



Promoting
Academic
Freedom and
Excellence

Edwin Meese Discusses Trusteeship and Informed Citizenship



ACTA President Michael Poliakoff and Senior Vice President Armand Alacbay talk with former U.S. attorney general Edwin Meese III.

In December, ACTA's Michael Poliakoff and Armand Alacbay visited former U.S. attorney general Edwin Meese III for a conversation about the importance of shared governance and the role of trustee boards in preparing students for informed citizenship. Attorney General Meese served on ACTA's Board of Directors for many years. As the 75th attorney general of the United States under President Ronald Reagan and as rector of George Mason University's (GMU) Board of Visitors, he has vigorously advocated strong public institutions that advance a thorough understanding of America's history and Constitution.

Describing the effort to establish a requirement for undergraduates to study U.S. history during his time on GMU's Board of Visitors, Attorney General Meese said, "I felt that, as did other members of the board of visitors, that it was part of our role as essentially trustees of the institution to be sure

that students received what I would call a total education . . . an education that would teach them how to think and also to have the truth about our history, about our customs, and about the basic pillars of government and society generally." He discussed the extent of the board's role in shaping academic policy, commenting, "Curriculum—how in detail, what's going to be taught, how it's going to be taught, what textbooks are going to be used, and so on—that's really a responsibility of the faculty. But the overall policy as to what should an educated student know by the time that they graduate, that's a responsibility that the board of visitors shares with the faculty . . . One of the things we did right from the start was to make sure that the faculty itself, through its senate, was a participant in the work of the board. . . . That meant that we were not really two groups working in the opposite direction, but that we were all working in the same direction."

(continued on 3)

Register Now for Levy Forum for Open Discourse

In January, ACTA launched the **Levy Forum for Open Discourse** with a lecture series on free expression and Jewish life at the Palm Beach Synagogue in Palm Beach, FL. On March 2, **Walter Russell Mead** will deliver the third address of the series, entitled "The Arc of a Covenant: The United States, Israel, and the Fate of the Jewish People." Please turn to the back cover for more details, and register for this lecture by visiting GoACTA.org/event/levy-forum-for-open-discourse/.

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Richard W. Painter, S. Walter Richey Professor of Corporate Law, University of Minnesota; Former chief ethics lawyer to President George W. Bush

“That was a fantastic op-ed. We continue to have serious governance issues at the University of Minnesota that must be addressed, particularly before the legislature is asked to fund a new \$5 billion University of Minnesota hospital.”

Darrin Rosha, Regent, University of Minnesota

“You guys have been a huge factor, including the oft-quoted editorial, and your support bolsters one’s spirits on what can feel like a lonely journey. On this one, the public is really speaking out.”

Note: On December 29, ACTA Senior Vice President Armand Alacbay published “Gabel’s moonlighting endangers public trust” in the StarTribune. He outlined the conflict of interest presented by the University of Minnesota Board of Regents’ decision to allow President Joan Gabel to serve on the board of Securian Financial, a company that holds a \$1 billion interest in the University of Minnesota. President Gabel subsequently stepped down from the company.

Vanessa Ruget, Ph.D., Professor, Politics, Policy and International Relations Department, Salem State University

“We hear from many students that hyperpolarization and negative media coverage are driving them away from politics.

The Braver Angels Debate offered them a different model: one in which they could discuss a controversial issue in a safe space. It was so inspiring to see students feel comfortable expressing their thoughts, listen deeply and respectfully to each other, and come away energized and enthusiastically asking Salem State to do this again soon.”

Dr. Howard Ponzer, Professor and Chair, Department of Philosophy, and Director of the Honors Program, Molloy University

“The Molloy University Honors Program was excited to host a Braver Angels debate because of your mission to address the problem of polarization in our society and the non-competitive format of the debate. Any initial apprehension that the students may have had to open up was quickly overcome once the debate began to unfold. It became immediately clear, given the non-confrontational model of directing all questions and responses to the moderator, that they were in a ‘safe space’ to speak freely about difficult and, at times, conflicting opinions on the sensitive topic of assisted suicide.”

Note: ACTA and Braver Angels recently held student debates at Molloy University and Salem State University on the topics of assisted suicide and government health measures vs. individual freedom, respectively. We are continuing to partner with outstanding faculty to hold many more debates in the coming months through our College Debates and Discourse Program.

ACTA’s Bradley Jackson Speaks at Capitol Hill Roundtable

On December 5, ACTA Vice President of Policy Bradley Jackson was invited to speak at the second annual Congressional Campus Free Speech Roundtable, led by U.S. Representatives Greg Murphy, Virginia Foxx, Kat Cammack, Burgess Owens, and Mariannette Miller-Meeks. The roundtable also included leaders of the Alumni Free Speech Alliance, the Foundation for Individual Rights and Expression, and Young Americans for Freedom, in addition to current college students.

In his address to the members of congress, Dr. Jackson said, “ACTA has been working for years to try to convince institutions of higher education to reform themselves from within by showing them how important it is to their mission statements and to their stated goals to [protect free expression].”

However, he remarked, when institutions fail to live up to their promises, we must consider legislative remedies that can be implemented without violating any of the principles of academic freedom. He explained, “One thing that we could think about . . . is that many [university] administrators are protected by qualified immunity standards under the law so that they’re able to violate the rights of students and to cause tremendous amounts of heartache and sometimes reputational damage lasting into the future, without being themselves personally liable for any of the things that they do. . . . Private rights of action for students to take their schools to court and to prevail in court makes it harder and harder for these administrators to stand behind the shield of qualified immunity, and without that shield of qualified immunity, they might be a little bit less likely to violate people’s rights so wantonly and cruelly.”

Dr. Jackson recommended including protections for free speech in federal accreditation standards. “Under 20 U.S. Code Section 1099(b), there is a lovely list of 10 things that colleges and universities need to show in order to become accredited. It would be



(continued on 7)

ACTA Debate Program Receives Templeton Research Grant

The College Debates and Discourse Program—led by ACTA, Braver Angels, and BridgeUSA—has been awarded a \$1.26 million grant from the John Templeton Foundation to support a two-year research project. Since the debate program began in 2018, we have convened more than 100 campus and classroom debates, engaging 5,000 students at over 50 colleges and universities. The parliamentary style debates, led by trained debate chairs, are designed to teach students how to discuss controversial topics with civility and respect.

Through the generous grant, we will partner with expert research faculty to examine the effects of our debate program on 10 different campuses over the course of two years. The selected schools include large and small institutions, minority-serving schools, and colleges in both politically liberal and conservative regions. Lindsay Hoffman, Ph.D., associate professor of communication and associate director of the Center for Political Communication at the University of Delaware, will serve as principal investigator for the research project. Peter Hill, Ph.D., professor of psychology at Rosemead School of Psychology at Biola University, will serve as research advisor.

Dr. Hoffman’s novel research design will focus on the micro-level impact of our debates on students, as well as students’ ability to form “Communities of Practice”—groups of students and faculty who consistently practice and spread habits of civil discourse across campus and introduce incoming students to these core principles. At each institution, a designated faculty member will serve as an on-campus ambassador of the College Debates and Discourse Program, leading and sponsoring events. Each will receive a yearly fellowship funded by the Templeton grant and will partner with two student leaders on campus, who will also receive a fellowship funded by the grant.

We thank the John Templeton Foundation for enabling ACTA, Braver Angels, and BridgeUSA to study the effectiveness of the College Debates and Discourse Program and establish faculty- and student-led Communities of Practice. This project will help us refine and expand our program to build campuswide cultures of civil debate and free inquiry. ●



JOHN
TEMPLETON
FOUNDATION

Inspiring Awe & Wonder

Interview with Edwin Meese, *continued from 1*

With this understanding, faculty members and board members were able to develop “a strong and cooperative relationship, with the board setting policies and the faculty attending through their expertise to the execution of that in the classroom. . . . As a group, we took a feeling of serious responsibility for the quality and the appropriate type of education that a diploma portrayed.”

He also gave insights on how to reverse the current crisis of civic ignorance, saying that the board has a duty to “talk about the responsibilities of citizenship and to accompany that with an accurate portrayal of history.” He referenced the Freedoms Foundation at Valley Forge as a model. In educating teachers about the history of the Founding and the Constitution, the foundation emphasizes

the Bill of Rights as well as a “bill of responsibilities” to show the concomitant relationship between enjoying rights and fulfilling the duties of citizenship. This framework needs to be part of the civic education that colleges deliver and must

“The board has a duty to ‘talk about the responsibilities of citizenship and to accompany that with an accurate portrayal of history.’”

“start in a very general way with the governing board, then progress to faculty, and through them to students.”

Speaking specifically about George Mason Law School, he emphasized that as a traditional part of the foundation of our country, law schools should be “constitutionally oriented and teach the law

as the law actually reads, not as some law professor might want it to be. While they can talk in their classes about alternative ways of looking at things, I think . . . a strong foundation in constitutional law, accurate history of law, and a motivation

for students to perpetuate the best qualities of our legal system all go into making a diploma valuable.”

We are grateful to Attorney General Meese for all he has done to promote principled leadership, the liberal arts, and civic education as a public servant, devoted member of ACTA’s Board of Directors, and an exemplary board member at GMU. We continue to benefit from his wisdom as we help higher education leaders advance academic excellence, academic freedom, and accountability at America’s colleges and universities. ●

Effective TRUSTEESHIP

UNC–Chapel Hill Establishes New School for Civic Education

In January, the University of North Carolina–Chapel Hill’s (UNC–Chapel Hill) Board of Trustees voted unanimously to establish the School of Civic Life and Leadership. This new school will be devoted to exploring American civic values with the full freedom of expression, intellectual diversity, and open inquiry that such studies require.

Inspiration for the School of Civic Life and Leadership came in part from discussions that took place at a UNC–Chapel Hill board retreat that ACTA led in November 2022. ACTA noted that the university has no core requirement for the study of American history and government, and it needs to have greater intellectual diversity. The new school can build capacity to do this. David Boliek, chair of the board, commented, “The School of Civic Life and Leadership will invigorate our university with new ideas and perspectives and provide a forum for thoughtful, balanced exploration of issues at the very heart of America’s history and institutions. The board retreat led by ACTA in November was one of the sparks that got the board thinking about the need for UNC–Chapel Hill to have a strong, independent center to promote intellectual diversity and deep engagement with American civic thought and values.”

The School of Civic Life and Leadership will be a stand-alone



academic unit with its own dean and faculty. The board intends to recruit intellectually diverse faculty who will teach ideologically balanced courses on history, literature, philosophy, political science, and religion.

In a statement commending the board’s action, ACTA President Michael Poliakoff remarked, “On July 27 of last year, this same board reaffirmed its commitment to the Chicago Principles on Freedom of Expression and adopted the Kalven Committee’s guidance for maintaining institutional neutrality. Now, five months later, with the resolution to form the School of Civic Life and Leadership, the board is making a balanced, intellectually diverse exploration of the American experience a signature of this storied place of learning. . . . North Carolina and the nation must cheer the example that UNC–Chapel Hill has set.” ●

New Oases of Excellence Enrich Student Learning

ACTA has added eight new programs to our Oases of Excellence network since December. These Oases join 82 existing programs at colleges and universities across the country that are devoted to educating students for informed citizenship in a free society by maintaining the highest academic standards, introducing students to the best of the foundational arts and sciences, teaching American heritage, and ensuring free inquiry into a wide range of intellectual viewpoints.

Among the new additions is the **Program for Public Discourse** at the University of North Carolina–Chapel Hill, which educates students and professors about civic virtue, dialogue, and critical reflection through faculty training seminars and the Agora Fellows program. Its Abbey Speakers Series encourages a culture of civil debate, tackling topics ranging from “Faith and Abortion” to “The Future of Affirmative Action.” The **Institute for the Study of Free Enterprise** at Oklahoma State University seeks to promote economic freedom, competitive markets, and personal liberty while emphasizing service to others. It sponsors courses on free enterprise, facilitates a student-run academic society, and offers scholarships and fellowships.

Nathaniel Peters, director of the **Morningside Institute** at Columbia University, describes the program’s mission to advance the study of the liberal arts: “Over the past five years, we have created a community in which students from different backgrounds pursue the truth in a spirit of intellectual friendship, bringing them into conversation with ideas that are often absent from college classrooms. Our goal is to help them use perennial thinkers to grow in moral agency and intellectual maturity.” The institute sponsors dinner seminars, lectures and conferences, cultural outings, and hosts a podcast.

ACTA President Michael Poliakoff remarked, “At a time when surveys reveal with chilling clarity how little college students understand about America’s free institutions and their history, these centers’ efforts to equip students for informed and engaged life are urgently needed. ACTA is proud of the work of these centers and grateful to the faculty who make Oases of Excellence possible.” ●



H E A R D C A M P U S ON

One Administrator for Every Student at Harvard

Brooks Anderson, a student and writer for the *Harvard Crimson*, reported in December that Harvard University employs 7,024 full-time administrators, almost equal to the number of the entire undergraduate population, which stands at 7,153 students. Mr. Anderson wrote, “Administrators have a legitimate function . . . yet of the 7,000-strong horde, it seems that many members’ primary purpose is to squander away tax-free money intended for academic work on initiatives, projects, and committees that provide scant value to anyone’s educational experience.” Diversity, equity, and inclusion (DEI) departments are a notorious administrative sinkhole at many universities. Mr. Anderson references the Faculty of Arts and Sciences Task Force on Visual Culture and Signage at Harvard, created by the Presidential Task Force on Inclusion and Belonging. The result of the task force’s work? The creation of a new administrative position and a new task force.

The 7,024 number amounts to one administrator for every three professors. Like many colleges and universities, with elite schools often leading the pack, Harvard’s tuition has risen significantly in the last three decades, now standing at \$52,659. With a \$53.2 billion tax-free endowment, students rightly question why Harvard is funding thousands of administrators rather than reducing tuition and investing in the classroom.

In our examination of administrative spending at 1,500 colleges and universities, titled *The Cost of Excess*, ACTA found that the explosion in institutional spending has raised tuition costs for students and has not contributed to a significant improvement in graduation rates. Harvard, like so many universities, must end the spending spree on redundant administrators and DEI departments. Instead, it should focus on providing students with an excellent education that will not saddle them with years of debt and, for many, regret. ●

ACTA and CLT Offer Academic Scholarships

ACTA is partnering with the Classic Learning Test (CLT) to offer scholarships to students who attend colleges and universities that require undergraduates to take a strong curriculum in the liberal arts and sciences. The Classic Learning Test, led by founder and CEO Jeremy Tate, administers rigorous, standardized college entrance exams that can be taken online and provide an alternative to the PSAT, SAT, and ACT. The exams assess intellectual aptitude in traditional liberal arts subjects, particularly appropriate for private, classical, and religious schools as well as homeschooling families.

ACTA and the Classic Learning Test will award scholarships to the top 1% of those who take the CLT and who choose to attend a school that has earned an “A” or “B” rating from ACTA’s What Will They Learn?® (WWTL) project. Colleges earn an “A” by requiring 6–7 of the following core subjects: Composition, Literature, (intermediate-level) Foreign Language, U.S. Government or History, Economics, Mathematics, and Natural Science. Colleges that require 4–5 of the subjects earn a “B.” Our 22 “A” schools currently include Baylor University, Regent University, Thomas More College of the Liberal Arts, Patrick Henry College, the University of Georgia, Pepperdine University, several of the service academies, and more.

We will begin awarding scholarships to the high school class of 2025. This new program will give students the opportunity to receive a high-quality liberal arts education and will introduce students and families to the WWTL project and ACTA’s college search tools.

We thank the CLT for partnering with us to support students and families who are invested in academic excellence and the rigorous study of the liberal arts. ●



ACTA has called for the reinstatement of Hamline University’s Erika López Prater, an adjunct professor of art history who was recently fired after displaying a medieval Islamic painting of Muhammad—which was commissioned and created by a Muslim—in her course. Professor Prater informed students in the syllabus that the class would include images of religious figures like Muhammad and Buddha, encouraged students to contact her with any concerns, and offered an opportunity for students to opt out of the class session without penalty.

Despite these measures, a student complained to the administration about the image, and Hamline University abruptly fired Professor Prater. In an email to staff, David Everett, Hamline’s associate vice president of inclusive excellence, described Dr. Prater’s action as “undeniably disrespectful” and “Islamophobic.” In a university-wide

letter, Hamline President Fayneese Miller claimed that “respect for the observant Muslims in that classroom” should “supersede” Dr. Prater’s academic freedom.

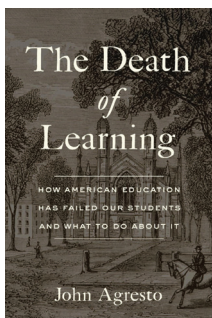
In a letter to President Miller, ACTA President Michael Poliakoff said, “ACTA lauds the university’s concern to honor students’ religious convictions. However, this decision radically prioritized a single religious interpretation, devoid of historical context, and failed to protect free inquiry.” He continued, “Curtailing an art history professor’s freedom to show this work of art violates both the integrity of the subject itself—since the painting is a key piece of world art—and the pursuit of truth and understanding which lies at the core of the university’s purpose.

“Hamline’s decision is also ill-conceived because it implicitly allows a few students and diversity and inclusion administrators to dictate curricular content,

rather than relying on professors who are subject-matter experts employed specifically for their expertise.” The principle of academic freedom requires that “faculty must be given wide latitude to decide what is pedagogically relevant in their fields. While it is important that students be treated with dignity and respect, neither they nor administrators should be allowed to curtail that authority. . . . By accusing Dr. Prater of Islamophobia and refusing to renew her contract, the Hamline administration has signaled to everyone on campus that their academic freedom might not be respected if they address matters of controversy.”

ACTA urges Hamline immediately to reinstate Professor Prater and to put into practice its stated affirmation of academic freedom by implementing the actions outlined in ACTA’s Gold Standard for Freedom of Expression™. We stand ready to assist the university in this vital task. ●

FROM the BOOKSHELF



The Death of Learning: How American Education Failed Our Students and What to Do about It
by John Agresto

For some, the liberal arts are an antiquated and elitist form of education that do not serve any vocational or practical purpose. For others, the liberal arts constitute what it

means to be truly human, and those who dismiss liberal education do so at their peril. In *The Death of Learning: How American Education Has Failed Our Students and What to Do about It*, John Agresto confidently submits that the liberal arts—encompassing “all the great works, insights, and ideas that came before us”—carry both social utility and intrinsic value.

“The liberal arts aren’t about picking and choosing [from a course catalog],” writes Mr. Agresto. “They’re about a wide-ranging program of studies that covers broad topics and important human questions in rich fields.” Studying the liberal arts can instill in us greater courage as we “grapple with some of the greatest minds and try to make them our own,” greater humility as we

acknowledge our lack of full understanding, and greater moderation as we strive to govern our passions.

Several cultural and institutional forces have undermined American liberal education through the years, according to the author. He argues that we must preserve and clearly identify the relevance of the great thinkers and writers of history, introducing individuals to the Great Books early in life. Furthermore, we must help students learn both the successes and shortcomings of Western Civilization and its American annex so they might know of our shared heritage and ideals.

Mr. Agresto even suggests that alumni and donors can play a key role in restoring traditional liberal arts curricula and saving struggling liberal arts colleges. “A group of alumni,” he writes, “spearheaded by a wealthy donor or two and aided by some of the organizations dedicated to liberal education, could possibly restore life to such places—or begin new ones.”

The denigration of the traditional liberal arts harms us as a nation. *The Death of Learning* serves as a clarion call to citizens concerned about the state of our colleges and universities to hearken back to and defend the principles undergirding liberal education. ●

by Wm. Bryan Paul, ACTA Director of Alumni Advocacy

In Memoriam: Linda Frey By Michael Poliakoff

The death of Professor Linda Frey of the University of Montana on December 1 is a deep loss to ACTA, to higher education, and to the nation. It was my privilege to have known her as an admired friend for nearly 20 years: I share with her twin sister Professor Marsha Frey the feeling of a hole in my heart. Linda never compromised in matters of professional standards, principle, or honor. Her six-year battle with Stage IV cancer, something beyond any medical expectation, was a final glimpse into her indomitable strength of character.

I first met Linda and Marsha at a conference of The Historical Society in 2004. They were key members of this group of historians dedicated to historical research and teaching that are rooted in the time-honored methods of the study and analysis of documents and data, rather than the presuppositions of theory and politics that now increasingly dominate the profession. Both sisters made distinguished contributions to European diplomatic history, and on this particular occasion, they jointly delivered a trenchant analysis of late 18th- and early 19th-century French international relations. During the discussion after their lecture, a member of the audience had the temerity to ask which of the sisters had written a particular section, which drew the response, “we do all our scholarship collaboratively.” And so it was.

Linda’s academic achievements were vast. With her sister, she co-authored 14 books and over 100 academic articles, many of which appeared in a range of European languages. She was a professor for 51 years: at Ohio State University, Denison University, the United States Military Academy at West Point, and finally at the University of Montana, where she taught from 1971 until her retirement in 2019. She was a full professor from 1982 onwards. In 2013, the U.S. Department of Education sent to the University of Montana a now infamous “Dear Colleague” letter about its expectations for enforcement of Title IX, including extra-judicial procedures that former education secretary Betsy DeVos, to her great credit, subsequently reversed. Most faculty fell over like tin soldiers at the university’s coercive and intrusive demands for compliance with faculty training protocols. Linda Frey, standing on principle, said no. Quietly, civilly, but unwaveringly. If others in the academy had had her courage and vision, we might now be witnessing less of the intrusion from DEI officers that so compromises academic freedom. In the words of a colleague: “If her values seemed old fashioned to some, she held to them tenaciously, whether they were popular or not.”

Professor Linda Frey embodied the principles of academic excellence and academic freedom that are at the core of ACTA’s mission. She set a high standard for citizens of the academy to follow. Rest in peace, dear friend, and despite our sadness, we celebrate the legacy you left to us. ●

ACTA Updates

Many of ACTA’s former staff members continue to make outstanding contributions in public policy and higher education.

Recently, ACTA President Michael Poliakoff and Rachel Wagley, Harvard University graduate and former Robert T. Lewit Fellow in Education Policy, met at the 25th anniversary celebration of Western Governors University in Washington, DC. Ms. Wagley currently serves as chief of staff for U.S. Representative Blake Moore (R-UT) and previously served as legislative director for U.S. Representative Ann Wagner (R-MO). A Capitol Hill veteran, she crafted and helped pass into law the Elie Wiesel Genocide and Atrocities Prevention Act and the Allow States and Victims to Fight Online Sex Trafficking Act (FOSTA-SESTA), the first-ever amendment to section 230

of the Communications Decency Act, which led to the shutdown of major commercial sex-trafficking platforms. She has also led some of the Republican Conference’s most significant pro-family policies, including drafting the first Republican parental leave bill.

We are also proud to share that Alexis Zhang, who served as ACTA’s editor from 2016 to 2017, is now clerking for Supreme Court Justice Clarence Thomas. Ms. Zhang departed ACTA to attend Yale Law School, where she wrote for the *Yale Law Journal* and participated in the Yale Federalist Society. Prior to her clerkship with Justice Thomas, Ms. Zhang served as a law clerk to Chief Judge William H. Pryor, Jr., of the U.S. Court of Appeals for the Eleventh Circuit and to Judge Gregory G. Katsas of the U.S. Court of Appeals for the District of Columbia Circuit. ●

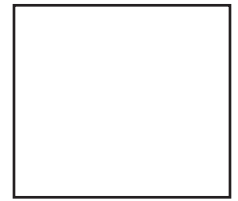
Bradley Jackson, *continued from 2*

simple to add an appropriate free speech environment to that list of accreditable [standards], such that schools can no longer receive the accreditation they need . . . without showing that they protect free speech.” In a press release about the event, Representative Murphy commented, “It’s more important than ever that we make First Amendment protections a top priority. . . . The free exchange of ideas is the hallmark of a post-secondary education.”

ACTA thanks the members of congress for listening to the concerns of students, alumni, and education leaders. We seek to offer guidance to all lawmakers who are committed to ensuring that our public colleges and universities fulfill their academic purpose and respect our nation’s heritage of freedom of speech. ●



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LEVY FORUM *for* Open Discourse

Dedicated to fostering a spirit of fearless inquiry into the most urgent social and political topics of our time.

Last year, ACTA Director Paul Levy envisioned a series of lectures on the most urgent topics of our times. And this year, ACTA helped to launch the Levy Forum for Open Discourse at the Palm Beach Synagogue in Palm Beach, Florida. Funded by a generous grant from Paul and Karen Levy, the inaugural lecture series focuses on freedom of expression and how it particularly relates to contemporary Jewish life and attitudes toward the State of Israel.

On January 25, the forum's first lecture featured *New York Times* columnist Bret Stephens. Over 350 guests enjoyed a reception and listened to his brilliant address, entitled "Cancel Culture and the Jews." Mr. Stephens called on the audience to honor the tradition of discourse and debate that is the heritage of Judaism and the lifeblood of the free society that we cherish. The Q&A session that followed included a lively discussion of topics ranging from anti-Semitism to the 1619 Project to Donald Trump.

The next lecture, entitled "Anti-Semitism: The First Amendment and Anti-Semitic Speech," was delivered by former American Civil Liberties Union president Nadine Strossen on February 8. And On March 2, the Levy Forum will host *Wall Street Journal* columnist Walter Russell Mead for an address entitled "The Arc of a Covenant: The United States, Israel, and the Fate of the Jewish People." Mr. Mead currently serves as James Clarke Chace Professor of Foreign Affairs and the Humanities at Bard College.

We are grateful to our partners Rabbi Moshe Scheiner and the staff of the Palm Beach Synagogue for hosting the event, and we thank Paul and Karen Levy for envisioning this program and making it possible. Mr. Levy has been a member of ACTA's Board of Directors since 2018. His friendship, guidance, and generous financial support have helped us advance our mission. Please visit ACTA's website to register for Mr. Mead's lecture, and look for more events to come. ●



Bret Stephens delivers the inaugural lecture for the Levy Forum for Open Discourse.