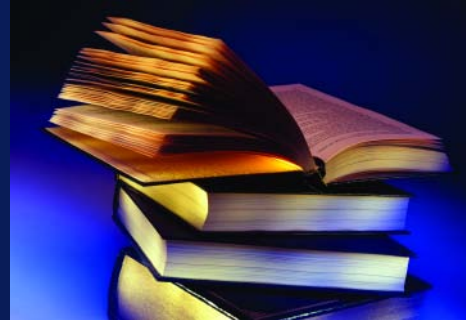


NAS Update

THE NEWSLETTER OF THE NATIONAL ASSOCIATION OF SCHOLARS

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The Association for the Study of Free Institutions to Hold Inaugural Conference in Princeton



Brad Wilson

Readers of *Update* will recall the story of the Association for the Study of Free Institutions, established by NAS members, with significant help from the NAS itself, back in 2005. After two years of existence, ASFI has found a permanent home at the University of Nebraska/Omaha, acquired Carson Holloway of the UNO political science department as its executive director, and elected Brad Wilson of Princeton's James Madison Program as its president. ASFI expects to be at the center of a burgeoning new field devoted to the study of freedom.

We are delighted to announce that ASFI will be holding its first annual conference at Princeton University on May 14 and 15, 2007. (Special thanks goes to Princeton's James

Madison Program in American Ideals and Institutions for its co-sponsorship and generous support of this event.)

ASFI's primary mission is the promotion of multi-disciplinary inquiry into the nature of free societies – their philosophic, cultural, and institutional under-pinnings, their strengths and limitations, and their future prospects.

In considering these themes, ASFI's first conference, entitled "The Free Society: Foundations and Challenges," will offer presentations by scholars from a variety of disciplines on these questions. Conference events and confirmed participants include the following: **Keynote Lecture:** John Agresto, former Senior Advisor to the Iraqi Ministry of Higher Education and Scientific Research.

Panel 1: *The Closing of the American Mind Revisited*

Presenters: Peter Lawler, Berry College; Alan Levine, Princeton University (2006-07) and American University; Michael Zuckert, University of Notre Dame; and Stanley Kurtz, Ethics and Public Policy Center. Moderator: Carson Holloway, University of Nebraska at Omaha.

Panel 2: *The Rule of Law*

Presenters: Gerard Bradley, University of

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OUTLOOK

On Missing a Teachable Moment

By Stephen H. Balch, President

For the first time in seven centuries the West has a “barbarian problem”. Ideally, this should provide a compelling “teachable moment”. How better, after all, to understand civilized achievement than by contrasting it with threatening savagery? “Ideally”, alas, is one thing. Today’s academy, quite another.

Barbarian problems arise when peoples backward in wealth, culture, and technology, pose violent threats of a serious, even existential, character to societies far more advanced. The West hasn’t faced this kind of menace since the Middle Ages. Now, once more, it does.

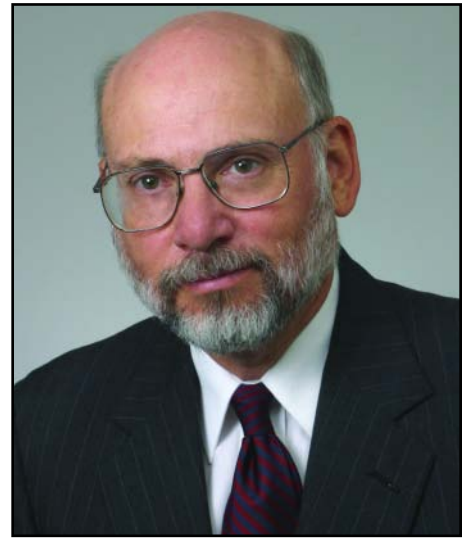
The Mongols were the last barbaric people to endanger Europe. Cannon, fully integrated into civilized armies by the end of the fifteenth century, finally allayed the danger from the steppe. But until then, coping with barbarians was a routine challenge for civilized statesmen.

Barbarian problems reflect a paradox: Although civilized peoples produce abundant goods, classic literature, inspiring art, and sophisticated technology, they have often been inferior to simpler folk in the use of force. Sometimes, this discrepancy has been a matter of sheer toughness. Living harsh, turbulent lives, primitives may just fight more fiercely than cultured softies. But in general, barbarian dominance has rested less on pure brutishness than superiority in a few

key military skills – historically, horsemanship (or sometimes seaman-ship), and the bow. Highly mobile, ranged killers, could quickly penetrate civilization’s heartland, strike down its defenders, sow terror, and ride off with captives and spoil.

Barbarism is a relative term. The Mongols who subdued the Sung Chinese were neither wholly unlettered nor uncouth. Kublai Khan’s mother was, in fact, a practicing Christian. Nor were the barbarians who swarmed over the Rhine in 406. The cultural influences of Rome on the Germanic tribes had, by then, been felt for centuries. Mongols and Germans were barbarians only by virtue of the gulf that separated their level of cultural attainment from those they defeated. Barbarian conquest occurred because, at the moment of truth, cultural attainment didn’t cash out in the effective deployment of force.

Today’s new barbarians, nurtured in the Middle East’s Outback, are also so only relatively. They don’t live in tents or forage for pasture. They have just conspicuously failed to keep abreast of the rest of the world, culturally, politically, economically, and technologically. Most of all, theirs is a moral lag, expressed in a willingness not just to do, but to rejoice in doing, what the rest of mankind, almost universally, abhors. In this respect, the chasm between barbarians and civilization yawns more widely than ever before.



Stephen H. Balch

As awful as were the cruelties of Goths and Vandals, they hardly exceeded those of the Romans themselves.

During the twentieth century, the West undoubtedly faced dangers from within more formidable than any presented by barbarism now. Nazism and Communism were brutal and arrogant, yet both represented interior deformations of Western Civilization, rather than external challenges. Each claimed, with no apparent absurdity, a technical acumen equal to that of the free world. Each continued to produce memorable music and visual art. Each turned the “lights of perverted science” to creative and sinister use.

None of this is remotely true of the societies from which contemporary barbarism springs. Theirs is a world deeply imbued with what in the West is considered atavistic— triumphal faith, confident patriarchy, zealous honor, tribal loyalty, prescribed hierarchy, and the *lex talionis*.

| Continued on page 3 |

Yet cultural backwardness allows today's barbarians to claim many of their predecessor's fighting advantages. Set against the self-regarding mores of the consumerist, liberal, skeptical, individualist West, they are indubitably ferocious. Their willingness to die, as well as kill, renders them less susceptible to the deterrence that stymied the Soviets. Western technology also gives them cheap weapons of substantial power, as well as access to communications systems that amplify the terror of their use. Finally, inexpensive air travel restores to barbarians a degree of mobility even the fleetest horseman might have envied. In a way not possible fifty years ago, civilization's heartland lies open to their assaults.

To be sure, none of this translates into the military superiority barbarism once enjoyed. In its ability to deliver death and destruction, civilization has an enormous edge. But joined to this edge in armament and skill come all the doubts and divisions of post-modernity. Believing barbarism's worst crimes outdone by their own, the forces of civilization waver.

With all the will in the world, the allied powers required six long years of total warfare to defeat the Axis. Communism succumbed only after a political and economic rivalry lasting three quarters of a century. Barbarism enters into none of these forms of contest, which it has no power to win. Its one chance rests on the intellectual flaws of the civilized – particularly their failure to appreciate their own worth.

Here then is that teachable moment – many moments in fact. In order to suppress the new barbarism we should now be refocusing our classrooms on the serious and sympathetic study of civilization's nature,

achievements, and progress – that is to say, of its moral reasons for being.

This, obviously, is not a new thought. The same impulse was embodied in the creation of common cores at Columbia and Chicago following the First World War, and in the efforts of educators like Harvard's James Conant during and after the Second. These earlier efforts, however, were mainly impelled by a sense of curricular omission – a belief that too much of higher education had been diverted from liberal learning to professional specialization. What the reformers were setting out to rectify were therefore merely structural problems, albeit ones that proved rather intractable. There was no widespread doubt that civilization was a meaningful idea, or that the one we had was anything but desirable. Now that the concept of civilization has been "problematized", denigrated, denied in essence, or, much the same thing, applied promiscuously to cultures of every level and type, the difficulties are far more severe.

Indeed, they are so profound that our teachable moment will surely be insufficiently taught. Our civilization's peculiar misfortune is to be under a double assault, physically by the uncivilized from without, and psychologically by those surfeited with it from within. And these last own the classroom.

Using fear to conquer has a long history. What's unprecedented is the current effort to employ shame to the same effect. At the heart of this project lies the construction of a "master narrative" belittling civilization's heritage and elevating its shortcomings, real or imagined, into transcending evils. This then sets the stage for the narrative's masters to

proclaim themselves a new redemptive elite, charged with emancipating the benighted from their engrained racism, sexism, classism, chauvinism, homophobia, speciesism, ecocide, etc. The teachable moment about civilization's achievements will thus remain largely untaught, because it conflicts with a campaign of creeping cultural conquest embraced by so many of the teachers.

I'm not here suggesting some conspiracy theory about educators or intellectuals. (Or, for that matter, even a remote moral equivalence between them and the new barbarians). Few would acknowledge themselves to be "creeping conquistadors", harbor ill intent toward society-at-large, or see themselves as operating according to any set plan. Still, the evolution of academic culture has implanted in many a sense of numinous superiority that spills forth in the error-has-no-rights attitude undergirding political correctness, which, in essence, is a claim to rule.

The same pretension, not surprisingly, has been spreading throughout the educated classes, becoming conspicuous in the realms of media, law, philanthropy, and politics. The upshot has been a gathering process of social reengineering, driven by an elite view of traditional American/Western culture not unlike that a benevolent colonial administrator might have had about the folkways of the natives.

It is hard to identify many other historical instances in which an intellectual class has aspired to boost itself to dominance, with fair prospects of success, almost entirely through the leveraging of shame – that is to say, without the additional backing of groups whose numbers, wealth, or martial might substan-

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Notre Dame; Amy Wax, University of Pennsylvania; Michael Krauss, George Mason University; and Jack Nowlin, University of Mississippi. Moderator: George Dent, Case Western Reserve University.

Panel 3: *The Moral Claims of Capitalism*
Presenters: Benjamin Barber, University of Maryland; Charles Griswold, Boston University; C. Bradley Thompson, Clemson University; and Stanley Brubaker, Princeton University (2006-07) and Colgate University. Moderator: John D. Mueller, Ethics and Public Policy Center.

Panel 4: *Security, Liberty, and Terror*
Presenters: Angelo Codevilla, Boston University; Matthew Franck, Radford University; John Yoo, Boalt Hall

School of Law, University of California at Berkeley; and Alan Gibson, California State University at Chico. Moderator: Bradley C.S. Watson, St. Vincent University.

Panel 5: *Reason, Revelation, and Freedom: Benedict XVI's Regensburg Speech*
Presenters: Hadley Arkes, Amherst University; Charles Buttersworth, University of Maryland - College Park; David Novak, University of Toronto; and James Stoner, Louisiana State University. Moderator: Robert P. George, Princeton University.

Panel 6: *The Historical Conditions of Free Institutions*
Presenters: Herman Belz, University of Maryland; Joyce Lee Malcom, George Mason University School of Law; Paul

Moreno, Hillsdale College; and Darren Staloff, Princeton University (2006-07) and City College of New York. Moderator: Steve Bullock, University of Nebraska at Omaha.

The panels and public lecture are free of charge and open to the public. Detailed information on the times and locations of these events will be available later in the spring on the websites of the Association for the Study of Free Institutions www.freestudies.org and the James Madison Program <http://web.princeton.edu/sites/jmadison>

ASFI's inaugural conference represents another long stride toward reviving the truly "liberal" aspects of liberal education. We hope that as many members of the NAS as possible can attend. ✎

tially augmented its strength. Unlike the socialist intellectuals of yesteryear, today's *bien pensants* lack a mass following. They are also unfriendly to business and hostile to the military. To some extent, traditional clerical estates also relied on shaming to hold their positions, and perhaps the academic clerisy now stands as their natural successors. But the clergy laid stress on personal not collective failings and, as such, usually played a conservative moral and political role - exceptions like the social gospel movement, the biblical prophets, and occasional religious revolutionaries, notwithstanding. An intelligentsia deeply invested in an effective strategy of moralistic aggression seems explicable only by recourse to certain structural peculiarities of contemporary civilization.

First and foremost is the existence of a liberal political order, under assault and fraying, but still intact, within which unarmed radicalism

needn't fear forceful suppression. Although a great good thing, such a regime is historically anomalous in a way that opens novel avenues for political and cultural insurgency.

Second, a society so committed to mass schooling from bottom to top that it provides immense, expansive subsidies to the most aggressive members of the insurgency, allowing them plentiful public rostra and the education of future leaders.

Third, a society so affluent that a large number of its members expect not just material prosperity, but psychic fulfillment as well. The resulting sense of personal entitlement, displacing an earlier vale-of-tears resignation, represents, to be sure, remarkable social progress. But its inflated standards also permit unrealistic judgments and global condemnations to gain a specious credibility. The fostering of collective guilt depends on such credulousness.

Our teachable moment about

barbarism and civilization will therefore have to wait. In the current academic climate it's just too contrarian. Yet, those who doubt the moral meaningfulness of making the barbarism/civilization distinction won't lack for theirs. On campuses throughout America, they'll have numerous occasions to culturally humble their auditors, or more precisely, persuade them that only by joining the redemptive elite can they hope to do well and good.

What then is the answer? Clearly it must involve challenging the privileged position that shame's discourse now enjoys. Its premises are simpleminded, its arguments misleading, and its conclusions destructive. But if it can be fairly faced, it can be fairly bested.

This won't be an easy task. Shame's purveyors have an inside lock on campus life. But, it must be attempted. Something outside is beating against the gates. ✎


The State of Civic Literacy: A New Study

This Fall the Intercollegiate Studies Institute released a study of American Civic Literacy among college students surveying 14,000 freshmen and seniors at 50 American universities. Its questions were designed to measure students' understanding of the American political system, American history, major world events, and various other civic topics.

As the results made clear, our universities are doing a less-than-adequate job teaching students

about American history and the basic facts of citizenship. Not surprisingly, students who attended institutions requiring undergraduates to take courses in economics and American history scored significantly higher than those who did not. The survey also found that highly ranked institutions did not fare any better than the garden-variety; in fact, in some cases, students attending ivy league schools performed more poorly than those at state universities.

Also uncovered was a fascinating phenomenon the study labeled "negative learning," whereby seniors scored worse than their freshman counterparts at the same university. Apparently, students forgot more knowledge than they acquired. This phenomenon was observed at Duke, Cornell, Brown U C Berkeley, and Johns Hopkins, among other institutions.

To view the study in its entirety, please visit: www.americancivilliteracy.org 

More New Programs!

Update periodically provides accounts of the new academic programming being established by NAS members and friends. Here are some of the latest.

Center for the Study of Liberal Democracy at the University of Wisconsin

The Center for the Study of Liberal Democracy, founded by Professors Donald Downs and Lester Hunt, began its life at the University of Wisconsin's Madison campus last semester. Its mission is the



Lester Hunt

promotion of greater awareness, discussion, and debate about the principles and practices of liberal democracy, with emphasis on such important subjects as the role of religion in a liberal democratic order, education policy, academic freedom, free markets, and the spread of democracy around the world. The Center is also committed to fostering more intellectual diversity at Madison.

Having received an initial grant from the Lynde and Harry Bradley Foundation, the Center is gearing up for an active first season of events. Its initial speaker, coming in March, is Lawrence Harrison, author of *The Central Liberal Truth: How Politics Can Change a Culture and Save It from Itself*, and *Culture Matters: How Values Shape Culture*. The Center will also be sponsoring a forum on "Religion, Society, and the University" in March. Next year it plans to hold a conference on the prospects and problems of exporting democracy.

Center for the Study of Free Institutions at Penn State

Penn State University is now the home of The Center for the Study of Free Institutions (FICE), established by NAS member David Saxe. Although a part of Penn State's College of Education, its activities are geared to

serving the entire Penn State campus.

FICE, which began its activities on November 9th, was launched via a generous, one-time, \$500,000 grant from the Pennsylvania Department of Education, based on a special appropriation made by the Pennsylvania State Legislature.

Students entering the program will be able to ground themselves in the American Founding by attending a specially designed summer teacher institute at Colonial Williamsburg. Via technology, this training will be supplemented with on-campus instruction at Penn State. Colonial Williamsburg has also agreed to accept Penn State students for internships.

Through FICE, students will be prepared for employment in a variety of education related sectors, including government, museums, living-history sites, media, and foundations. FICE will also place special

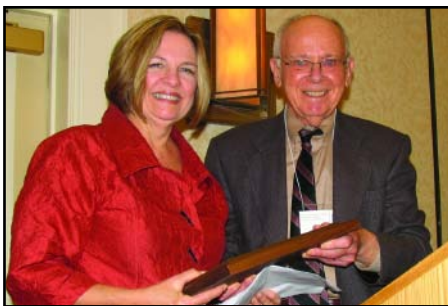
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National Conference Recap

The 2006 National Association of Scholars Conference was a resounding success. Roughly 220 scholars met in Cambridge, Massachusetts the weekend of November 17-19 for our twelfth national conference, titled “**What Works in Higher Education Reform: A Report from the Front.**” Hank Brown, President of The University of Colorado, was our keynote speaker. We were also addressed by John Fund of The Wall Street Journal.

Conference attendees heard from several panels covering topics such as the role of philanthropy in higher education reform, legislative and legal successes in the reform movement, and the value of program creation.

The NAS presented its Barry Gross award to Candace de Russy for her service to the cause of Academic Freedom in her role as a trustee of the State University of New York. This year’s Peter Shaw Memorial Award went to Donald A. Downs for his exemplary writing on issues pertaining to higher education and American intellectual culture. Robert P. George took home the Sidney Hook Memorial Award for his distinguished contributions to the freedom and integrity of the academy for his role in creating Princeton’s James Madison Program.



NAS Chairman Stanley Rothman presents an award to Candace de Russy.



William E. Simon Foundation President Jim Piereson moderates a panel on philanthropy and higher education reform.

All in all, the 2006 national conference went exceedingly well, and we received positive feedback from everyone who attended.

Here’s some of the feedback we received from NAS members:

“The conference was all that academic conferences should be (but aren’t): NAS brought together faculty, philanthropists, college trustees, government officials, and concerned citizens to discuss the state of higher education today. I left the conference with new friends and inspiration to carry on.”

Jonathan Bean

Professor of History
Southern Illinois University

“The NAS remains my beacon in the stormy world of academia. For me, the Boston conference produced sparkling panels, rigorous questions and answers, chats with Jennifer Gratz, Hank Brown, and John Fund, and even a preview of the forthcoming documentary Indoctrinate U. The chance to once again be in the presence of giants like Alan, Candace, Steve, and Harvey made it all the sweeter. Thank you, NAS!”

David Clemens

English Professor
Monterey Peninsula College

“This was my first NAS meeting and I found it extremely well thought-out, professional, and productive. The resources and ideas I left the conference with will definitely find their way into my attempt to challenge the wits of DIM (i.e. the divergent identity indoctrination movement) that now permeates the real, and the shadow university I inhabit. Great work!”

Paul Kamolnick

Sociology Professor
East Tennessee State University

“I have been to every NAS Conference... I have learned much at each conference, and have had my morale boosted. The last conference in Cambridge, Mass., was excellent. The lectures and panels were very informative; e.g., John Fund’s account of the infamous Taliban official who had been admitted to Yale as a “prize catch,” by the head of admissions. That head of admissions seems to have needed education! Meeting others, old friends and new, was not only instructive but also very pleasant.”

Judy Wubnig

Philosophy Professor
University of Waterloo, Emeritus



Cambridge Conference, Fall 2006

stress on integrating art, music, and drama into its academic activities.

"FICE provides a groundbreaking opportunity," Professor Saxe declares. "We will be expanding students' opportunities to



David Saxe

the American experience with free institutions is unique, rich in impli-


study American history and Western Civilization in the context of all of the challenges present in the 21st century. FICE is committed to the idea that

cations for understanding global issues, and worthy of research and scholarly debate. Specifically, FICE programs will emphasize the study of our national heritage: Western Civilization, roots of the American Order, our founding principles, the rule of law, and the role of markets."

FICE currently has five major activities in the works:

- A "Grail, Grail Lore, and Arthurian Legend" conference slated for March 30 and 31 at Penn State;
- A "May-Faire" celebration of the 400th Anniversary of the Jamestown Landing at Penn State Agricultural Arena, featuring an exploration of

the transfer of technology and ways of living from medieval times through the early days of our nation, May 18-20;

- The Staging of the Broadway musical hit, 1776, May 22-June 2 (intended to be an annual event);
- The Publication/reprints (with modern updates) of classic works in American history;
- The Sponsorship of the American Heritage Play Contest Festival, to be held annually starting April 2008; and
- Several Exciting and unique outreach programs for schools featuring "American History through Arts." 

New at NAS

The NAS is adding several services that we believe will be useful to our members, including a revamping of our website to include more content that is personally useful to our members.


Among the new website features will be a section for personnel notices and fellowship opportunities, updated regularly. Please let us know of any opportunities of this kind that we should post by contacting us at irving@nas.org with as much information as you have.

Growing the NAS

The expansion of our organization in influence and numbers remains, as always, a core goal. One of the best ways to accomplish it is by working with our current members. It doesn't take a calculator to realize that if every existing member recruits just one more, the NAS will double in size. So, if you know a colleague who may be interested in joining, please mention NAS to him or her.

To help things along, we are offering a special incentive program for 2007; for every new person you recruit, we will give you a 50% discount off your annual membership dues. So, if you'd like to have one year of free NAS membership, simply encourage two likeminded colleagues to join our merry band. Professors, administrators, instruc-

tors, grad students, holders of doctorates, and other terminal graduate degrees are all eligible for membership.

Our website has a membership section, where newcomers can sign on with just a few clicks of the mouse. Or, if you'd like, you can pass the potential recruit's contact information along to our Communications Director, Vicky Cangelosi at cangelosi@nas.org, and she will send that person a packet containing information about the NAS, our accomplishments, and joining. All we need is a mailing address, and we'll take care of the rest. 

Please take a moment to fill out our NAS Questionnaire and send it back to us in the prepaid envelope. Your input helps us understand how we're doing, and what direction our members would like us to take in the future.

NAS Questionnaire

1a. Have you ever attended a National Association of Scholars Conference?

- A Yes (Please move on to question 1b) B No (Please continue with question 1c)

1b. Which NAS Conference(s) have you attended?

On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, how would you rate the NAS conference(s) you attended? (Please circle your answer)

Organization:	1	2	3	4	5	6	7	8	9	10
Content:	1	2	3	4	5	6	7	8	9	10
Clarity of Presentations:	1	2	3	4	5	6	7	8	9	10
Topic(s) covered:	1	2	3	4	5	6	7	8	9	10
Panelists:	1	2	3	4	5	6	7	8	9	10
Social aspects:	1	2	3	4	5	6	7	8	9	10

Suggestions for Improvement:

1c. I have not attended a national conference yet because:

- A I have not been interested in the content of any NAS conference thus far
 B I have not been able to travel to the conference locations
 C I cannot afford the expense of attending an NAS Conference
 D I was not aware that the NAS held national conferences
 E Other (Please elaborate) _____

2a. Have you visited the NAS website, www.nas.org?

- A Yes (Please move on to question 3b) B No (Please continue with question 3c)

2b. On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, how would you rate the NAS website? (Please circle your answer)

Organization:	1	2	3	4	5	6	7	8	9	10
Content:	1	2	3	4	5	6	7	8	9	10
Overall Appearance:	1	2	3	4	5	6	7	8	9	10
"User friendliness:"	1	2	3	4	5	6	7	8	9	10

Suggestions for Improvement:

2c. I have not visited www.nas.org yet because:

- A I am not interested in the NAS website
- B I do not have regular internet access
- C I have not had a reason to visit the NAS website thus far
- D I was not aware that the NAS had a website
- E Other (Please elaborate) _____

3. How long have you been a member of NAS?

4. Which of the following benefits of NAS membership have you taken advantage of in the last year?

- A *Academic Questions*
- B The NAS Online Forum
- C NAS Online Job Postings
- D NAS Studies/Reports
- E Online Membership Renewal
- F NAS Conference
- G Other (Please elaborate): _____

5a. Do you belong to any other organizations that are similar to NAS? If so, which organizations?

5b. Are there membership benefits offered in any other organizations to which you belong? If so, please describe them.

5c. Are there any membership benefits you would like NAS to offer that are not currently available?

6. Do you have any further suggestions for NAS?

7. How did you learn about NAS?

NAS vs. CSWE

The Council on Social Work Education (CSWE) is the nation's sole accreditor of university social work programs. With that we have no quarrel. What does disturb us, however, is its incorporation of ideological tests into assessments, which, when applied to students, imposes an arbitrary orthodoxy. And indeed, many of its accredited programs require students to adopt "progressive" ideological stances on political issues, in conflict with their political or religious convictions.

Currently, in order to be a social worker for the U.S. Department of Health and Human Services Public Health Service Commissioned Corps, one must possess a master's degree from a program accredited by the CSWE. In October, the National Association of Scholars sent a letter to the U.S. Department of Health and Human Services

urging that they cease employing CSWE in this gate keeping role. (The American Council of Trustees and Alumni [ACTA] and the Foundation for Individual Rights in Education [FIRE] simultaneously sent similar letters.)

"Forcing progressive ideologies on students violates their freedom of conscience and First Amendment rights, and the fact that the U.S. Department of Health and Human Services will only hire those who have completed a CSWE accredited social work program means that the government agency is sanctioning these violations," NAS President Dr. Stephen Balch declared. "In giving CSWE a licensing role, the department is, in effect, importing CSWE's political and religious tests into its own recruitment process in violation of the First Amendment's free speech and free exercise protections. It would be very difficult, for

instance, for political conservatives, or Christians of traditional moral views, to graduate from a CSWE accredited program if they were open about their opinions".

"A number of students," Dr. Balch continued, "many of whom wished to remain anonymous out of fear for their prospect of being hired as social workers, relayed stories of being forced to advocate causes to which they were ideologically opposed. Some of these students went so far as to drop out of social work programs due to the CSWE criteria."

Although, the NAS received an unsatisfactory response from the Public Health Commissioned Corps, addressing none of the issues raised, we intend to pursue our case against these unjust and inappropriate ideological tests at, if necessary, higher levels of government. ✎

Soon to be in AQ

As with other NAS media, *Academic Questions* has been harnessed, in part, to the program creation campaign. We plan this year, for example, to use an entire issue to explore the experiences of successful, as well as frustrated, program architects, drawing out in detail their lessons for others. (We have also been featuring shorter accounts of newly established programs in issues of our newsletter, *NAS Update*.)

The current issue features an interview with American academe's greatest elder statesman, Jacques Barzun, a member of the NAS board of advisors. We have also just begun a multipart feature that will examine liberal education from a variety of philosophic and experien-

tial perspectives, some we hope refreshingly unusual. The first, just released in AQ 19.4 is by Straussian scholar, Larry Arnhart, who brings a Darwinian perspective to liberal education. We look forward to future articles addressing the same topic from the perspectives of Islam, the military (i.e., the education of citizen soldier), the homemaker (i.e., liberal education for motherhood), Evangelicals, and many others.

You may also expect to see humor from Robert Weissberg and a call for a benchmark of cultural literacy in college from Jeremiah Reedy. Editor Brad Wilson wonders what happened to higher education's sense of civic purpose, while John M. Ellis laments the radicalism that continues to prevail in higher educa-

tion. There remains enthralling material from the panels of our November 2006 conference that will also appear in the NAS quarterly, soon. ✎

Are You Moving?

If you are moving, changing your e-mail address, or switching jobs, please let us know! Many times, our members relocate and forget to provide us with a new address, and we can no longer get them their copies of *NAS Update* or *Academic Questions*.

If you keep us updated, we'll keep you posted.

CUNY Association of Scholars

The City University of New York recently adopted a resolution establishing a new procedure for handling student complaints about politically motivated abuse by faculty.

Before the vote, The City University Association of Scholars sent a letter to every member of the CUNY board, as well as Chancellor Goldstein and several members of his staff, strongly urging support for the resolution. In speaking up for the many faculty who recognize that the bullying of students is a serious problem, CUNY Association of Scholars made it easier for the board to act, especially in light of the stiff opposition of the Professional Staff

Congress, CUNY's radicalized faculty union.


"The procedure fills what was a void at CUNY, where no such process existed before," wrote Dorothy Lang, CUNY Association of Scholars Chairwoman. "Processes for reviewing other types of student complaints such as grading, race discrimination, or sexual harassment were already in place. Likewise, there should be a mechanism for the orderly review of complaints about abuses such as discrimination based on political points-of-view."

"Faculty members are very sensitive to threats to academic freedom, which should and does protect us when engaged in legiti-

mate teaching and scholarship," Lang continued.

"The proposal before you repeatedly endorses and manifests great respect for the principles and practices of academic freedom. Moreover, by lodging with department chairs the authority to review complaints, this proposal keeps the process where it belongs: within the community of scholars itself."

"There is a compelling need for an established procedure to handle student complaints of this nature."

In addition to the letter, NAS and CUNYAS member KC Johnson testified in favor of the proposal at an open hearing held about a week before the vote. 


Michigan Association of Scholars

The Michigan Association of Scholars played a helpful role in the recent landslide victory of the Michigan Civil Rights Initiative. Former MAS President Howard Schwartz authored the association's "Open Letter to the People of Michigan," which declared that, whether or not one agreed with Proposition 2, debate on the topic ought to remain honest and civil, rather than carried on in a

spirit of dishonesty and "by any means necessary."

The NAS (and its Michigan affiliate) were the only higher education organizations to have endorsed the Michigan Civil Rights Initiative, and it goes without saying that we couldn't be more delighted with the outcome. (Jennifer Gratz spoke at our Cambridge conference). Our local membership was active in supporting the initiative

and the MAS letter, prominently displayed on the MCRI homepage, refuted many of the scurrilous charges MCRI's foes had made against the proposition.

The MAS looks forward to both successful implementation of the MCRI in Michigan and future cooperation with other states in similar campaigns. 

Minnesota Association of Scholars

The Minnesota Association of Scholars is maintaining its energetic pace. Many of its activities these days concentrate on the Tocqueville Center at the University of Minnesota Twin Cities campus. The Tocqueville Center

exists to make sure that conservative and moderate ideas find a place in the university's marketplace of ideas. Recent speakers have included Victor Davis of the Hoover Institution, and Mark Bauerlein of Emory University, with attendance

at the last few events standing-room-only.

The institute will soon be publishing a hard-hitting and remarkably lucid essay on race preference in college admissions, by

| Continued on page 13 |

Affiliate Activities

Larry Purdy. Purdy was one of the plaintiffs' attorneys in *Graz v. Bollinger* and *Grutter v. Bollinger*, the landmark Supreme Court cases involving the University of Michigan. The essay is the first monograph in what is intended to be

a series. The MAS hopes it will be in print before the Minnesota tulips bloom...or by July, whichever comes first.

The MAS also continues to build relationships with student organizations and the Minnesota

Republic, the university's excellent dissident newspaper. In addition, the MAS will soon be mounting a drive to recruit additional members, concentrating particularly those newly tenured. ✎

New York and CUNY Scholars Meet for Intellectual Pleasure and Organizational Profit

In a tradition dating back to 1982, The New York Association of Scholars (now joined by the City University Association of Scholars) has been holding two or three "salons" per semester for its members and friends. These have ranged over variety of topics, some academic, others not, but all providing opportunities to hear first-rate speakers, engage in spirited discussion, and forge closer bonds of collegiality.

During the spring semester of 2006, topics centered on issues pertaining to terrorism and the Middle East. Thus, on February 9, 2006, Robert Miller, editor of *Enigma* Books, analyzed the lessons learned fighting terrorism in Algeria, and how they might be applied to the current situations in Iraq and elsewhere. On March 26, Phyllis Chesler, author of *Women and Madness*, among other books, delivered a talk on "The New Anti-Semitism, Islamic Religious and Gender Apartheid", which recounted her own experiences as a young bride in Afghanistan and discussed factors behind the rise of anti-Israeli sentiment within and outside the academy. The Spring speaker series

ended on April 30th with Efraim Halevy, former head of the Israeli intelligence agency Mossad, advisor to many Israeli prime ministers, and author of *Man in the Shadows*, analyzing the origins of the current Middle East crisis.

The first Fall meeting, on October 2006, featured Samantha Harris, Director of Legal and Public Advocacy at the Foundation for Individual Rights in Education (FIRE), presenting a talk on "The State of Free Speech in New York and Beyond," in which she outlined the fight for freedom of speech and conscience led by FIRE on college and university campuses across the nation. Then, on December 3rd, James Panero, managing editor of *The New Criterion*, and co-editor of *The Dartmouth Review Pleads Innocent: Twenty-Five Years of Being Threatened, Impugned, Vandalized, Sued, Suspended and Bitten at the Ivy League's Most Controversial Conservative Newspaper*, explained the importance of journals such as his own. *The New Criterion* contributes to intellectual growth, he argued in his talk, "Thank Goodness for Small Journals," by allowing many voices unwelcome in most of America's

academic community to be heard.

The NYAS' most recent event took place on February 4, 2007, when John O'Sullivan, editor-at-large of *National Review*, and former special advisor to Prime Minister Margaret Thatcher, spoke about his recent book, *The President, the Pope and the Prime Minister: Three Who Changed the World*. Without Ronald Reagan and Margaret Thatcher's assaults on the Soviet Union and socialism, combined with John Paul II's spiritual offensive, he insisted, the recent sweep democratic and capitalist ideals throughout the world would never have occurred.

Attendees, generally numbering between 40 and 60, linger long after each talk's end to chat with the speaker and one another about the topic of the day and much else beside. Over the course of a quarter century, such get-togethers have fostered many new friendships and deepened the sense of comradeship in a larger cause. The successes of our New York members in the public arena owe much to the bonds forged during these pleasant afternoons. ✎

Affiliate Activities

Ohio Association of Scholars

The Ohio Association of Scholars held its annual meeting on October 20, 2006, at the Faculty Club of Ohio State University. The guest of honor

was Professor Bill Allen, a member of the political science faculty at Michigan State University, who spoke about the Michigan Civil Rights Initiative. The OAS is now

looking into the possibility of placing a similar referendum on the ballot in Ohio. ☞

Virginia Association of Scholars

NAS member Dr. Jean Cobbs was fired from her faculty position as professor of sociology and social work at Virginia State University two years ago. While a variety of excuses were offered, it was apparent that the real cause were her socially conservative views. She filed a lawsuit against her former employers, and was recently awarded \$600,000 in damages.

Throughout her ordeal, the

National Association of Scholars and the Virginia Association of Scholars stood by Dr. Cobbs, with members of the two organizations helping to raise the money for her legal bills.

Following the announcement of the settlement, VAS president, Carey Stronach, said, "We are most pleased that Dr. Cobbs received this favorable settlement after being treated like dirt by the VSU Administration for the past twelve

years. NAS congratulates Dr. Cobbs on her inspirational victory, and wishes her luck in all she pursues.

* * *

David Horowitz, author of *The Professors*, will be the keynote speaker at the VAS Annual meeting on March 2nd. His talk, entitled "The Academic Freedom Movement: Where We Stand" will take place at 1:00 pm at the George Mason University Law School in Arlington, Virginia. ☞

Announcements

At the general membership meeting of November 19, 2006, the following individuals were elected to the NAS Board of Directors: Professor Jay Bergman, Professor David D. Mulroy, Professor B. Nelson Ong, Professor Edward A. Rauchut, Professor Glenn M. Ricketts, Professor Adam Scrupski, Dr. Sandra Stotsky, Dr. Bradford P. Wilson for terms beginning on January 1, 2007 and ending December 31, 2010, and Professor Bradley C. S. Watson to fill a vacancy on the board for term beginning on November 19, 2006 and ending on December 31, 2009.

Congratulations to the newest members of the Board!

Upcoming Events

Georgia Association of Scholars

Date: April 12, 2007
Time: 7:00 p.m.
Event: Lecture Topic:
"Defence of the West"
Speaker: Roger Scruton
Place: White Hall 205
Emory University

Minnesota Association of Scholars

Date: April 20th, 2007
Time: 7:00 p.m.
Event: Annual Banquet
Topic: "Education Reform
in the 21st Century"
Speaker: Cheri Yecke
Place: Smail Gallery
Olin Rice Science Building,
Macalester College

In Memoriam

NAS lost three of our Board members: Jeane J. Kirkpatrick, Seymour Martin Lipset, and Nelson W. Polsby during the last four months. In addition, Elizabeth Fox-Genovese, wife of Board member Eugene D. Genovese, also passed away. Our condolences go out to the families of these distinguished thinkers, whose contributions to scholarship and academic citizenship were immense.

Extended tributes are posted on our website.



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