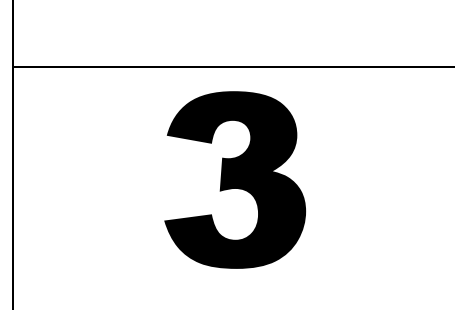




M. A. AKŞİT Koleksiyonundan



## Neonatology and Newborn Intensive Care Unit must unique and independent

### Neonatoloji Bilim Dalı, Yoğun Bakım Ünitesi yalın, bağımsız olmalıdır

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*When you are on evaluation of something, first you must be free, independent and confirm by yourself, responsibility to you, thus only grounding to medical scientific reality.*

*Independency only at your responsibilities. No body has right to make harm and cruel act. So cannot said I am the owner, so I can do whatever it is. Even you must care and serve yourself, your health, to be on healthy state. Thus, reasoning of medical scientific evidence on, at the case, condition.*

**I**n academic aspect, each one grounded on creational aspects, reasoning on scientific evidence, origin from the newborn infant, even in fetal stage.

For physicians, even treated on Group A<sup>1</sup>, treatment, 5-15% not on the expected situation. So, following is essential and any application or other alternatives required must performed immediately.

Independency, upon the Medical Science, on the evidence of the patient, thus, being on the creational reality. One indication may not describe the complete picture, so physio-pathological concept be the basic grounding or procedure.

#### Outline

#### Neonatology and Newborn Intensive Care Unit must unique and independent

**AIM:** Eskişehir Anadolu University, later on Osmangazi University Neonatal Intensive Care unit establishing and progressing history is mentioned. In this Unit, at 1983, the first Neonatology Unit

configuration is noted and about 6 years results are also included. Independent Unit, only on medical science is the fact to be confirmed.

**Grounding Aspects:** Neonatolojiye Giriş (Introduction to Neonatology) in 1989<sup>2</sup>, and Yenidoğana Giriş (Introduction to Newborn) in 1993<sup>3</sup> as a source of the Article.

**Introduction:** The reasoning of establishing, like a creating, migration, forming a medical approach and status, with their own standards. As a past, indicating an example for the future demands. Baby is immigrant to World.

**General Considerations:** To be a pioneer, is a proud to be, thus it is noted after several years passed. So, this is a history of a migration, creating a new Word of Newborn Intensive Care Unit.

**Proceeding:** The planning and establishing as not an epic historic event, as a reality to be noted, given as an example.

**Notions and Conclusion:** As a positive example is presented in this Article

**Key Words:** First establishing Neonatal Unit in Eskişehir

## Özet

### Neonatoloji Bilim Dalı, Yoğun Bakım Ünitesi yalın, bağımsız olmalıdır

**Amaç:** Eskişehir Anadolu Üniversitesi, daha sonra Osmangazi Üniversitesi Neonatoloji Yoğun Bakım Ünitesinin kuruluş hikâyesi sunulmaktadır. Bu Ünite, 1983 yılında kuruluşu ve 6 yıl içinde elde edilen sonuçlar sunulan makedir. Bağımsız, sadece tıp bilimi üzere olan bir olmalıdır.

**Dayanaklar/Kaynaklar:** Neonatolojiye Giriş, 1989 ve Yenidoğana Giriş, 1993 kitapları bu Makalenin kaynakları olmaktadır.

**Giriş:** Bu Makalenin gerekçesi, yeniden yapıp, yaklaşım bir nevi göç boyutunu hatırlatmaktadır. Kendi standardınızı oluşturacak, bir boyut oluşturacaksınız. Tarihsel olarak bu geleceklere örnek olması bir dileğimizdir. Bebek doğmak ile bir bu Evrene göçme olmaktadır.

**Genel Yaklaşım:** Öncü olmak, aradan geçen senelere karşın, sonuçların irdelenmesi ile bu bir göç ve yeni oluşumun hikayesi olmaktadır, yeni bir yapı, Yenidoğan Yoğun Bakım Ünitesi oluşturulmaktadır.

**Başlıca boyutlar:** Yaklaşımında planlamadan, alınan sonuçlara kadar bir yapının geçmişi sunulmaktadır.

**Yaklaşım ve sonuç:** Olumlu bir örnek sunulmaktadır.

**Anahtar Kelimeler:** Eskişehir'de Neonatoloji Ünite Kurulumu

## Introduction

First, we must consider the independence aspect.

We are on creational factors, on the evidence of the patient, so, how can it will be independent? This is a bias, but, as the fact, being on medical science is the independent concept. There are a lot of choices, and alternatives, so, physician must on them, the reality. Verdict grounded on medical science reality, reasoning on patient evidences. Responsibly as individual, therefore must follow up, take in care and serve.

The child will be girl or boy, not so much any indication, thus the family may be. I said girls brings man, groom, boy brings woman, bride, so you expected one, but later two children.

## Independence Concept

The factors are like in a Court we can make a surrogation.

### Question and answer

- 1) Is Sentence compulsory? For physician: a) Indented to treat, for healthy measures, b) Ultimate care and serve, by preciously, c) Following about the changes, d) Guiding on Medical Science, on evidence-based reality, but, if some problem occurred, it is a complication, as court not any punishment required, if overcome the problem. Answer is NO, doing their job, applied their profession.
- 2) Can you take other physicians' responsibility? Even you make a consultation, not possible. Only expectation if any non-medical scientific aspect, must worn, if any harm or cruel act, informed to legal authorities, If the patient to change the responsible doctor, it can be if the profession suitable for the disease.
- 3) Can the evidence, talking or the performed action? Under or over estimation can be noted, thus, not as sure on future, thus, no one have any idea about what it will be. Estimations grounded on evidence-based reality, thus, even at Gorup A treatment 5-15 % diversity can be noted.
- 4) What the duration we waited for? Each medical application must concern about the biological aspect. Healing of switches differs about the skin and the circulation condition. So, the time will not an exact one, just an estimation, after controlling then taken it.
- 5) Can the gender make differences? Each person is unique and sole, so not as gender, but personal differences can make it, considered the case. But follow and care and serve for everyone, not waiting for problem occurred.
- 6) Who will take more? Not more, according to their frights to get. If there is not any agreement, or cancelled it, the relation must be in general aspects, and not at one side benefit. It must balance right, according to their own.
- 7) Fear and astonishing for what? If you are on creation, and taken precautions about the risk, the expectations rare, so you can feel comfort. Scientific reality confirms them. Thus, being in safe place with medical equipment's are the place of selection. The medical staff is the main aspect at help for intensive care.
- 8) If you inform the danger or astonishing facts, does it main anything? It will be spread; thus, only expert opinion must be taken. So, not making the widening the fact, if you find the solution, only given information for how to escape the problem. If you take from another person, just nor have knowledge and profession, so, the advice must cause danger. So be aware. Migration, also first be evaluated the right place, at the right time, with righteous person.
- 9) Each person responsible themselves, even on the road, so what? If needs any help or inquiries, must first informed. So, the relation making person can help, otherwise the folk be hesitated. Even at war, you must sure at the nearby and at the back. So, this is life connection with them.
- 10) Give and oath and promise, is it enough to believe? If it is an agreement, even not written one, thus, written one is advisable, because controlled and be checked out, being on it. If not done, must pay the harm, caused by you, or other given fee, for penalty confirmation.
- 11) In migration, there must be pioneers, that informed, aware us, for nothing make dangerous aspects, is it really needs? Science is the only parameter for control it. We

- must perceive, all for one, one for all, so all we will be responsible if not taken any precautions.
- 12)**On the road, care and serve to all people, for all? If needs help, previously take care of it, even for routine care at others. There must be a special person, who cares the impairments, and disability person. Handicaps mostly not be on the migration.
  - 13)**If there is love and good connection at brotherhood, all problems will be in solution or not taken as a consideration, is it really? Love is the only concept, as a glue, to joint together with.
  - 14)**Not sure about person, so, care what they are doing. There will be some person, even strongly indicated as with them, they will be escape, or try to degenerate, blocked the migration. Good for the manager, that learn them, dismissed and go with more purified person, with strongly demand to go.
  - 15)**If you are strongly aiming to go, by mind and by heart, with knowledge and profession, so just go, and another will be joined with you. First, they will not quite sure about you, thus if you walk, intended to do, and performing good results on health, with love, so, they will joint you later on.
  - 16)**Taken advice, even brain storming and opposite of the concept, not be astonishing you. Even cruel advice, mostly confirming the true way.
  - 17)**Reciprocal act is your legal right, but is it so essential to do? If you hit a person, your hand will be injured, thus it is useless for not confirming the righteous, behind an anger and hatred be formed. From our ancestors, be left them, just passed, and do what you are going to do. You are in love at humanity, so, caring the preterm requires love, if they performed their job, not so happy and if you let them to left, immediately they return to another position. Impact has a response, who have the quilt, the one not on agreement, on love at humanity.
  - 18)**Intensive Care Unit members, are like a family, connections must on family relationship. Sharing is important, even in debit position, given money a simple cure of the problem, thus must repaid. If in a community about sexual content, like in Heaven, the relation is diminished, so, dismissed from the team. Even married will be better to another ward.
  - 19)**Medical complication means, not anyone has a fault, not a criminal act, approved and investigate and later confirmed as safe. So, if any criminal act, even at Turkish Penalty Code of 280, must informed, if not also accused for penalty to Court. Each case must be even for good results must investigate, and as post-mortem examination for the evaluation. This is obligatory must done, not just passed as a number in statistics.
  - 20)**Euthanasia is strictly forbidden and be directly send to legal, punishment form Court Order, as intended to cause death.
  - 21)**In Neonatology the relation by their demands, not any pressure or other forced to do. No one gives orders to anyone, as physicians to nurse, it is advised, must be in together with evaluate before admission. Following are obligatory, and side or adverse effects directly stopped and distinguish the result.
  - 22)**Be on the creation, at evidence of case or condition, at the medical science, not at any person orders or comments. Information taken consent form them, so, responsibility to themselves, in medical science.

- 23)** The relations must at legal perspective, another professor has not right to give orders, must informative aspect, so distinguished by the team and if accepted done, if not rejected.
- 24)** Medical staff must on medical science, thus adapted to the patient, so, it is a happy factor, for the patient and for the medicine. Being a good example and being a good contribution at conferences. Aware of harm and cruel act, so, not any confirmed unwanted one.
- 25)** The team will be a close relative aspect on Neonatology, as only science and at humanity, with love. Time limit is eventually happened, so, being a good example for the next one or next generation.
- 26)** There will be of course, misunderstanding, the best way of solution is better and continuous relation, cooperation. Being together, if any problem, can ask, answer and indicated the facts. The balancing the medical science, so, at the patient, it is clearer on escaping harm and oppression. So, the referee, the honor is the case, in Neonatology the preterm infant.
- 27)** After leaving the Neonatology Unit, being a guest, and being a friend, thus not any medical way of a team work. If the lack of employee, the manager must approve, so legal confirmation done, before being active team member.

### Description of Independence

#### BAĞIMSIZLIK TANIMI

##### Bağımsız:

Davranışlarını, tutumunu, girişimlerini herhangi bir gücün etkisinde kalmadan düzenleyebilen, hür, özgür, özerk, müstakil. (Türk Dil Kurumu, Türkçe Sözlük, 1988, I. Cilt s. 127)<sup>4</sup>

##### Özgür:

(ulus, ülke için) Yönetim bakımından yabancı bir gücün etkisi altında bulunmayan, başka bir yönetime bağlı olmayan, hür. (Türk Dil Kurumu, Türkçe Sözlük, 1988, II. Cilt s. 1148)

##### Bağımsızlık:

Herhangi bir kişi, kuruluş ya da ülkenin, yabancı bir yetkenin denetim ve güdümünde olmadan kendi kendini yönetebilmesi (istiklâl). Buyuran, bağımlı olmayan, tek, bölünmez, devredilmez ve zaman aşımına uğramaz bir ifade yetkisi olarak karşımıza çıkan bağımsızlık, devletin hukuk ölçütüdür. 3 niteliği vardır:

**1. Yetkenin tekliği:** Belirli bir ülkede tek bir devletin yetkisi geçerlidir. En iyi sonucu sağlamak için zorlama, yürütme ve yasa hizmetlerinin tekelinde tutar.

**2. Yetkenin özerkliği:** Bağımsızlığın eylemli olabilmesi için devlet, başka bir devletten ya da benzeri bir topluluktan buyruk almadan iç ve dış siyasetini kendi kurul ve örgütleri eliyle özerk bir biçimde kararlaştırıp yürütür.

**3. Yetkenin genelliği:** Devlet yetkisinin kapsamı geniş ve geneldir. Öteki kamu kurumları gibi konularıyla sınırlı değildir.

Bağımsız ülkelerin yetkili kurullarından çıkan yasaları, milli marşları, bayrakları, paraları, devlet başkanları ve yürütme erkleri vardır. Kendi başlarına başka ülkelerle diplomasi alanında ilişki kurar, elçi atar, elçi kabul ederler. (GÖRSEL Büyük Genel Kültür Ansiklopedisi, II. Cilt s. 1147)

### Comment and contribution

As noted in the Universe, nothing is completely as independent.

The importance is the relation, whether given any forceful act or oppression performed.

The only way, give the information, consent form them, so, responsibility for them.

At these Hight Technology Culture, great states taken the richness, and being at comfort. So, poverty and the mandate and colony formation at them. Imperialism is not the safe for them.

As if independent, but by budget they are tied to great economic countries.

## Freedom, Wikipedia<sup>5</sup>

**Freedom** is the power or right to act, speak, and change as one wants without hindrance or restraint. Freedom is often associated with [liberty](#) and [autonomy](#) in the sense of "giving oneself one's own laws".<sup>[1]</sup>

In one definition, something is "free" if it can change and is not constrained in its present state. Physicists and chemists use the word in this sense.<sup>[2]</sup>

[Philosophy](#) and [religion](#) sometimes associate freedom with [free will](#), as distinct from [predestination](#).<sup>[3]</sup>

In modern [liberal](#) nations, freedom is considered a right, especially freedom of speech, freedom of religion, and freedom of the press.

[Charles Taylor](#) makes a distinction between "positive freedom" and "negative freedom".

### Comment and contribution

You want and get it, without any restraint, so is it freedom? Do you have alternatives? By your free will, but there are only two gasoline dealers, each sells extra money.

You believe is yourself, mine to myself, so not arguing, not discussing (Quran 109/6). Not in consideration of whether Cristian, Muslim so on, because even ask is forbidden. So free to religion or not in consideration for us, is the liberty?

Free for speech, thus, who understands? Insulting not as freedom of the press, so, only at proper concept, thus, what is the proper?

Thus, positive freedom and negative freedom, only if not cancelled and opposed on my freedom, so you can free, if not making harm and cruel act. Even not performed injustice order and at the jail, they are free, but at prison.

### Types

In political discourse, [political freedom](#) is often associated with [liberty](#) and [autonomy](#), and a distinction is made between countries that are free and [dictatorships](#). In the area of [civil rights](#), a strong distinction is made between freedom and [slavery](#) and there is conflict between people who think all races, religions, genders, and social classes should be equally free and people who think freedom is the exclusive right of certain groups. Frequently discussed are [freedom of assembly](#), [freedom of association](#), [freedom of choice](#), and [freedom of speech](#).

Sometimes the terms "freedom" and "liberty" tend to be used interchangeably.<sup>[4][5]</sup> Sometimes subtle distinctions are made between "freedom" and "liberty"<sup>[6]</sup> [John Stuart Mill](#), for example, differentiated liberty from freedom in that freedom is primarily, if not exclusively, the ability to do as one wills and what one has the power to do, whereas liberty concerns the absence of arbitrary restraints and takes into account the rights of all involved. As such, the exercise of liberty is subject to capability and limited by the rights of others.<sup>[7]</sup>

[Isaiah Berlin](#) made a distinction between "positive" freedom and "negative" freedom in his seminal 1958 lecture "[Two concepts of liberty](#)". [Charles Taylor](#) elaborates on this idea, claiming that it is undeniable that there are two such kinds of freedom. Negative liberty means an ability to do what one wants, without external obstacles; [positive liberty](#) is the ability to fulfill one's purposes.<sup>[8][9]</sup>

Wendy Hui Kyong Chun explains these differences in terms of their relation to institutions:

"Liberty is linked to human subjectivity; freedom is not. The Declaration of Independence, for example, describes men as having liberty and the nation as being free. Free will—the *quality of being free from the control of fate or necessity*—may first have been attributed to human will, but [Newtonian physics](#) attributes freedom—[degrees of freedom](#), [free bodies](#)—to objects."<sup>[10]</sup>

"Freedom differs from liberty as control differs from discipline. Liberty, like discipline, is linked to institutions and political parties, whether liberal or libertarian; freedom is not. Although freedom can work for or against institutions, it is not bound to them—it travels through unofficial networks. To have liberty is to be liberated from something; to be free is to be self-determining, autonomous. Freedom can or cannot exist within a statue of liberty: one can be liberated yet *unfree*, or *free* yet enslaved (Orlando Patterson has argued in *Freedom: Freedom in the Making of Western Culture* that freedom arose from the yearnings of slaves)."<sup>[10]</sup>

Another distinction that some political theorists have deemed important is that people may aspire to have freedom *from* limiting forces (such as [freedom from fear](#), [freedom from want](#), and [freedom from discrimination](#)), but descriptions of freedom and liberty generally do not invoke having liberty *from* anything.<sup>[5]</sup> To the contrary, the concept of [negative liberty](#) refers to the liberty one person may have to restrict the rights of others.<sup>[5]</sup>

Other important fields in which freedom is an issue include [economic freedom](#), [academic freedom](#), [intellectual freedom](#), [scientific freedom](#), and [political freedom](#).

In its origin, the [English](#) word "freedom" relates etymologically to the word "friend".<sup>[1][1]</sup>

### Comment and contribution

In politics, given your consent, demands their right to act for me? This is not liberty. So, we must only give or consent about yes, or no kind, as referendum type. In politics it is like a survey of the common, not given my consent, only selected, give votes, thus can take from you also. As 5 division, about 20% for each, so managing and attended to them 40%, opposition party and against the managing about 40%, so the between 20% can confirm the result.

Negative freedom, cause cancelling the other person rights. Thus, if one indicates as freedom, afraid of taken your freedom to themselves.

If you considered as friend, as origin of freedom, shared and be what you own, what you get, plus to share and manage the poor or other required places. Sharing rations: About 50% who gets the money, 25% for future needs, 10 for share the common for free, 10-15 for friendship obligations for communication payments.

### Academic freedom, Wikipedia<sup>6</sup>

**Academic freedom** is a moral and legal concept expressing the conviction that the freedom of inquiry by faculty members is essential to the mission of the academy as well as the principles of [academia](#), and that scholars should have freedom to teach or communicate ideas or facts (including those that are inconvenient to external political groups or to authorities) without fear of repression, job loss, or imprisonment. While the core of academic freedom covers scholars acting in an academic capacity — as teachers or researchers expressing strictly scholarly viewpoints —, an expansive interpretation extends these occupational safeguards to scholars' speech on matters outside their professional expertise.<sup>[1][2]</sup> Especially within the Anglo-Saxon<sup>[clarification needed]</sup> discussion it is most commonly defined as a type of [freedom of speech](#), while the current scientific discourse in the Americas and Continental Europe more often define it as a human right with freedom of speech just being one aspect among many within the concept of academic freedom.

Academic freedom is a contested issue and, therefore, has limitations in practice. In the [United States](#), for example, according to the widely recognized "1940 Statement on Academic Freedom and Tenure" of the [American Association of University Professors](#), teachers should be careful to avoid controversial matters that are unrelated to the subject discussed. When they speak or write in public, they are free to express their opinions without fear from institutional censorship or discipline, but they should show restraint and clearly indicate that they are not speaking for their institution.<sup>[3]</sup> Academic [tenure](#) protects academic freedom by ensuring that teachers can be fired only for causes such as gross professional incompetence or behavior that evokes condemnation from the academic community itself.<sup>[4]</sup>

### Comment and contribution

Being freedom of academic concept, lecturer be an oppressive fact. Empathy, Coach and Mentoring is cancelling. What about the students right, freedom? Give demanding person as an information, thus, main point answers the questions.

Free to search in exam the book, is a freedom. You can evaluate that is understands, perceive or not, not by test, selection 5 results, as a, b, c, d and e.

So, controlling what is written and send to editors being a way of cancelling the freedom to write. If it is harm and dishonest, give punishment. An English professor, indicated MMR vaccine autism, thus he made the autistic children the vaccine and indicated as the vaccine is the cause. The result, dismissed from medicine and not a physician now. Let them they write and if any scientific disturbance, pay it by law.

### Historical background

Although the notion of academic freedom has a long implicit history ([Leiden University](#), founded in 1575, birthplace of the modern concept),<sup>[citation needed]</sup> the development of this idea cannot be separated from [Wilhelm](#)

[von Humboldt](#). Humboldt was a philosopher and linguist who was given the authority to create a new university in Berlin in the early 19th century. He then founded a university that adhered to two principles of academic freedom: freedom of scientific inquiry and the unity between research and teaching. According to Humboldt, the fundamental proposition underlying the principles of academic freedom was to uphold the view that science is not something that has already been found but as knowledge that will never be fully discovered and, yet, needs to be searched for unceasingly. The university he founded later became a [model](#) and inspiration for modern colleges in Germany and universities in the West.<sup>[5]</sup>

The concept of academic freedom was also clearly formulated in response to the encroachments of the totalitarian state on science and academia in general for the furtherance of its own goals. For instance, in the [Soviet Union](#), scientific research was brought under strict political control in the 1930s. A number of research areas were declared "[bourgeois pseudoscience](#)" and forbidden, notably [genetics](#)<sup>[6]</sup> (see "[Lysenkoism](#)") and sociology.<sup>[7]</sup> The trend toward subjugating science to the interests of the state also had proponents in the West, including the influential [Marxist John Desmond Bernal](#), who published *The Social Function of Science* in 1939.

In contrast to this approach, [Michael Polanyi](#) argued that a structure of liberty is essential for the advancement of science – that the freedom to pursue science for its own sake is a prerequisite for the production of knowledge through peer review and the [scientific method](#).<sup>[8]</sup>

In 1936, as a consequence of an invitation to give lectures for the Ministry of Heavy Industry in the USSR, Polanyi met [Bukharin](#), who told him that in socialist societies all scientific research is directed to accord with the needs of the latest [five-year plan](#). Demands in Britain for centrally planned scientific research led Polanyi, together with [John Baker](#), to found the influential [Society for Freedom in Science](#).<sup>[9]</sup> The society promoted a liberal conception of science as free enquiry against the instrumental view that science should exist primarily to serve the needs of society.<sup>[10]</sup>

In a series of articles, re-published in *The Contempt of Freedom* (1940) and *The Logic of Liberty* (1951), Polanyi claimed that co-operation amongst scientists is analogous to the way in which [agents](#) co-ordinate themselves within a [free market](#). Just as consumers in a free market determine the value of products, science is a [spontaneous order](#) that arises as a consequence of open debate amongst specialists. Science can therefore only flourish when scientists have the liberty to pursue truth as an end in itself:

[S]cientists, freely making their own choice of problems and pursuing them in the light of their own personal judgment, are in fact co-operating as members of a closely knit organization.

Such self-co-ordination of independent initiatives leads to a joint result which is unpremeditated by any of those who bring it about.

Any attempt to organize the group ... under a single authority would eliminate their independent initiatives, and thus reduce their joint effectiveness to that of the single person directing them from the centre. It would, in effect, paralyse their co-operation.

### Comment and contribution

Let the individual elects, for physician by medical science reality, you will give the information, help, support and confirm their demands if demanding.

As in medicine, physician must perform on medical science, the demand, the evidence-based medicine regulations. If the pain is present, and needed to cancel, then give in the pain killer.

The preterm infant has cyanosis, what shall we do? Ask the baby, arrange it and give, by the preterm demands, if more several problems, if lies as on healed the cyanosis.

### Rationale

Proponents of academic freedom believe that the freedom of inquiry by students and faculty members is essential to the mission of the academy. They argue that academic communities are repeatedly targeted for repression due to their ability to shape and control the flow of information. When scholars attempt to teach or communicate ideas or facts that are inconvenient to external political groups or to authorities, they may find themselves targeted for public vilification, job loss, imprisonment, or even death. For example, in North Africa, a professor of public health discovered that his country's infant mortality rate was higher than government figures indicated. He lost his job and was imprisoned.<sup>[11][12]</sup>

The fate of [biology](#) in the [Soviet Union](#) is also cited<sup>[citation needed]</sup> as a reason why society has an interest in protecting academic freedom. A Soviet biologist [Trofim Lysenko](#) rejected Western science – then focused primarily on making advances in theoretical genetics, based on research with the fruit fly (*[Drosophila melanogaster](#)*) – and proposed a more socially relevant approach to farming that was based on



the [collectivist](#) principles of [dialectical materialism](#). (Lysenko called this "[Michurinism](#)", but it is more popularly known today as [Lysenkoism](#).) Lysenko's ideas proved appealing to the Soviet leadership, in part because of their value as propaganda, and he was ultimately made director of the Soviet Academy of Agricultural Sciences. Subsequently, Lysenko directed a purge of scientists who professed "harmful ideas", resulting in the expulsion, imprisonment, or death of hundreds of Soviet scientists. Lysenko's ideas were then implemented on collectivized farms in the Soviet Union and China. Famines that resulted partly from Lysenko's influence are believed to have killed 30 million people in China alone.<sup>[13]</sup>

AFAF ([Academics For Academic Freedom](#)) of the [United Kingdom](#)<sup>[14]</sup> is a campaign for lecturers, academic staff and researchers who want to make a public statement in favour of free enquiry and free expression. Their statement of Academic Freedom has two main principles:

- ✓ that academics, both inside and outside the classroom, have unrestricted [liberty](#) to question and test [received wisdom](#) and to put forward controversial and unpopular opinions, whether or not these are deemed offensive, and
- ✓ that academic institutions have no right to curb the exercise of this [freedom](#) by members of their staff, or to use it as grounds for disciplinary action or dismissal.

AFAF and those who agree with its principles believe that it is important for academics to be able not only to express their opinions, but also to put them to scrutiny and to open further debate. They are against the idea of telling the public [Platonic "noble lies"](#) and believe that people need not be protected from radical views.

Sociologist Ruth Pearce argued that the concept of academic freedom exists to protect scholarship from censure by state or religious authorities, and not to defend intolerance.<sup>[15]</sup>

A large-scale empirical study, covering more than 157 countries over the 1900-2015 period, links academic freedom to the quality and quantity of patents filed in a given country. [David Audretsch](#), [Paul P. Montaz](#), and colleagues report that academic freedom has declined over the last decade for the first time over their century-long observation period, resulting in at least 4.0% fewer patents filed. The study is the first to link academic freedom to economic growth through an innovation channel.<sup>[16]</sup>

### Comment and contribution

Not given the highest point at exam is the concept. If you considered the knowledge of a book, how percentile the student knows it? Expected as 60%. If want more than 80%, this is not fair. So, you must be taken as, 70 as if 100, so for each note, you must add about 20 plus notes.

Oral examinations must be in consideration for full day, and all the aspects at example Pediatrics, must be in consideration. Given tea/coffee, food, snack etc. Even can looked the book, for remembering the subject. Leading to look references if not known. The demanding perceiving on physio-pathological concept for the disease on the patient. Therefore, questioning on patient symptoms.

Teacher must sure about, they will be ill, the students take care of them. So, satisfactory notification is not sure for pass.

### For academic staff

The concept of academic freedom as a right of faculty members is an established part of most legal systems. While in the United States the constitutional protection of academic freedom derives from the guarantee of free speech under the [First Amendment](#), the constitutions of other countries (particularly in civil law systems) typically grant a separate right to free learning, teaching, and research.

### Canada

During the interwar years (Cir. 1919–1939) Canadian academics were informally expected to be apolitical, lest they bring trouble to their respective universities which, at the time, were very much dependent upon provincial government grants. As well, many Canadian academics of the time considered their position to be remote from the world of politics and felt they had no place getting involved in political issues. However, with the increase of socialist activity in Canada during the [Great Depression](#), due to the rise of [social gospel](#) ideology, some left-wing academics began taking active part in contemporary political issues outside the university. Thus, individuals such as [Frank H. Underhill](#) at the [University of Toronto](#) and other members or affiliates with the [League for Social Reconstruction](#) or the socialist movement in Canada who held academic positions, began to find themselves in precarious positions with their university employers. Frank H. Underhill, for example, faced criticism from within and without academia and near expulsion from his university position for his public political comments and his

involvement with the League for Social Reconstruction and the [Co-Operative Commonwealth Federation](#). According to [Michiel Horn](#) this era marked,

... a relaxation of the unwritten controls under which many Canadian professors had previously worked. The nature of the institutions, natural caution and professional pre-occupation had before the Depression inhibited the professoriate. None of these conditions changed quickly, but even at the provincial universities there were brave souls in the 1930s who claimed, with varying success, the right publicly to discuss controversial subjects and express opinions about them.

In 2020, the University of Ottawa suspended one of its teachers for using the n-word in a metalinguistic way, which sparked a [controversy over academic freedom](#).

### **China**

Academic freedom is severely limited in China.<sup>[17][18][19]</sup> Academics have noted an incentive not to express 'incorrect' opinions about issues sensitive to the [Government of China](#) and the ruling [Chinese Communist Party](#) (CCP).<sup>[20][21]</sup> These efforts have been effective in causing academics to self-censor and shift academic discourse.<sup>[22]</sup>

In December 2020, the Associated Press reported that China was controlling scientific research into the [origins of COVID-19](#) under direct orders from [CCP general secretary Xi Jinping](#). According to the report, an order by China's [State Council](#) required all research to be approved by a task force under their management, saying scientific publication should be orchestrated like "a game of chess", warning that those who publish without permission will be held accountable.<sup>[23][24]</sup>

### **France**

Professors at public [French](#) universities and researchers in public research laboratories are expected, as are all [civil servants](#), to behave in a neutral manner and to not favor any particular political or religious point of view during the course of their duties. However, the academic freedom of university [professors](#) is a fundamental principle recognized by the laws of the Republic, as defined by the [Constitutional Council](#); furthermore, statute law declares about [higher education](#) that "teachers-researchers (university professors and assistant professors), researchers and teachers are fully independent and enjoy full [freedom of speech](#) in the course of their [research](#) and [teaching](#) activities, provided they respect, following university traditions and the dispositions of this code, principles of tolerance and objectivity".<sup>[25]</sup> The nomination and promotion of professors is largely done through a process of [peer review](#) rather than through normal administrative procedures.

### **Germany**

The [German Constitution](#) ([German](#): *Grundgesetz*) specifically grants academic freedom: "Art and science, research and teaching are free. Freedom of teaching does not absolve from loyalty to the constitution" (Art. 5, para. 3). In a tradition reaching back to the 19th century, jurisdiction has understood this right as one to teach (*Lehrfreiheit*), study (*Lernfreiheit*), and conduct research (*Freiheit der Wissenschaft*) freely, although the last concept has sometimes been taken as a cover term for the first two. *Lehrfreiheit* embraces the right of professors to determine the content of their lectures and to publish the results of their research without prior approval.

Since professors through their *Habilitation* receive the right to teach ([Latin](#): *venia docendi*) in a particular academic field, academic freedom is deemed to cover at least the entirety of this field. *Lernfreiheit* means a student's right to determine an individual course of study. Finally, *Freiheit der Wissenschaft* permits academic self-governance and grants the university control of its internal affairs.

### **Ireland**

Protections for academic freedom are provided in Section 14 of the 1997 Universities Act.<sup>[26]</sup> It provides academics with protection for research, teaching and other activity "to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions" without being disadvantaged.

### **Mauritius**

In Mauritius the academic staff have the following rights, which are stated in the Chapter II Constitution of Mauritius: the protection of Freedom of Conscience, Protection of Freedom of Expression, Protection of Freedom of Assembly and Association, Protection of Freedom to Establish schools and the Protection from Discrimination.<sup>[27]</sup> In a 2012 paper on the [University of Mauritius](#) the author states that although there are no records of abuse of human rights or freedom of the state "subtle threats to freedom of expression do exist, especially with regard to criticisms of ruling political parties and their leaders as well as religious groups."<sup>[28]</sup> The government of Mauritius endorses the practice of academic freedom in the tertiary institutions of the country.<sup>[28]</sup> Academic freedom became a public issue in May 2009 when the [University of Mauritius](#) spoke out against the previous vice chancellor Professor I. Fagoonee, who had forwarded a circular sent by the Ministry of Education to academics.<sup>[28]</sup> This circular targeted public officers and required them to consult their superiors

before speaking to the press. According to the paper, academics were annoyed by the fact that the vice chancellor had endorsed the circular by sending it to them when it was addressed to public officers.<sup>[28]</sup> In an interview the vice-chancellor stated that while academics were free to speak to the press they should not compromise university policy or government policy.<sup>[28]</sup> An academic spoke to the prime minister and the issue was eventually taken up to parliament.<sup>[28]</sup> The vice chancellor was then required to step down.<sup>[28]</sup> In return the government publicly endorsed the practice of academic freedom.<sup>[28]</sup>

The institutional bureaucracy and the dependence on the state for funds has restricted the freedom of academics to criticize government policy.<sup>[28]</sup> An interview with Dr. Kasenally an educator at the [University of Mauritius](#) expresses her views on academic freedom in the university.<sup>[28]</sup> The professor states that in 1970s to 1980s the university was at the forefront of debates.<sup>[28]</sup> But in the 1990s the university stepped away from controversial debates.<sup>[28]</sup> In 1986, the rights of academics to engage in politics was removed to curtail academic freedom.<sup>[28]</sup> Academics at the [University of Mauritius](#) have thus been encouraged to not express their views or ideas especially if the views oppose those of the management or government.<sup>[28]</sup> While there have been no cases of arrests or extreme detention of academics, there is a fear that it would hinder their career progress especially at the level of a promotion thus, the academics try to avoid participating in controversial debates.<sup>[28]</sup>

### **Netherlands**

In the Netherlands the academic freedom is limited. In November 1985 the [Dutch Ministry of Education](#) published a policy paper titled *Higher Education: Autonomy and Quality*.<sup>[29]</sup> This paper had a proposal that steered away from traditional education and informed that the future of higher education sector should not be regulated by the central government.<sup>[29]</sup> In 1992 the Law of Higher Education and Research (Wet op het hoger onderwijs en wetenschappelijk onderzoek, article 1.6) was published and became effective in 1993.<sup>[29]</sup> However, this law governs only certain institutions.<sup>[29]</sup> Furthermore, the above provision is part of an ordinary statute and lacks constitutional status, so it can be changed anytime by a simple majority in Parliament.

### **New Zealand**

Academic freedom pertains to forms of expression by academic staff engaged in scholarship and is defined by the Education Act 1989 (s161(2)) as: a) The freedom of academic staff and students, within the law, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions; b) The freedom of academic staff and students to engage in research; c) The freedom of the university and its staff to regulate the subject matter of courses taught at the university; d) The freedom of the university and its staff to teach and assess students in the manner they consider best promotes learning; and e) The freedom of the university through its council and vice-chancellor to appoint its own staff. <sup>[30]</sup>

### **Philippines**

The 1987 [Philippine Constitution](#) states that, "Academic Freedom shall be enjoyed in all institutions of higher learning."<sup>[31]</sup> Philippine jurisprudence and courts of law, including the [Philippine Supreme Court](#) tend to reflexively defer to the institutional autonomy of higher institutions of learning in determining academic decisions with respect to the outcomes of individual cases filed in the courts regarding the abuse of Academic Freedom by professors, despite the individual merits or demerits of any cases.<sup>[32]</sup> A closely watched case was the controversial case of [University of the Philippines at Diliman](#) Sociology Professor Sarah Raymundo who was not granted tenure due to an appeal by the minority dissenting vote within the faculty of the Sociology Department. This decision was sustained upon appeal by the dissenting faculty and Professor Raymundo to the University of the Philippines at Diliman Chancellor Sergio S. Cao; and though the case was elevated to [University of the Philippines System](#) President [Emerlinda R. Roman](#), Roman denied the appeal which was elevated by Professor Raymundo to the university's board of regents for decision and the BOR granted her request for tenure. A major bone of contention among the supporters of Professor Raymundo was not to question the institutional Academic Freedom of the department in not granting her tenure, but in asking for transparency in how the Academic Freedom of the department was exercised, in keeping with traditions within the University of the Philippines in providing a basis that may be subject to peer review, for Academic decisions made under the mantle of Academic Freedom.

### **South Africa**

The South African Constitution of 1996 offers protection of academic freedom and the freedom of scholarly research.<sup>[33]</sup> Academic freedom became a main principle for higher education by 1997.<sup>[33]</sup> Three main threats are believed to jeopardize academic freedom: government regulations, excessive influence of private sector sponsor on a university, and limitations of freedom of speech in universities.<sup>[33]</sup>

There have been an abundance of scandals over the restricted academic freedom at a number of universities in South Africa.<sup>[34]</sup> The [University of KwaZulu-Natal](#) received fame over its restricted academic freedom and the scandal that occurred in 2007.<sup>[34]</sup> In this scandal a sociology lecturer, Fazel Khan was fired in April 2007 for

"bringing the university into disrepute" after he released information to the news media.<sup>[34]</sup> According to Khan he had been airbrushed from a photograph in a campus publication because of his participation in a staff strike last February.<sup>[34]</sup> In light of this scandal the South African Council on Higher Education released a report stating that the state is influencing academic freedom.<sup>[34]</sup> In particular, public universities are more susceptible to political pressure because they receive funds from the public.<sup>[34]</sup>

### United Kingdom

The [Robbins Report on Higher Education](#),<sup>[35]</sup> commissioned by the British government and published in 1963, devoted a full chapter, Chapter XVI, to Academic freedom and its scope. This gives a detailed discussion of the importance attached both to freedom of individual academics and of the institution itself. In a world, both then and now, where illiberal governments are all too ready to attack freedom of expression, the Robbins committee saw the (then) statutory protection given to academic freedom as giving some protection for society as a whole from any temptation to mount such attacks.

When Margaret Thatcher's government sought to remove many of the statutory protections of academic freedom which Robbins had regarded as so important, she was partly frustrated by a hostile amendment to her bill in the House of Lords. This incorporated into what became the 1988 Education Reform Act, the legal right of academics in the UK 'to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions without placing themselves in jeopardy of losing their jobs or the privileges they may have'.<sup>[36]</sup> These principles of academic freedom are thus articulated in the statutes of most UK universities. Professor Kathleen Stock formerly of University of Sussex resigned from her role due to controversy from students and the media regarding her transphobic views.<sup>[37]</sup> In response to such concerns, the [Equality and Human Rights Commission](#) has issued guidance.<sup>[38]</sup> The Guidance provides detailed procedures for universities to consider in determining whether or not specific events can go ahead. It also provides ways to reduce any potential barriers for freedom of speech in regards to specific events. The guidance also makes clear the statutory requirement of universities to ensure they protect freedom of speech on campus however as well as compliance with the Prevent Strategy and the Equality Act 2010. In 2016 the Warden of [Wadham College Oxford](#), a lawyer previously [Director of Public Prosecutions](#), pointed out that the Conservative government's anti-terrorism "Prevent" strategy legislation has placed on universities 'a specific enforceable duty ... to prevent the expression of views that are otherwise entirely compatible with the criminal law'.<sup>[39]</sup>

### United States

In the United States, academic freedom is generally taken as the notion of academic freedom defined by the "1940 Statement of Principles on Academic Freedom and Tenure", jointly authored by the [American Association of University Professors](#) (AAUP) and the Association of American Colleges (AAC, now the [Association of American Colleges and Universities](#)).<sup>[40]</sup> These principles state that "Teachers are entitled to freedom in the classroom in discussing their subject."<sup>[40]</sup> The statement also permits institutions to impose "limitations of academic freedom because of religious or other aims", so long as they are "clearly stated in writing at the time of the appointment".<sup>[40]</sup> The principle also refers to the ability of teachers, students, and educational institutions to pursue knowledge without unreasonable political or government interference.<sup>[41]</sup> The Principles have only the character of private pronouncements, not that of binding law.

[Seven regional accreditors](#) work with American colleges and universities, including private and religious institutions, to implement this standard. Additionally, the AAUP, which is not an accrediting body, works with these same institutions. The AAUP does not always agree with the regional accrediting bodies on the standards of protection of academic freedom and tenure.<sup>[42]</sup> The AAUP lists (censures) those colleges and universities which it has found, after its own investigations, to violate these principles.<sup>[43]</sup> By 2022, 88 percent of four-year colleges and universities will limit student free speech, reversing a 15-year trend, according to the College Speech Codes annual report. The Foundation for Individual Rights and Expression (FIRE) reported that 426 out of 486 institutions have at least one policy restricting student speech.<sup>[44]</sup>

### Israel

Academic freedom in Israel is taken from "the Law of the [Council for Higher Education](#)".<sup>[45]</sup> Paragraph 15 in which it states that "a recognized institution is free to all its academic and [administrative](#) matters, within the framework of its [budget](#), as it sees fit. In this paragraph, 'academic and administrative matters' - includes: determining a [research](#) and teaching program, appointing the [authorities](#) of the [institution](#), appointing [teachers](#) and promoting them, determining a [teaching method](#) and study, and any other scientific, educational or [economic](#) activity". It seems that the paragraph is worded in a clear and comprehensible way even for laymen. The body that is supposed to guard academic freedom, as well as maintain an adequate academic level in the higher education institutions, is the Council for Higher Education - hereinafter "The Council". This

council consists of academics who serve as professors at universities, and public figures, with the [Minister of Education](#) as the head of the council.

At the disposal of "The Council" is an executive body called the "[Committee for Planning and Budgeting](#)", which mainly deals with the matter of universities budgeting and establishing relevant procedures and guidelines for budget and salary matters. Another body that is supposed to guard academic freedom is the "Committee of the Heads of the Universities", which is a voluntary body, but has an influence on the work of the Legislature and "The Council". Through their employee committees, and through the personal activity of each of them, these bodies can try and influence the preservation of academic freedom.

In general, it can be said that the essential academic freedom, the one aimed at the freedom of teaching and research, was preserved, and the government neither interfered nor tried to interfere in these contents. Its way of influencing this matter is by providing [incentives](#) for teaching in this or that way, or for research in certain fields, and this is through grants. The fact that the government finances a significant percentage of the current budget of the universities (around 70% or more), also allows the government to decide what will be the tuition fee for a student at the budgeted universities in Israel.<sup>[46]</sup> But, In 2021, an academic committee of the prestigious [Israel Prize](#) decided to award the Israel Prize in the field of [mathematics](#) and [computer science](#) to Professor [Oded Goldreich](#) from the [Weizmann Institute of Science](#). The Minister of Education did not accept the committee's recommendation on the grounds that Goldreich signed a [petition](#) calling for an [academic boycott](#) of [Ariel University](#), which is located in the territories of [Judea and Samaria](#), which are [occupied territory](#), as well as for appealing to the [German government](#) to revoke its decision that the [BDS](#) movement is an [anti-Semitic](#) movement. The award committee appealed to the [Supreme Court](#) for a violation of its academic freedom, and the court overturned the decision, and ordered the Minister of Education to award Goldreich the award. Goldreich received the award a year later.<sup>[47]</sup>

In recent years, a fierce [debate](#) has erupted on the issue of academic freedom, following extreme political statements by a number of university faculty members. The vast majority of the controversial statements were those that called for an academic boycott of Israel, or support for organizations that support an economic and academic boycott of Israel. The question that was at the center of the storm was whether an academic faculty member (hereafter referred to as a professor) is protected by the principle of freedom of speech, or is it forbidden, when he wears the guise of a professor, to express a political position that might identify the position with the institution he allegedly represents. All the more, is it permissible for the professor to express a political position during his teaching, and even to invite representatives of political bodies to lecture in his classes, and without maintaining a balance between those invited.<sup>[48]</sup> Referring to that background, the Minister of Education at the time [Naftali Bennett](#) (in 2017) asked Prof. [Asa Kasher](#) to compile an academic [code of ethics](#) for universities,<sup>[49][50]</sup> a code that was approved by "The Council" in March 2018. All the research universities (7 universities), with the exception of [Ben-Gurion University of the Negev](#), which already had for an academic code of ethics that also included the issue of freedom of expression, refused to adopt this code on the grounds of infringing academic freedom.<sup>[51]</sup>

#### **Academic freedom subject to Auditing**

All research universities in Israel have a Chief [internal auditor](#), relatively independent. This issue of the interrelationship between the internal audit in universities and the principle of academic freedom is discussed in detail in an article that appeared in a book issued on behalf of the Ben-Gurion university of the Negev - the only one as mentioned that has a binding academic code of ethics.<sup>[52]</sup> In this matter there are some variations among the universities. The university auditor's authority to review issues under the authority of the [university senate](#) (especially academic issues and academic appointments) is limited in all universities, except for the Ben-Gurion University in the Negev. There it is written in its constitution and in the general regulations: "There is no control over the University Internal Auditor except the law, the constitution (of the university) and the general regulations", and according to the general regulations the auditor must (only) "respect the academic freedom granted to the university, including its faculty members". The question immediately arises: who will determine which matter enjoys academic freedom and which does not. According to the article, only the Chief Internal auditor will determine this and in light of 2 rules: 1. Any issue on which the academic regulations stipulate a rule does not enjoy academic freedom, because the faculty members must act according to what is dictated in the regulations; 2. The university auditor will refrain from initiating an audit in the areas that appear in paragraph 15, mentioned above, of the Higher Education Council Law. The author of the article further maintains that the fact that the paragraph indicating the authority of the university auditor by virtue of the "Internal Audit Law 1992" in the Higher Education Council Law appears as a sub-paragraph in section 15, which grants universities and their

faculty members academic freedom, adds validity to his approach. To say: academic freedom on the one hand, but not unlimited, and subject to audit on the other hand, and it all involves one short paragraph of the law.

#### **Academic freedom for colleges and universities (institutional autonomy)**

A prominent feature of the [English university](#) concept is the freedom to appoint faculty, set standards and admit students. This ideal may be better described as institutional autonomy and is distinct from whatever freedom is granted to students and faculty by the institution.<sup>[53]</sup>

The [Supreme Court of the United States](#) said that academic freedom means a university can "determine for itself on academic grounds:

- who may teach,
- what may be taught,
- how it should be taught, and
- who may be admitted to study."<sup>[54][55][56][57]</sup>

In a 2008 case, a federal court in [Virginia](#) ruled that professors have no academic freedom; *all* academic freedom resides with the university or college.<sup>[56]</sup> In that case, *Stronach v. Virginia State University*, a district court judge held "that no constitutional right to academic freedom exists that would prohibit senior (university) officials from changing a grade given by (a professor) to one of his students."<sup>[56]</sup> The court relied on mandatory [precedent](#) of the [U.S. Supreme Court](#) case of *Sweezy v. New Hampshire*<sup>[55]</sup> and a case from the fourth circuit court of appeals.<sup>[56][58]</sup> The *Stronach* court also relied on persuasive cases from several circuits of the [courts of appeals](#), including the first,<sup>[59]</sup> third,<sup>[60][61]</sup> and seventh<sup>[62]</sup> circuits. That court distinguished the situation when a university attempts to coerce a professor into changing a grade, which is clearly in violation of the First Amendment, from when university officials may, in their discretionary authority, change the grade upon appeal by a student.<sup>[56][63]</sup> The *Stronach* case has gotten significant attention in the academic community as an important precedent.<sup>[64]</sup>

#### [Comment and contribution](#)

Supreme Court considered from the objective not the person, taken as subjective aspect. The person first wants, demands the education, for knowing and gaining the proficiency. Does they have right to get it, is the other perspective, not cause harm and as cruel act, oppression.

How can be control for right to get? Evidence-based reality is the factor to be in consideration.

In Medicine, the symptoms, objectives, physical findings and laboratory results, in combination for diagnosis, evidence for verdict a result. Therefore, directly based on the patient, so decision based on evidence of the case and condition.

Later following whether the expected medication be resulted, as side effects, adverse effects and even cause harm.

As a team, so, each person has a duty to perform, in combination, not isolated. The responsibility all for one, one for all.

- ❑ Who may teach? The one who has the information about the patient and references.
- ❑ What may be qualified? Each one has a duty, even being a partner, for education of new.
- ❑ How it should be trained? Mentoring is mostly used; COACH is also in consideration.
- ❑ Who may be admitted to study? Who wants, and even for each 5 years, continuing the same program for education, from new aspects, new medical equipment and also new concepts.

This process is like endless, upon after retired. Afterwards given the experiences, as an old known one.

#### **Relationship to freedom of speech**

Academic freedom and free speech rights are not coextensive, although this widely accepted view has been recently challenged by an "institutionalist" perspective on the First Amendment.<sup>[65]</sup> Academic freedom involves more than speech rights; for example, it includes the right to determine what is taught in the classroom.<sup>[66]</sup> The

AAUP gives teachers a set of guidelines to follow when their ideas are considered threatening to religious, political, or social agendas. When teachers speak or write in public, whether via social media or in academic journals, they are able to articulate their own opinions without the fear from institutional restriction or punishment, but they are encouraged to show restraint and clearly specify that they are not speaking for their institution.<sup>[67]</sup> In practice, academic freedom is protected by institutional rules and regulations, letters of appointment, faculty handbooks, collective bargaining agreements, and academic custom.<sup>[68]</sup>

In the U.S., the [freedom of speech](#) is guaranteed by the [First Amendment](#), which states that "Congress shall make no law... abridging the freedom of speech, or of the press...." By extension, the First Amendment applies to all governmental institutions, including public universities. The U.S. [Supreme Court](#) has consistently held that academic freedom is a First Amendment right at *public* institutions.<sup>[69]</sup> However, the United States' First Amendment has generally been held to **not** apply to *private* institutions, including religious institutions. These private institutions may honor freedom of speech and academic freedom at their discretion.

### Comment and contribution

Freedom of speech not leading and letting on concerning insulting.

Also, depending on proofs, not on accusations.

Each speech must concern first the lecturer rights, then the common rights.

### Controversies

#### Evolution debate

Academic freedom is also associated with a movement to introduce [intelligent design](#) as an alternative explanation to [evolution](#) in US public schools. Supporters claim that academic institutions need to fairly represent all possible explanations for the observed [biodiversity](#) on Earth, rather than implying no alternatives to evolutionary theory exist.

Critics of the movement claim intelligent design is religiously motivated [pseudoscience](#) and cannot be allowed into the curriculum of US public schools due to the [First Amendment to the United States Constitution](#), often citing [Kitzmiller v. Dover Area School District](#) as legal [precedent](#).<sup>[70][71]</sup> They also reject the allegations of discrimination against proponents of intelligent design, of which investigation showed no evidence.<sup>[72]</sup>

A number of "[academic freedom bills](#)" have been introduced in [state legislatures](#) in the [United States](#) between 2004 and 2008. The bills were based largely upon language drafted by the [Discovery Institute](#),<sup>[73]</sup> the hub of the [Intelligent Design movement](#), and derive from language originally drafted for the [Santorum Amendment](#) in the [United States Senate](#). According to [The Wall Street Journal](#), the common goal of these bills is to expose more students to articles and videos that undercut evolution, most of which are produced by advocates of intelligent design or biblical [creationism](#).<sup>[74]</sup> The American Association of University Professors has reaffirmed its opposition to these bills, including any portrayal of creationism as a scientifically credible alternative and any misrepresentation of evolution as scientifically controversial.<sup>[75][76]</sup> As of June 2008, only the Louisiana bill has been successfully passed into law.<sup>[citation needed]</sup>

#### Communism

In the 20th century and particularly the 1950s during [McCarthyism](#), there was much public date in print on Communism's role in academic freedom, e.g., [Sidney Hook's Heresy, Yes—Conspiracy, No](#)<sup>[77]</sup> and [Whittaker Chambers' "Is Academic Freedom in Danger?"](#)<sup>[78]</sup> among many other books and articles.

#### Diversity Initiatives

Since 2014, Harvard Medical School Dean [Jeffrey Flier](#),<sup>[79][80]</sup> and [American Mathematical Society](#) Vice President [Abigail Thompson](#)<sup>[81]</sup> have contended that academics are asked to support diversity initiatives, and are discouraged from voicing opposition to equity and inclusion through self-censorship, as well as explicit promotion, hiring, and firing.<sup>[82][83]</sup>

#### Pontifical universities

[Pontifical universities](#) around the world such as [The Catholic University of America](#), the [Pontifical University of Saint Thomas Aquinas, Angelicum](#) in Rome, the [Université catholique de Louvain](#) in Belgium, and the [Pontifical Catholic University of Peru](#) depend for their status as pontifical universities and for the terms of academic freedom on the [Pope](#) through the [Congregation for Catholic Education](#). The terms of academic freedom at ecclesiastical institutions of education are outlined in the [apostolic constitution Sapientia Christiana](#).<sup>[84]</sup>

#### Specific cases

While some controversies of academic freedom are reflected in proposed laws that would affect large numbers of students through entire regions, many cases involve individual academics that express unpopular opinions or

share politically unfavorable information. These individual cases may receive widespread attention and periodically test the limits of, and support for, academic freedom. Several of these specific cases are also the foundations for later legislation.

### Comment and contribution

When there is an oppression and force for conversation, the only speech for indicating they are the best, not the truth.

So, if a system, not indicating freedom, even at cultural concepts, not permit to say against their cultural values. Not wanted to change, even progression to their values. No one has right to surrogate their believes, and the personality, thus, only concerning what they performed on harm and cruel act.

#### **The Lane Rebels**

In the early 1830s, students at the [Lane Theological Seminary](#), in Cincinnati, sponsored a series of debates lasting 18 days. The topic was the [American Colonization Society's](#) project of sending free blacks to (not "back to") Africa, specifically [Liberia](#), and opposing freeing slaves unless they agreed to leave the United States immediately. The Society, whose founders and officers were Southern slaveowners, provided funding for existing free blacks to relocate to Liberia, believing that free blacks caused unrest among the slaves, and that the United States was and should remain a white country. (Blacks were not citizens until the ratification of the [14th Amendment](#) in 1868.) The winner of the debate was the rejection of the Society's plan, which at best only helped a few thousand, in favor of [abolitionism](#): the immediate, complete, and uncompensated freeing of all slaves.

The trustees of the Seminary, fearing a repeat of the anti-abolitionist [Cincinnati riots of 1829](#), prohibited any further "off-topic" discussions", overruling the faculty in the process. As a result, the vast majority of the student body left Lane (the "[Lane Rebels](#)") to become the initial class of the new [Oberlin Collegiate Institute](#). They first obtained a written guarantee from the Oberlin trustees that there would be no limits on discourse, and that the faculty, not the trustees, would control the internal affairs of the school.<sup>[85]</sup>

#### **The Bassett Affair at Duke University**

The [Bassett Affair](#) at [Duke University](#) in North Carolina in the early 20th century was an important event in the history of academic freedom.<sup>[86]</sup> In October 1903, Professor [John Spencer Bassett](#) publicly praised [Booker T. Washington](#) and drew attention to the racism and white supremacist behavior of the Democratic party. Many media reports castigated Bassett, and several major newspapers published opinion pieces attacking him and demanding his termination. On December 1, 1903, the entire faculty of the college threatened to resign *en masse* if the board gave in to political pressures and asked Bassett to resign.<sup>[87]</sup> He resigned after "parents were urged to withdraw their children from the college and churchmen were encouraged not to recommend the college to prospective students."<sup>[87]</sup> President [Teddy Roosevelt](#) later praised Bassett for his willingness to express the truth as he saw it.

#### **Professor Mayer and DeGraff of The University of Missouri**

In 1929, [experimental psychology](#) professor [Max Friedrich Meyer](#) and [sociology](#) assistant professor Harmon O. DeGraff were dismissed from their positions at the [University of Missouri](#) for advising student [Orval Hobart Mowrer](#) regarding distribution of a questionnaire which inquired about attitudes towards partners' sexual tendencies, modern views of marriage, divorce, extramarital sexual relations, and cohabitation.<sup>[88][89]</sup> The university was subsequently censured by the [American Association of University Professors](#) in an early case regarding academic freedom due a tenured professor.<sup>[90]</sup>

#### **Professor Rice of Rollins College**

In a famous case investigated by the American Association of University Professors, President [Hamilton Holt](#) of [Rollins College](#) in March 1933 fired [John Andrew Rice](#), an atheist scholar and unorthodox teacher, whom Holt had hired, along with three other "golden personalities", in his push to put Rollins on the cutting edge of innovative education. Holt then required all professors to make a "loyalty pledge" to keep their jobs. The American Association of University Professors censured Rollins. Rice and the three other "golden personalities", who were all dismissed for refusing to make the loyalty pledge, founded [Black Mountain College](#).<sup>[91]</sup>

#### **William Shockley**

In 1978, a [Nobel prize](#)-winning [physicist](#), [electronics](#) inventor, and [electrical engineering](#) professor, [William Shockley](#), was concerned about [relatively high reproductive rates among people of African descent](#), because he believed that [genetics](#) doomed black people to be intellectually inferior to white people. He stated that he believed his work on [race](#) to be more important than his work leading to the Nobel prize.<sup>[92]</sup> He was strongly criticized for



this stance, which raised some concerns about whether criticism of unpopular views of racial differences suppressed academic freedom.<sup>[93]</sup>

#### **President Summers of Harvard**

In 2006, [Lawrence Summers](#), while president of Harvard University, led a discussion that was intended to identify the reasons why fewer women chose to study science and mathematics at advanced levels. He [suggested that the possibility of intrinsic gender differences](#) in terms of talent for science and mathematics should be explored. He became the target of considerable public backlash.<sup>[94]</sup> His critics were, in turn, accused of attempting to suppress academic freedom.<sup>[95]</sup> Due to the adverse reception to his comments, he resigned after a five-year tenure. Another significant factor of his resignation was several votes of no-confidence placed by the deans of schools, notably multiple professors in the Faculty of Arts and Sciences.<sup>[96]</sup>

#### **Duke Lacrosse Scandal**

The [2006 scandal in which several members of the Duke Lacrosse team were falsely accused of rape](#) raised serious criticisms against exploitation of academic freedom by the university and its faculty to press judgement and deny due process to the three players accused.<sup>[97]</sup>

#### **Professor Khan of the University of KwaZulu-Natal**

In 2006 trade union leader and sociologist [Fazel Khan](#) was fired from the [University of KwaZulu-Natal](#) in [Durban, South Africa](#) after taking a leadership role in a strike.<sup>[98]</sup> In 2008 international concern was also expressed at attempts to discipline two other academics at the same university – [Nithiya Chetty](#) and [John van der Berg](#) – for expressing concern about academic freedom at the university.<sup>[99]</sup>

#### **Author J Michael Bailey of Northwestern University**

[J. Michael Bailey](#) wrote a [popular science](#)-style book, [The Man Who Would Be Queen](#), the idea that [trans women](#) are motivated by sexuality. The book was heavily criticized by many academics, including Andrea James who said it exploited vulnerable people, especially children, Dr. Dreger who found that the book misrepresented those it portrayed and "did not qualify as scientific research", and Lynn Conway who found the tone of the book abusive and said that it was a recipe for further discrimination. In 2007 Dr. Conway and Dr. McCloskey filed formal complaints with Northwestern University accusing of Bailey of grossly violating scientific standards "by conducting intimate research observations on human subjects without telling them that they were objects of the study." They also filed a complaint with Illinois state regulators, requesting that they investigate Bailey for [practicing psychology without a license](#).<sup>[100]</sup> Other academics, have accused him of sexual misconduct.<sup>[100]</sup>

#### **Professor Li-Ann of New York University School of Law**

In 2009 [Thio Li-ann](#) withdrew from an appointment at [New York University School of Law](#) after controversy erupted about some anti-gay remarks she had made, prompting a discussion of academic freedom within the law school.<sup>[101][102]</sup> Subsequently, Li-ann was asked to step down from her position in the NYU Law School.<sup>[103]</sup>

#### **Professor Robinson of the University of California at Santa Barbara**

In 2009 the [University of California at Santa Barbara](#) charged [William I. Robinson](#) with [antisemitism](#) after he circulated an email to his class containing photographs and paragraphs of the Holocaust juxtaposed to those of the Gaza Strip.<sup>[104]</sup> Robinson was fired from the university, but after charges were dropped after a worldwide campaign against the management of the university.<sup>[105]</sup>

#### **The Diliman Affair of the University of the Philippines**

The [University of the Philippines](#) at Diliman affair where controversy erupted after Professor [Gerardo A. Agulto](#) of the College of Business Administration was sued by MBA graduate student Chanda R. Shahani for a nominal amount in damages for failing him several times in the Strategic Management portion of the Comprehensive Examination. Agulto refused to give a detailed basis for his grades and instead invoked Academic Freedom while Shahani argued in court that Academic Freedom could not be invoked without a rational basis in grading a student.<sup>[106]</sup>

#### **Professor Salaita of the University of Illinois at Urbana-Champaign**

In 2013 the [University of Illinois at Urbana-Champaign](#) offered [Steven Salaita](#) a faculty position in American Indian studies but then withdrew the offer in 2014, after reviewing some of his comments on Twitter about Israel.<sup>[107]</sup>

#### **Professor Guth of the University of Kansas**

Professor [David Guth](#) of the [University of Kansas](#) was persecuted<sup>[108]</sup> by the Kansas Board of Regents due to his tweet, from a personal account linked to the university, regarding the shootings which stated, "#NavyYardShooting The blood is on the hands of the #NRA. Next time, let it be YOUR sons and daughters. Shame on you. May God damn you."<sup>[108]</sup> Following the controversial comments, Kansas University suspended, but ultimately allowed him to come back. Because of this incident and the moral qualms, it raised, the Kansas

Board of Regents passed a new policy regarding social media. This new legislature allowed universities to discipline or terminate employees who used social media in ways "contrary to the best interests of the university."<sup>1081</sup>

### Comment and contribution

Not consideration of a personality, everyone has unique their believe. So, we only concern their actions, if not criminal, so it is personal behavior, not in consideration.

Consider the action, performed one, not the case, the person.

## Evidence-Based Medicine

There must be enlightening factors that we can see our way to go.

Lightening to the righteous and goodness acts. Ethics first considered the ethical principles to go, thus at the second level, we must have selection of the righteous one<sup>7,8</sup>.

**Basic Deontological rules/principles must be actively done: a) Trust, b) Loyalty and c) Keeping the secrets.**

**At the application must considered principles: a) Utility, b) Not case harm, c) Respect the personality, d) Justice, right to get.**

When physician on active in Neonatology Intensive Care Unit, getting more profession and the knowledge published being on erosion. References about 3-6 months, for books 1-5 years, classical books 5-10 years. Thus, in Unit, the evident in 1-2 seconds, response about 2-3 minutes, but for oxygenation immediately replied.

### As the importance of the Evidence

1: Systematic collection, randomized clinical studies

2a: Systematic collection, Cohort aspect

2b: Cohort studies, about following 80% randomized cases

3a: Systematic collection, case report studies

3b: Case control studies

4: Noncontrolled case and cohort clinical studies

5: Expert opinion

As in literature about at NEJM 13%, JAMA 7,2%, Lancet 6,2% at group A.

### For application 5 steps to follow:

1<sup>st</sup> step: Making a question about the problem; The questions can be answerable in medical science.

2<sup>nd</sup> step: For answering search the literature; reasonable works, researches must be in consideration.

3<sup>rd</sup> step: Critical appraisal of the knowledge; must in consideration of available and being useful.

4<sup>th</sup> step: For decision making, about the evidence-based reality; application for daily practice.

5<sup>th</sup> step: Evaluation of the verdict and the result taken from the case, patient; performance of the medical care and serve.

### As noted to configurate:

- 1) P: Problem identification, not the seen one, not taken any rules
  - 2) P: Procedures, the best for the case
  - 3) P: Probability, making the differences to find the best suitable, applicable one
  - 4) P: Prospect: Dealings, results, given for grounding and reasoning on medical science, thus, what you give, what you get, and what you expected?
- So, each team member has responsibility on this 4P action.

**NOTE:** Freedom grounding on medical science, and at evidence-based reality of the patient.

Grounding on the Migration Subject: If you are moving from one place to another, or wanted an establishment of a system, you must be free to do. Not as phantasies or epic histories, thus, you are making your own history, so, being on ethical consideration with free to do, free to decide and free for act, so this is a freedom. Taken advice and being on science, thus leading factor, enlightened one the case evidence, the light given by the case, condition.

## Conclusion

Mostly freedom is considered as walking on the street, as it is.

If not wanted to walk on this road, want to walk another one?

If not want to walk, just demanding running?

If wanted to go by bus?

If handicap person, how can they walk?

Do you ask their demands, wishes? If not, why such considerations making?

So, freedom depends on the person, who is right to demand, just being on yourself wish.

### **Why it is important at Neonatology?**

Informed consent is the fact of medical applications. How can it will be at newborn?

Even mother has not right about their newborn. If rejected, justice, court taken the baby from the mother, and given to another family. Only family/mother has right between 0-10 weeks of Gestational Age, for termination or continuing. Later the right to life diverted, not any functioning of the family. Only can select the alternatives, given by the medical doctor.

Even in adults, if right to life, we are going to perform the recusation.

Thus, only the case, newborn, the preterm, evidences indicate the medical application, by evidence-based reality.

### The independence factor at Migration

If you have not any choice, for life saving, you must try to survive at this region. But for new construction, you must do the model, what you wanted to do, by adapting the condition and situation.

As taken example of Turkish History; there are 3 kinds of settlement.

- 1)—**City formation:** There are great cities, as Samarkand so on, near river and cultivated areas. Regulations were mainly based on 622 Medine Agreement, the first Constitution, and given right to individual, government for serving the people. Mainly education, and given profession, who is admitted. Freedom of the individuals, for getting together with.

2)—**Isolate places in forests:** Some groups in forests, lives for hunting. Based on the clan consideration. Not any combination, so freedom of isolation.

3)—**Steps as a living condition, living on the steppes:** There are a lot of groups, movable, so not any accepted force or obligation. Even at winter below, fields, at summer plateaus. Freedom of the groups, fast and movable to desired places. There is a council, given the decision, each person has a vote and contribution about it. If any force, not even fight, run, and return attack, at the weak point.

At this city, Eskişehir, there is maternity hospital, so only intensive care facilities try to give, as a kind of migration method is using. So, must be independent, and free. If the rules and community consideration, not allowed, so, must combined and be under rule of maternity hospital.

So, follow the evidence, upon the medical science, enlightened about the reality on evidence, so evaluate the results taken from the patient, not making harm and cruel act, forced the functions to be done.

### Note

- If you live in London, carry an umbrella; even for support as long one, covers a great area.
- If you live near seaside in Turkey, carry umbrellas in your car.
- If you live Central of Turkey, look the weather report and then take it.
- This is a kind of the scientific prediction, must take the precautions upon the risk.
- First considered the current position, as evidence based, by checked the tissue systems, as predicting the function of the physio-pathological concepts, even at pregnant weeks.
- After given medication or applied medical care, the results taken in consideration.

Freedom indicates on medical science, the demands of preterm infants, under the circumstances. If limited, must refereed to better unit. So, freedom upon the case one, not the physician desires, even on medical aspects. Doctor must learn how to give before it is demand, and occurred.

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