

# NAS...UPDATE

THE NEWSLETTER OF THE NATIONAL ASSOCIATION OF SCHOLARS

FOR REASONED SCHOLARSHIP IN A FREE SOCIETY

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## Ravitch, Hirsch, Finn, Cole, and the Thernstroms to Highlight 11th National Conference

*See you in New York City, May 21-23, 2004*

**Conference Schedule and Registration Form Inside**

It's time to mark your calendar for the weekend of **May 21-23, 2004**, when the 11th General Conference of the National Association of Scholars convenes in New York City. We will meet at the Roosevelt Hotel, the site of our Ninth Conference in January 2001.



**Diane Ravitch**

One of the finest hotels on Madison Avenue, the Roosevelt Hotel (named for Teddy) stands on the corner of 45th Street in the heart of midtown Manhattan. North of Grand Central Station, the hotel is within walking distance of Madison Square Garden and Penn Station, the Metropolitan Museum of Art, Lincoln Center, the Broadway theater district and Times Square, Fifth Avenue shopping, the Empire State Building, Central Park, the United Nations



**Stephan and Abigail Thernstrom**

headquarters, and Rockefeller Center. The historic hotel opened in 1924 and is graced with Italian Renaissance architecture and an American Colonial and Neo-Classical interior.

The 2004 conference theme will be **“What Our Universities and Schools Owe Each Other.”** We are



**Bruce Cole**

*Continued on page 6*

# OUTLOOK

## Should Legislatures Fear to Tread?

by Stephen H. Balch, President



The Colorado legislature is weighing adoption of an “Academic Bill of Rights” (<http://studentsforacademicfreedom.org/>), aimed at reopening the intellectual marketplace of its state university system. The brainchild of conservative activist David Horowitz, the ABR, among other things, prohibits discrimination against faculty and students on purely political or religious grounds, declares that students should be exposed to a range of opinion on matters of significant scholarly dispute, asks that campus speaker programs include a variety of viewpoints, and urges that a plurality of methodologies and perspectives be an aim of personnel policy in the humanities and social sciences.

In drafting the ABR, Horowitz sought, received, and liberally relied on the advice of scholars representing a surprising range of philosophic and “culture-war” positions. ( I was one

of them.) The outcome, in my opinion, has been a clear and judicious restatement of academic precepts long deemed obvious, but now too often honored in the breach. (A good many of its provisions draw their inspiration from the *1915 Declaration of Principles*, the long forgotten founding document of the AAUP.)

Few scholars I’ve talked to disagree with this assessment, but several have expressed apprehensions about the propriety of the ABR as a statement of *legislative* policy. Their doubts revolve around fears of politicizing academic policy, encouraging legislative micromanagement, and provoking a “backlash”. Although each qualm stands on reasonable ground, and serves as a caution against avoidable danger, none, I believe, comprises an objection to action. Quite the contrary: legislative support of the ABR offers a chance to effect overdue reforms in the best way possible — by concentrating the academic mind on its need to retain public trust.

To the extent that legislatures have a legitimate sphere of oversight with regard to public universities, and exercise it responsibly, the charge of politicization must fail. Few would deny that such oversight is appropriate on fiscal and managerial questions. When it comes to how public monies are spent, public institutions can’t avoid accounting to the taxpayer.

But does this accountability also extend to things academic? Since the purpose for which taxpayers endow universities is academic, the answer, in principle, must also be “yes”. Having created public universities, legislators can’t allow them to default on their educational and research obligations. The issue remaining is then a prudential one: how is academic oversight to be responsibly conducted?

Surely, this is a delicate matter. Academic freedom is founded on the supposition that the discriminations between true and false, substantial and trifling, which inform good teaching and research are best left to the experts. But though this supposition is generally sound, it is not unflinching. One needn’t be a sociologist of knowledge to recognize that scholars have vested interests, and may prefer them to their duty when opportunity allows. Derelictions can range from a simple failure to perform, as when classes aren’t taught, students aren’t advised, or research isn’t done; through the subordination of teaching objectives to research agendas, as when courses of broad import are neglected in favor of those reflecting specialized inquiry; to the use of the classroom for political indoctrination and recruitment. And when these occur, something or someone must be there to attempt remediation.

Although the existence of academic delinquencies is admitted, university representatives typically respond that the community of scholars can police itself more safely and effectively than any outsider. Hence, the function should be solely its own. The force of this claim, which would spark amusement emanating from any other group of experts, rests almost entirely on the unique prestige that natural science has acquired as a self-regulating intellectual system. But the prestige of the natural sciences depends on more than simple assertion. It derives from repeated and palpable achievement that the whole world readily comprehends.

Unfortunately, the humanities and social sciences, less rigorous and more passion laden, present a different picture. Although they produce good work, vicious circles, rather than benignly self-correcting ones, more readily take hold within them. The spread of an ideological monoculture through broad reaches of academe is the prime example. One waits, of course, at length if need be, for remedial action to be taken within the university. By far the best course would be for something like the ABR to be adopted by a faculty senate or governing board. But when that doesn't happen, as thus far it has not, legislative initiative presents a last, but legitimate, alternative.

Obviously, legislatures shouldn't design syllabi, or hire and promote professors. Nor should they set "goals and timetables", or second-guess specific university decisions. Nothing pointed, protracted, or "inquisitorial" is warranted. Moreover, legislatures must keep in mind that in academic life qualities like fairness and balance are, of necessity, somewhat elusive. But with respect to humane learning, lawmakers should at least be able to recognize the presence of intellectual openness. Or, more to the point, they should be able to detect its glaring absence.

Open eyes constitute due diligence, not micro-management. In that light, the ABR's approval would simply signal a recovery of clear-sightedness. Passed, as it should be, in the form of a resolution expressing the "sense of the legislature" — rather than a binding statute — the ball of redress would be placed squarely in the university's court, with subsequent rounds of normal legislative activity left to determine how well it is played. Agreeability to future university requests would, in part, hinge on the answer.

So far, academe's reaction to the ABR has been the predictable conjury. Apparitions of McCarthy are summoned by professors and deans, who — in some cases — could have taught the senator a thing or two about the shortest way with dissent. They count upon an intellectual reflex, now deeply engrained among the college-educated, that legislators are a loutish breed who, when roused, will trample the groves of academe and the poor, unworldly innocents dwelling therein. Although these stereotypes are a tad out of date, they still retain some traction — even among lawmakers. The backlash ploy thus could work. In the face of name calling, legislators may decide to let sleeping dogs lie.

Yet this would not leave the situation much worse off than before. By contrast, a courageous legislative statement of principle could mark a major breakthrough. As goes the state of Colorado, so may go others.

Sources of internally driven academic reform, though sorely depleted and fairly impotent by themselves, still exist and can be rallied. Given an opportunity, they could reveal to the university academically legitimate escape routes from the ideological cul-de-sac into which it's wedged. But the university will first need to discover a self-interest in listening to neglected voices. Enter the ABR. [Ω](#)

*Excerpts from the Academic Bill of Rights appear on page 10 of this newsletter.*

## Elections Held at Membership Meeting

The election of new members to the NAS Board of Directors was held during the Annual General Membership Meeting on Saturday, December 6, 2003 at the Topaz Hotel in Washington, D.C.

The following individuals were elected for the term beginning January 1, 2004 and ending December 31, 2007:

Professor Norman Fruman  
Dr. Jeffrey Wallin  
Professor Bernard K. Gordon  
Professor Joseph M. Horn  
Professor Herbert I. London  
Professor John N. Mathys  
Professor Stanley Rothman  
Professor Dorothy Lang

ELEVENTH NATIONAL CONFERENCE  
OF THE NATIONAL ASSOCIATION OF SCHOLARS

*What Our Universities and Schools Owe Each Other*

**THE ROOSEVELT HOTEL  
NEW YORK, NEW YORK**

MAY 21-23, 2004

FRIDAY, MAY 21

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8:00-9:30 a.m.	Continental breakfast	Grand Ballroom Foyer
8:30-9:30 a.m.	Registration	Mezzanine Foyer
9:30-9:45 a.m.	Opening Remarks: Stephen H. Balch, President, National Association of Scholars	Grand Ballroom
9:45-12:00 noon	Panel 1: <i>Closing the Racial Gap in Education</i>	
12:00-2:00 p.m.	Lunch break	
2:00-3:00 p.m.	Keynote address by Diane Ravitch, Research Professor of Education, New York University	Grand Ballroom
3:15-5:30 p.m.	Panel 2: <i>Bad Education: What Can Be Done?</i>	
5:45-7:15 p.m.	Reception and Buffet in Honor of Bruce Cole, Chairman of the National Endowment for the Humanities	Grand Ballroom Foyer

SATURDAY, MAY 22

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7:30-9:00 a.m.	Continental breakfast	Grand Ballroom Foyer
8:30-9:30 a.m.	NAS Membership Meeting	Grand Ballroom
9:45-12:00 noon	Panel 3: <i>Doing Justice to the Past</i>	
12:15-2:15 p.m.	Banquet Luncheon and Award Presentations Peter Shaw Memorial Award to Stephan and Abigail Thernstrom Barry R. Gross Memorial Award to Miro Todorovich Sidney Hook Memorial Award to Stanley Rothman	Terrace Room
2:30-3:30 p.m.	TBA	
4:30-6:00 p.m.	Meetings of NAS Disciplinary and Special Topics Sections	
6:00-7:00 p.m.	Reception, Women's Freedom Network (WFN) Reception, American Council of Trustees and Alumni (ACTA)	Plaza Suite Promenade Suite

SUNDAY, MAY 23

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7:30-9:00 a.m.	Continental breakfast	Grand Ballroom Foyer
9:00-11:15 a.m.	Panel 4: <i>Should Education Civilize?</i>	Grand Ballroom

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## Conference Registration Form

(If you prefer, you may register on-line at [www.nas.org](http://www.nas.org).)

Please reserve \_\_\_\_\_ place(s) in my name at the Eleventh National NAS Conference, *What Our Universities and Schools Owe Each Other*, May 21-23, 2004, at The Roosevelt Hotel, New York City. Registration covers admission to all panels, the keynote address Friday afternoon, the reception and buffet Friday evening, 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.

\_\_\_\_\_ \$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 (or renew my membership in) the NAS, receive a subscription to *Academic Questions*, and qualify for the member's conference rate.

Dues are: \$22 (for graduate students and adjunct and emeritus faculty)

\$42 (for full-time faculty and administrators)

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 reception/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

delighted to announce that **Diane Ravitch**, Research Professor of Education at New York University and Senior Fellow in Education Policy at the Brookings Institution in Washington, D.C., will deliver the conference's keynote speech on Friday afternoon. That evening, we will hold a reception in honor of **Bruce Cole**, Chairman of the National Endowment for the Humanities.

The Sidney Hook Memorial Award, our association's highest honor, will be presented to NAS chairman **Stanley Rothman**, Mary Huggins Gamble Professor of Government emeritus and Director of the Center for the Study of Social and Political Change at Smith College. The Peter Shaw Memorial Award, given to recognize "exemplary writing on



**Stanley Rothman**

issues pertaining to higher education and American intellectual culture," will be awarded jointly to Stephan and Abigail Thernstrom. **Stephan Thernstrom** is the Winthrop Professor of History at Harvard University and **Abigail Thernstrom** is a Commissioner on the U. S. Commission on Civil Rights and Senior Fellow at the Manhattan Institute in New York. **Miro Todorovich**, founder (with



**Miro Todorovich**

Sidney Hook) of University Centers for Rational Alternatives and the publication *Measure*, will receive the Barry R. Gross Memorial Award for outstanding service to the cause of academic reform.

Other participants in the conference include **E.D. Hirsch**, founder and chairman of the nonprofit Core



**E.D. Hirsch**

Knowledge Foundation and professor emeritus of education and humanities at the University of Virginia; and **Chester Finn**, Senior Fellow at the Hoover Institution and President and Trustee of the Thomas B. Fordham Foundation.



**Chester Finn**

We hope you will be able to join us in New York City this spring.

A preliminary schedule of conference events appears on page 4, and a Conference Registration Form is provided on page 5. You may also register online at [www.nas.org](http://www.nas.org). Please feel free to use the business reply envelope included in the newsletter to mail us your registration form, even if you are not making a donation. (If you are enclosing a registration form, it is not necessary to fill out the information requested on the envelope.) Ω

## Hotel Reservations

We have reserved a block of rooms at The Roosevelt Hotel for conference attendees at the reduced rate of \$165.00 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 New York City at an ideal time of year. The cut-off date for reserving rooms at the reduced rate is May 2, 2004. (After the cut-off date, the hotel will accept reservations on a rate and space availability basis.)

For information and reservations, call direct at (212) 661-9600, or toll-free at 1-888-833-3969. 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

## Travel Arrangements

When you're booking a flight to New York City, 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 them 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

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## Recent Events

### MASSACHUSETTS ASSOCIATION OF SCHOLARS

Date: September 25, 2003  
Speaker: Dr. Michael Poliakoff,  
National Endowment for the Humanities  
Event: School of Education  
Place: Boston University

### WISCONSIN ASSOCIATION OF SCHOLARS

Date: January 31, 2004  
Speaker: Professor John Witte  
Topic: "Current Problems in K-12 Education"  
Event: Annual Meeting  
Time: 12:00 noon  
Place: University of Wisconsin-Madison

### NEW YORK/CUNY ASSOCIATIONS OF SCHOLARS

Date: February 1, 2004  
Speaker: Dr. Angelo Codevilla  
Topic: "The War: It's the Regimes, Stupid!"  
Event: Joint Meeting of NYAS/CUNYAS  
Time: 3:00 p.m.  
Place: Home of Marilyn Penn

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## The NAS Mourns Ted Smith

Ted Smith passed away on January 4th, after a gallant struggle against cancer. President of the Virginia Association of Scholars and member of the NAS board of directors for 13 years, he was 58 years old.

Ted was a soft-spoken but intense man, whose life was animated by deep-seated conviction. A New Yorker transplanted in Virginia, he made the best of southern values his own. His graciousness and care for tradition was reflected in both his personal manner and intellectual work, much of which reflected on the thought of Richard Weaver and the southern agrarians. But a puckish whimsy resided in him as well, as anyone coming across his "Dixie" e-mail address had occasion to note.

Ted was the founder of the Virginia Association of Scholars. Once, during its early days, I had the chance to accompany him on a tour of the state, speaking to local groups of members. Ted was the best of companions for such extended motoring, full of lively observations about his adopted state, as well as about the state of the general culture. What impressed me most, however, was a rarely seen determination to find a religious center to his life consistent with his sense of moral seriousness and respect for tradition.

In this Ted was very much the representative of the tail-end of a scholarly generation whose members entered their intellectual lives fortified by a sense of high purpose. Sometimes, as in Ted's case, this was imbued with religious commitment. In others it was entirely secular. But both forms gave the academic calling a certain transcendence that buttressed its integrity. Ted's passing subtracts significantly from that sustaining cohort. We shall miss him very much. Ω

*SHB*

## NAS Members Score Successes in Gaining History Grants

With strong encouragement from NAS central, NAS members have been remarkably active and successful in helping win Department of Education Teaching American History Grants.

The TAH grant program had its genesis in legislation sponsored by Senator **Robert C. Byrd** of West Virginia in 2000, its purpose being to increase knowledge of “traditional” American history (basically meaning political, constitutional, and intellectual history) among middle and high school teachers. The grants go to school districts, which are obliged to partner with groups of scholars in devising educational activities for this purpose. Fifty million dollars in grants were distributed in the program’s first year of operation and \$100 million have been disbursed in each of the two succeeding years. The content of the projects is generally formulated by the participating scholars, a challenge our members have been aggressively taking up.

Literally dozens of NAS members have, with our assistance, developed applications for grants to run summer institutes and weekend seminars under the program, winning a total of 16. Each funded project lasts for three years and typically has a budget ranging between \$800,000 and \$1,000,000.

Successful grant participants have included **Dominic Aquila**, Schoolcraft College; **Steve Bullock**, University of Nebraska-Ohama; **Roger Beckett**, Ashland University; **Ken Holland**, University of Memphis; **Bill O’Brien**, Merrick School of Business, University of Maryland; **Mark Saka**, Sul Ross State University; **David Saxe**, Pennsylvania State University; **Adam Scrupski**, Rutgers University; **Ray Wolters**, University of Delaware; and **Scott Yenor**, Boise State University.

The NAS has been working hard to instruct applicants on the fine points of grant application and project construction. The work was greatly assisted by the willingness of many of the earlier winners to allow their proposals to be used as models by later applicants. (Our colleagues at Ashland University’s John M. Ashbrook Center are to be especially commended for their selflessly pioneering role in this regard.) The NAS mentored applicants (most of them novices) on all phases of the application process, helping grant writers interpret the

Department of Education’s evaluation guidelines, suggesting partnering strategies, and providing answers to specific questions.

The NAS also mounted a campaign to encourage NAS members to volunteer to be Department of Education proposal readers, and a goodly number were eventually chosen to serve. They, together with scholars from organizations like the Historical Society, helped ensure that proposals would be judged on their intellectual merits.

Examples of projects NAS members will be working on include:

*The Canyon County Teaching American History Project:* Scott Yenor of Boise State University is academic director of a project aimed at fifth grade and high school history teachers in Idaho. Working with several partners — among them the Idaho State Historical Society, the NAS, and the AALE — Dr. Yenor will manage three one-week summer institutes and five one-day seminars each year for three years. The project will deepen teachers’ knowledge of traditional American history and lead to substantive curriculum revisions for teachers at more than 25 schools.

*Laying Foundations for Historical Inquiry in American History Project:* Dominic Aquila, Dean of Liberal Arts at Schoolcraft College, is co-leader of a project to establish three one-week summer institutes in conjunction with the Plymouth Canton Community Schools in Plymouth, Michigan. The project provides high school U.S. history teachers with a series of one-day workshops where they can experiment with new study units, evaluate their results, and collaborate. Working with partners like the University of Michigan-Dearborn, The Henry Ford and the Plymouth Historical Museum, teachers will learn how to master today’s best instructional practices, and increase their students’ knowledge and understanding of traditional American history.

*Roots of American History Project:* David Warren Saxe of Pennsylvania State University is the director of a project aimed at improving the cultural literacy of children living in rural school districts in Pennsylvania. In partnership with the St. Mary’s Area School District, Dr. Saxe is developing a collaborative program for teachers in rural public K-12 schools, using a professional development model for teaching American history based on Pennsylvania’s state history standards. The project will target 20-25 teachers in the district, helping them to restore traditional American history content to the curriculum.

*Continued on next page*

## Great Books Program Garners Major FIPSE Grant

Great news for the Great Books! The U.S. Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE) has awarded the Wright College Great Books Curriculum a \$380,000 grant.

The highly competitive, prestigious grant was awarded for three years. The first year is to be devoted to developing evaluation and assessment tools for measuring the ways Wright College students benefit from extended participation in Great Books courses and extra curricular Great Books activities. The findings will be placed on the Wright College Great Books web site and are expected to be published in professional education journals. The Wright College Great Books Curriculum will also be made available to other interested community colleges across the country for potential emulation.

The second and third years of the grant will be devoted to enabling five community college partners with Wright to develop and implement their own Great Books Curricula. The partner institutions are Harold Washington Community College in Chicago, Oakton Community College in Des Plaines, Illinois; Henry Ford Community College in Dearborn, Michigan; Schoolcraft College in Lavonia, Michigan; and Santa Barbara Community College in Santa Barbara, California.

The project staff include Wright College Great Books Curriculum founder and director Professor **Bruce Gans**, former Wright College Dean of Instruction and Professor of English, **Donald Barshis**, Professor **James Palmer** of Illinois State University and national expert in testing design and program evaluation, and former Harold Washington College Professor **Roger Connor**. Overseeing evaluation of the project is Professor of Humanities (and former Humanities Dean) at the University of Chicago, **Herman Sinaiko**.

Professor Bruce Gans, a veteran NAS member who was inspired by our organization to develop his program, is absolutely delighted. "This was the first time we had applied for a FIPSE grant and to receive one under those circumstances was truly extraordinary. Because of the confidence the U.S. Department of Education has shown in us, I think that we will be able to document beyond dispute that studying the Great Books can give community college students increased academic self-confidence, heightened involvement, and personal satisfaction in their college studies. I think we will also be able to show that they are more likely to remain in college, more likely to transfer to four year institutions, and more likely to find themselves comfortably prepared for upper-level college work. It goes without saying that, being exposed to the best that has been thought and said also will be shown to have enriched their lives."

The FIPSE grant is the first award the Wright College Great Books Curriculum has received from a federal agency. It has also been the recipient of four grants from the Marjorie Kovler Foundation. [Ω](#)

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*NAS MEMBERS SCORE SUCCESSES, continued from previous page*

*Delaware Project:* Ray Wolters of the University of Delaware is director of a project involving six one-week summer institutes and sixteen two-day American history workshops to improve teacher knowledge of traditional American history and to provide the professional development needed to teach this content. The Christina School District (the state's largest, with approximately 20,000 students) and the Indian River School District (the state's most rural, with some 7,600 students) will partner with the University of Delaware to train teachers to teach to the Delaware state standards in history, with the goal of restoring the primacy of American history to Delaware's K-12 classrooms. This unique partnership involving urban and rural school districts, and affecting a large student

population, has the potential for setting a standard in the teaching of history that will be imitated throughout the state.

The NAS itself, together with Princeton University's James Madison program on American Ideals and Institutions, and several other partners, will be working with a number of school districts in New York and New Jersey on two projects centered around summer institutes on American constitutional history held on the Princeton campus.

This year's TAH grant competition is now underway and again we expect a large crop of applications to be submitted by our members and friends. If you might be interested in becoming an applicant, contact our office. We will be delighted to give you any assistance we can. [Ω](#)

# Academic Bill of Rights: Mission of the University and Statement of Principles

Note: Excerpts from the *Academic Bill of Rights*, referred to in Steve Balch's Outlook piece on page 2, are provided below. For the complete text, go to [frontpagemag.com](http://frontpagemag.com).

## I. The Mission of the University

The central purposes of a University are the pursuit of truth, the discovery of new knowledge through scholarship and research, the study and reasoned criticism of intellectual and cultural traditions, the teaching and general development of students to help them become creative individuals and productive citizens of a pluralistic democracy, and the transmission of knowledge and learning to society at large. Free inquiry and free speech within the academic community are indispensable to the achievement of these goals. The freedom to teach and to learn depend upon the creation of appropriate conditions and opportunities on the campus as a whole as well as in the classrooms and lecture halls. These purposes reflect the values — pluralism, diversity, opportunity, critical intelligence, openness and fairness — that are the cornerstones of American society.

...

Therefore, to secure the intellectual independence of faculty and students and to protect the principle of intellectual diversity, the following principles and procedures shall be observed.

These principles fully apply only to public universities and to private universities that present themselves as bound by the canons of academic freedom. Private institutions choosing to restrict academic freedom on the basis of creed have an obligation to be as explicit as is possible about the scope and nature of these restrictions.

- All faculty shall be hired, fired, promoted and granted tenure on the basis of their competence and appropriate knowledge in the field of their expertise and, in the humanities, the social sciences, and the arts, with a view toward fostering a plurality of methodologies and perspectives. No faculty shall be hired or fired or denied promotion or tenure on the basis of his or her political or religious beliefs.

- No faculty member will be excluded from tenure, search and hiring committees on the basis of their political or religious beliefs.
- Students will be graded solely on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study, not on the basis of their political or religious beliefs.
- Curricula and reading lists in the humanities and social sciences should reflect the uncertainty and unsettled character of all human knowledge in these areas by providing students with dissenting sources and viewpoints where appropriate. While teachers are and should be free to pursue their own findings and perspectives in presenting their views, they should consider and make their students aware of other viewpoints. Academic disciplines should welcome a diversity of approaches to unsettled questions.
- Exposing students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses is a major responsibility of faculty. Faculty will not use their courses for the purpose of political, ideological, religious or anti-religious indoctrination.
- Selection of speakers, allocation of funds for speakers programs and other student activities will observe the principles of academic freedom and promote intellectual pluralism.
- An environment conducive to the civil exchange of ideas being an essential component of a free university, the obstruction of invited campus speakers, destruction of campus literature or other effort to obstruct this exchange will not be tolerated.
- Knowledge advances when individual scholars are left free to reach their own conclusions about which methods, facts, and theories have been validated by research. Academic institutions and professional societies formed to advance knowledge within an area of research, maintain the integrity of the research process, and organize the professional lives of related researchers serve as indispensable venues within which scholars circulate research findings and debate their interpretation. To perform these functions adequately, academic institutions and professional societies should maintain a posture of organizational neutrality with respect to the substantive disagreements that divide researchers on questions within, or outside, their fields of inquiry. Ω

**ALABAMA**

President: David T. Beito  
8 College Park  
Tuscaloosa, AL 35401  
205-345-3977  
beito@alabamascholars.org

**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  
glynnc209@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: E. Christian Kopff  
Honors Center  
Norlin Library M400  
Campus Box 184  
University of Colorado  
Boulder, CO 80309-0184  
303-492-8401  
303-492-3851/fax  
E.Kopff@Colorado.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: Richard S. Hancock  
7473 Southeast Autumn Lane  
Hobe Sound, FL 33455  
772-286-0727  
hanc0727@bellsouth.net

**GEORGIA**

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Philosophy Department  
Emory University  
Atlanta, GA 30322  
404-727-0105  
ahartle@emory.edu

**GUAM**

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

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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**

Coordinator: Scott Yenor  
Dept. of Political Science/SSPA  
Mail Stop: 1935  
Boise State University  
1910 University Drive  
Boise, ID 83725  
208-426-2388  
syenor@boisestate.edu

**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  
812-858-7272  
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: William F. Campbell  
3914 Broussard Street  
Baton Rouge, LA 70808  
225-927-2042  
225-922-9959/fax  
wcampbell14@cox.net

**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

**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

Executive Director: Jeremiah Reedy  
Dept. of Classics—Old Main, Rm. 311  
Macalester College  
1600 Grand Ave.  
St. Paul, MN 55105-1801  
651-696-6722  
651-696-6689/fax  
reedy@macalester.edu

**MISSISSIPPI**

President: Miriam C. Davis  
Department of History  
DSU Box 3162  
Delta State University  
Cleveland, MS 38733-4381  
662-846-4174  
662-846-4136/fax  
mdavis@deltastate.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

**NEBRASKA**

President: Edward A. Rauchut  
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Bellevue University  
1000 Galvin Road South  
Bellevue, NE 68005-3098  
402-293-3701  
402-293-2035/fax  
erauchut@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.nevada.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@ttlc.net

**NEW JERSEY**

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

**NEW MEXICO**

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320 Kearney Avenue, #30  
Santa Fe, NM 87501  
505-983-4778

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SUNY-Alfred  
10 Upper College Dr.  
Alfred, NY 14802-1196  
607-587-4188  
barwickdw@alfredstate.edu

**CITY UNIVERSITY OF  
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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  
rosthal@aol.com

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

**RHODE ISLAND**

President: Robert L. Castiglione  
Department of Philosophy  
Rhode Island College  
Providence, RI 02908  
401-456-9701  
rcastiglione@ric.edu

**SOUTH CAROLINA**

President: Christina Jeffrey  
801 Palmetto Street  
Spartanburg, SC 29302  
864-948-1297  
rcjefrey@charter.net

**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 JKHB  
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**

Acting President: David M. Wagner  
1000 Regent University Drive  
Regent University School of Law  
Virginia Beach, VA 23464  
757-226-4697  
757-226-4329/fax  
daviwag@regent.edu

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

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Department of Basic  
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School of Pharmacy,  
Box 9530  
West Virginia University  
Morgantown, WV 26506  
304-293-1481  
304-293-2576/fax  
rgriffith@hsc.wvu.edu

**WISCONSIN**

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Department of Foreign  
Languages and Linguistics  
PO Box 413  
University of Wisconsin-Milwaukee  
Milwaukee, WI 53201-0413  
414-229-4711  
414-229-2741/fax  
dmulroy@uwm.edu

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