053/fax  
tom\_wood@pacbell.net

**COLORADO**

President: Andrew E. Busch  
Associate Professor of Political  
Science  
Department of Political Science  
Sturm Hall 466  
University of Denver  
Denver, CO 80208  
303-871-2133  
303-871-2045/fax (non-secure)  
abusch@du.edu

**CONNECTICUT**

President: Jay A. Bergman  
Department of History  
Central Conn. State University  
Post Office Box 4010  
New Britain, CT 06050-4010  
860-832-2811  
860-667-9499/home fax  
bergmanj@ccsu.edu

**DELAWARE**

President: Jan H. Blits  
2 Calgary Road  
Newark, DE 19711  
302-831-1649  
302-831-6058/fax  
JBlits@udel.edu

**DISTRICT OF COLUMBIA**

President: Sol S. Shalit  
P.O. Box 58212  
Washington, DC 20037-8212  
202-338-7468  
sss.sol@gte.net

**FLORIDA**

President: Laurin A. Wollan, Jr.  
School of Criminology and  
Criminal Justice  
313 Hecht House  
Florida State University  
634 West College Street  
Tallahassee, FL 32306-1127  
850-644-7373  
850-644-9614/fax  
lwollan@garnet.acns.fsu.edu

**GEORGIA**

Pres: William T. Mayton  
Simmons Professor of Law  
Gambrell Hall  
Emory University School of Law  
1301 Clifton Road, N.E.  
Atlanta, GA 30322-2770  
404-727-6806  
404-727-6820/fax  
lawwtm@emory.edu

**GUAM**

President: O. Randall Braman  
P.O. Box 21119  
G.M.F., Guam 96921  
671-649-2309  
braman@kuentos.guam.net

**HAWAII**

President: James Roumasset  
Department of Economics  
University of Hawaii at Manoa  
514 Saunders Hall  
Honolulu, HI 96822-2281  
808-956-7496  
808-956-4347/fax  
jimr@hawaii.edu

**IDAHO**

Acting Coordinator: Miles E. Friend  
5055 Apache Place  
Pocatello, ID 83204  
208-233-1870  
208-282-4741/fax  
friemile@juno.com

**ILLINOIS**

President: John N. Mathys  
105 East Vallette Street—Suite 1136  
Elmhurst, IL 60126-4446  
312-362-6888  
312-362-6566/fax  
jmathys3@attbi.com

**INDIANA**

President: Robert H. Heidt  
School of Law, Rm. 261  
211 South Indiana Avenue  
Indiana University  
Bloomington, IN 47405-7001  
812-855-7272  
812-855-0555/fax  
heidt@indiana.edu

**IOWA**

President: Donald P. Racheter  
Dept. of Political Science  
Central College  
812 University St.  
Pella, IA 50219-1999  
641-628-5259  
641-628-5316/fax  
racheterd@central.edu

**KANSAS**

President: Marsha L. Frey  
Department of History  
208 Eisenhower Hall  
Kansas State University  
Manhattan, KS 66506-1002  
785-532-6730  
785-532-7004/fax  
mfrey@ksu.edu

**KENTUCKY**

President: Monica J. Kern  
Department of Psychology  
220a Kastle Hall  
University of Kentucky  
Lexington, KY 40506-0044  
859-257-6842  
859-323-1979/fax  
harris@pop.uky.edu

**LOUISIANA**

President: Robert S. Robins  
Department of Political Science  
Tulane University  
New Orleans, LA 70118  
504-862-8314  
504-862-8745/fax  
robins@tulane.edu

**MAINE**

President: James W. Roberts  
Department of Political Science  
University of Southern Maine  
P.O. Box 9300  
Portland, ME 04104-9300  
207-780-4194  
207-780-4459/fax  
roberts@usm.maine.edu

**MARYLAND**

President: Duane C. Ellison  
Department of History and  
Political Science  
Humanities Building, Room 263  
Montgomery College—  
Rockville Campus  
51 Mannakee Street  
Rockville, MD 20850-1199  
301-251-7286  
301-251-7278/fax  
dellison@erols.com

Coordinator: Robert Lerner  
rlerner@erols.com

**MASSACHUSETTS**

President: Abigail Thernstrom  
1445 Massachusetts Avenue  
Lexington, MA 02420-3810  
781-861-7634  
781-860-9045/fax  
thernstr@fas.harvard.edu

**MICHIGAN**

President: Howard Schwartz  
Organizational Behavior  
Oakland University  
2175 General Motors Road  
Milford, MI 48380-3639  
248-370-2122  
schwartz@oakland.edu

**MINNESOTA**

President: Jim Chen  
University of Minnesota  
School of Law  
229 19th Ave. South  
Minneapolis, MN 55455-0400  
612-625-4839  
612-625-2011/fax  
chenx064@maroon.tc.umn.edu

**MISSISSIPPI**

President: Miriam C. Davis  
Department of History  
DSU Box 3162  
Delta State University  
Cleveland, MS 38733-4381  
601-846-4174; fax 846-4136  
mdavis@dsu.deltast.edu

**MISSOURI**

President: J. Martin Rochester  
Department of Political Science  
805 Tower  
University of Missouri  
8001 Natural Bridge Road  
St. Louis, MO 63121-4499  
314-516-5844  
314-516-5286/fax  
rochester@umsl.edu

**SOUTHWEST MISSOURI**

**CHAPTER**  
President: Charles W. Rovey  
Department of Geography,  
Geology, and Planning  
Southwest Missouri State University  
Springfield, MO 65804-0027  
417-836-6890  
cwr058f@smsu.edu

**NEBRASKA**

President: Edward A. Rauchut  
Executive Assistant to the President  
Bellevue University  
1000 Galvin Road South  
Bellevue, NE 68005-3098  
402-293-3701  
402-293-2035/fax  
erauchut@scholars.bellevue.edu

**NEVADA**

President: David S. Fott  
Department of Political Science  
University of Nevada Las Vegas  
Post Office Box 455029  
Las Vegas, NV 89154-5029  
702-895-4187  
dfott@unlv.edu

**NEW HAMPSHIRE**

President: John R. Kayser  
Department of Political Science  
Horton Social Science Center  
University of New Hampshire  
Durham, NH 03824-3586  
603-862-1699  
603-862-0178/fax  
john.kayser@unh.edu  
nhas@ttic.net

**NEW JERSEY**

President: Glenn M. Ricketts  
221 Witherspoon Street—2nd Fl.  
Princeton, NJ 08542-3215  
609-683-7878; fax 683-0316  
ricketts@nas.org

**NEW MEXICO**

Coordinator: Tamara Holzapfel  
320 Kearney Avenue, #30  
Santa Fe, NM 87501  
505-983-4778

**NEW YORK**

President: Barry Latzer  
c/o Department of Government  
John Jay College of Criminal Justice  
445 West 59th Street  
NY, NY 10019  
212-237-8192  
blatzer@jjay.cuny.edu

**CITY UNIVERSITY OF  
NEW YORK CHAPTER**

Chair: Dorothy Lang  
Business Dept., 3N-219  
CUNY-Staten Island  
2800 Victory Blvd.  
Staten Island, NY 10314-6600  
718-982-2927  
cunyas@earthlink.net

**NORTH CAROLINA**

President: Robert Rosthal  
P.O. Box 4846  
Greensboro, NC 27404-4846  
336-299-3873  
336-299-7932/fax  
rrosthal@aol.com

**DUKE UNIVERSITY  
CHAPTER**

Chairman: John E.R. Staddon  
1535 Pinecrest Road  
Durham, NC 27705  
919-660-5725  
919-660-5726/fax  
staddon@psych.duke.edu

**OHIO**

President: George W. Dent, Jr.  
School of Law  
Case Western Reserve University  
Cleveland, OH 44106-5409  
216-368-3311  
216-368-2086  
gwd@po.cwru.edu

**OKLAHOMA**

President: Andrew C. Spiropoulos  
Oklahoma City University  
School of Law  
Oklahoma City, OK 73106-1493  
405-521-5801  
405-521-5089/fax  
aspiropoulos@okcu.edu

**OREGON**

President: Michael Kellman  
Department of Chemistry  
University of Oregon  
Eugene, OR 97403-1253  
541-346-4196  
541-346-4643/fax  
kellman@oregon.uoregon.edu

**PENNSYLVANIA**

President: Richard Orendenker  
P.O. Box 173  
Wyncote, PA 19095-0173  
215-635-2784  
215-635-0954/fax  
rxo6@psu.edu

**RHODE ISLAND**

President: Philip E. Devine  
Department of Philosophy  
Providence College  
Providence, RI 02918-0002  
401-865-2748  
401-865-1222/fax  
pdevine@providence.edu

**SOUTH CAROLINA**

President: Jeffrey J. Poelvoorde  
Department of History and Government  
Converse College  
Spartanburg, SC 29302-1931  
864-596-9103  
864-596-9202/fax  
poelvoorde@msn.com

**TENNESSEE**

President: Michael J. Neth  
Department of English  
MTSU Box 070  
Middle Tennessee State University  
Murfreesboro, TN 37132-0001  
615-898-5836  
615-898-5098/fax  
mneth@mtsu.edu

**TEXAS**

President: Joseph M. Horn  
3311 Big Bend Drive  
Austin, TX 78731-5310  
512-452-7566  
512-471-6175/office fax  
horn@mail.utexas.edu

**UTAH**

President: Royal Skousen  
Department of English  
3187 JHKB  
Brigham Young University  
Provo, UT 84602-1001  
801-422-3482  
royal\_skousen@byu.edu

**VERMONT**

President: Laurie Morrow  
15 Deerfield Drive  
Montpelier, VT 05602  
(802) 229-9208  
lpmorrow@msn.com

**VIRGINIA**

President: Ted J. Smith III  
School of Mass Communications  
Box 842034  
Virginia Commonwealth University  
Richmond, VA 23284-2034  
804-827-3759  
804-828-9175/fax  
Dixie50505@aol.com

**WASHINGTON**

President: Phillip Goggans  
Department of Philosophy  
Seattle Pacific University  
Seattle, WA 98119  
206-281-2080  
pgoggans@spu.edu

**WEST VIRGINIA**

President: Daniel Shapiro  
2118 Peach Street  
Morgantown, WV 26505-2922  
304-291-5098  
304-293-7329/fax  
dshapiro@wvu.edu

**WISCONSIN**

President: Robert E. Frynberg  
Department of History  
College of Letters and Science  
Humanities Building 4134  
University of Wisconsin Madison  
455 North Park Street  
Madison, WI 53706-1405  
608-263-1830  
frynberg@mhub.history.wisc.edu

NATIONAL ASSOCIATION OF SCHOLARS  
221 WITHERSPOON STREET, 2ND FLOOR  
PRINCETON, NEW JERSEY 08542-3215

NON-PROFIT ORG  
U.S. POSTAGE  
PAID  
PERMIT #357  
PRINCETON, NJ

Visit the NAS website at [www.nas.org](http://www.nas.org)

## HOW TO JOIN THE NAS...

Membership in the NAS is open to all present and former university or college faculty members, trustees, administrators, current graduate students, and independent scholars sharing the NAS's principles. Renewable annually, membership includes a one-year subscription to *Academic Questions*, *NAS Update*, and reduced admission rates to national conferences.

### NAS...UPDATE

2002: Volume 12, Number 4

Publisher: National Association of Scholars  
Editor: Gary Crosby Brasor

*NAS...UPDATE* is published quarterly as a service to the members of the **National Association of Scholars**, a non-profit, tax-exempt educational organization located at:

221 Witherspoon Street, 2nd Floor  
Princeton, New Jersey 08542-3215

609-683-7878/tel  
609-683-0316/fax

nas@nas.org  
<http://www.nas.org>

© 2002 by National Association of Scholars  
All rights reserved  
ISSN 1089-0874

Annual dues are \$42 for full-time faculty members, administrators, and independent scholars, and \$22 for graduate students, adjunct faculty, and academic retirees. Please add \$10 for foreign non-Canadian membership.

To join, please remit the appropriate amount in a check payable to the NAS. Please include your name, address, institution, position held, e-mail address, and telephone numbers for home and school. Send to:

**National Association of Scholars**  
221 Witherspoon St., 2nd Floor  
Princeton, NJ 08542-3215 

*please remember us...*

*when you are writing or updating your will. A bequest made to the National Association of Scholars will help us continue to champion reasoned discourse and intellectual freedom in higher education for years to come.*