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Jane Fraser

ACTA Celebrates 20 Years!



Kicking off ACTA's 20th Anniversary Gala event, Anne Neal, Mitch Daniels, Richard Arum, Tom McMillen, and David McCullough discuss the future of higher education on a panel entitled "Class of 2040: What Will They Learn and At What Cost?" at the National Geographic Grosvenor Auditorium.

In 1995, a group of bold visionaries made an honest assessment of American higher education and committed themselves to raising academic standards, resisting political correctness, and giving greater voice to trustees and alumni in shaping the policies of their institutions. Now in its 20th year, the American Council of Trustees and Alumni is stronger than ever. And to celebrate this significant milestone, ACTA assembled a few of the most dynamic reformers in higher education to assess the challenges we face.

On October 16, Pulitzer Prize-winning historian **David McCullough**, Purdue University president and former governor of Indiana **Mitch Daniels**, education policy

analyst and coauthor of *Academically Adrift* **Richard Arum**, and former University of Maryland regent **Tom McMillen** gathered to discuss the future of higher education, especially the worrisome trends of declining academic standards and rising tuition costs. The panel "**Class of 2040: What Will They Learn and At What Cost?**" offered effective solutions to the ills that plague our colleges and universities.

President Daniels related how he halted tuition increases at Purdue and exposed the pernicious yet mistaken belief that rising costs signal improving standards. He rejected the perverse mantra that "People are buying college like they're buying wine. . . . If it

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ACTA Responds to Campus Unrest

In recent weeks, freedom of speech and intellectual diversity have come under attack at Yale, University of Missouri, Princeton, Amherst, Occidental, and many other campuses. See pages 3–4 to learn about ACTA's efforts to combat this threat to the values that undergird American higher education.

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1-888-ALUMNI-8

**Hugh C. Fowler, Colorado State Senator 1969–80
Former Chairman, Board of Regents
University of Colorado**

“Thank you . . . for remembering veterans. As a veteran who survived both WW2 and Korea, my mind wanders to the memory of friends who didn’t survive, and the realization that but for God’s grace I wouldn’t have either. As a friend of ACTA’s founder, I have followed your work in discovering what kids are taking away from their college experiences and applaud this essential quest. I would like to add, on Veteran’s Day, another dimension: ‘What do they learn about DUTY?’ This may be one of the most abstract facets of character, but of course it is an indispensable quality of citizenship for every American. Thanks for all you do.”

**Robert Zoellick, former Deputy Secretary of State
Past President, World Bank**

“It was my pleasure to speak to your hearty band! All of your group . . . are making such a valuable contribution. Thank you for your sense of public service and all best for the future.

Editor’s Note: Mr. Zoellick spoke on the “Globalization of Higher Education” at a salon for ACTA’s supporters.

**Andrew P. Kelly, Resident Scholar, Education Policy Studies
Director, Center on Higher Education Reform
American Enterprise Institute**

“Congrats to you on 20 years of important work!”

**Hank Brown, former President, University of Colorado
and University of Northern Colorado
Former U.S. Senator and Congressman**

“Don’t know how to thank you! It was an inspiring gathering and greatly appreciated. Your work is making a world of difference.”

Editor’s Note: On October 16, ACTA celebrated its 20th anniversary and presented the Philip Merrill Award for Outstanding Contributions to Liberal Arts Education to Hank Brown.

**Skip Estes, Senior
College of William & Mary**

“Thanks so much for giving me the opportunity to work with you and all of the fine people at ACTA. I learned more working on What Will They Learn?™ and through the lecture series than in a college seminar.”

**Melvin Bernstein, Founder, American Revolution Round
Table at Minute Man National Historical Park
Lincoln, MA**

“Always a special pleasure to get your . . . commentaries. I wonder, do we have an enlightened citizenry anymore? There is no doubt about what it takes to keep our republic according to Franklin, Jefferson et al. ACTA is making the good fight against overwhelming odds and every citizen who truly cares about the future of this country is indebted to you.”

ACTA Celebrates 20 Years, continued from 1

costs more, it must be worth more.” Daniels established a new paradigm of cutting costs to enable a four-year-long tuition freeze. And Purdue has set new records for applications.

Professor Arum exposed the absence of intentionality in academic programs. He noted how students are often left without guidance and opt for trendy courses instead of a meaningful general education and major. Students are left “academically adrift,” without the tools for rewarding careers and meaningful citizenship. Arum also called for more assessments to hold colleges and universities accountable.

Tom McMillen stated that “the most important thing a trustee or regent needs to do is be informed.” He stressed the need for trustees to recognize their proper roles not as “boosters” but as fiduciaries of their respective institutions, making tough decisions, rather than popular ones, when necessary. McMillen shared examples that demonstrated the urgency for trustees to stay vigilant in avoiding academic scandals and, more broadly, in keeping their institutions competitive.

David McCullough spoke from his vast experience of visiting and lecturing at schools in every state of our country. He criticized the practice of training school teachers in educational methods rather than giving them intense exposure to the subjects they will teach. In explaining the cause of our poor educational outcomes, he observed, “You can’t

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View the full
video of the panel
discussion at
[www.goacta.org/
class_of_2040](http://www.goacta.org/class_of_2040).

ACTA Defends Free Speech Threatened by College Campus Unrest

Across this nation—from Claremont, California, to Hanover, New Hampshire—college campuses have been roiled by outraged students. Student activists at almost a dozen well-known schools have garnered media attention with charges of pervasive campus racism and demands for significant institutional changes and new student services.

Student activists at Princeton had threatened to occupy the university president’s hall until all buildings named after Woodrow Wilson were renamed. (Wilson, an alumnus and a president of Princeton before going on to become the president of the United States—and once deemed a champion of progressivism—was also a racist.) Strident demands surfaced: In the reported words of one student, “This campus owes us everything. We owe white people nothing. All of this is mine. My people built this place.” Princeton’s president has promised serious consideration to expunging all things on campus of their affiliation with Wilson.

Broadly speaking, campus activists have called for mandatory diversity training, “safe spaces,” speech codes, and special counseling services. At several places, they have demanded the removal of key campus administrators and were successful in deposing the chancellor of the University of Missouri and the president of the university system.

As these campus protests were erupting, President Anne Neal visited Yale to speak at a conference titled, “The Future of Free Speech: Threats in Higher Education and Beyond.” The conference itself came on the heels of a campus controversy over a residential-college administrator’s advice to students to look to their own judgment, not institutional guidance, in choosing Halloween costumes. This suggestion, gently offered, sparked a fierce and prolonged uproar among students: A student alliance petitioned Yale President Peter Salovey for the administrator’s removal, as well as the removal of her husband, who had argued on behalf of free expression.



Yale University students and faculty rally to demand that the university become more inclusive.

Neal invoked the famous C. Vann Woodward Report, written in 1974 under the direction of Yale’s distinguished historian. It upheld the principles of free expression and their essential role on college campuses. Neal called on alumni, students, and other concerned parties in the audience to urge President Salovey

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Chip Bok Editorial Cartoon used with the permission of Chip Bok and Creators Syndicate. All rights reserved.

“The conference itself came on the heels of a campus controversy over a residential-college administrator’s advice to students to look to their own judgment, not institutional guidance, in choosing Halloween costumes. This suggestion, gently offered, sparked a fierce and prolonged uproar among students. . .”

ACTA Calls on Trustees . . .

ACTA issued this widely circulated statement urging college trustees to protect free speech and the rule of law.

Racism has been a cancer within American society, and its consequences must be addressed. The American university should rightly be at the forefront of that discussion—a place where reasoned debate is possible about this very profound challenge to individual liberty and dignity.

But too many colleges and universities have been willing to capitulate to strong-arm tactics that undermine the pursuit of truth, especially when it comes to the most difficult and controversial subjects of the day.

A culture of coercion, one which intimidates those with a different view, and finds offense literally everywhere, perverts the ethics of higher education. The popularity of trigger warnings and the attention devoted to perceived affronts—microaggressions—are symptoms of a dangerous misunderstanding that the focus of college should be therapeutic, not academic.

Campuses are degraded when craven administrators allow students to shout down invited speakers or when they give in to pressure and “disinvite” a legitimately scheduled speaker. College presidents who fail to sanction demonstrators who disrupt the school library or who occupy campus buildings are shirking their responsibilities. They are incapable of educating students for citizenship in a free society.

The American college campus has become a place where too many students, faculty, and administrators want freedom from speech, not freedom of speech; where force—not reason—is viewed as the avenue to change.

The University of Chicago has modeled academic integrity by committing to a Statement on Principles of Free Expression. We have written to more than 1,100 college and university boards and hereby call on them to adopt the Chicago Statement and to live by these principles.

College is not an expensive country club or a therapist’s couch. It is a rare and special place of freedom to teach and freedom to learn. By fulfilling its mission of the unrelenting pursuit of truth, upheld by rigorous academic standards, it molds the characters and values of coming generations. That is its unique “safe space,” and we look toward campus leaders to cleave to those values.

Campus Unrest, *continued from 3*

and the university as a whole publicly to renew Yale’s commitment to the principles set forth in the report.

Following the conference, ACTA came forward to circulate a letter to the Yale Corporation expressing alumni concern over the challenge to Yale’s core principles of academic freedom. ACTA has followed up on this letter with a widely circulated statement calling on all college trustees to protect free speech and the rule of law (see above). President Anne Neal has emphasized these principles in her appearance on *Wall Street Journal Live* and in her extensive statement published by the *Washington Post*. And in a recent column, Pulitzer Prize–winning journalist Kathleen Parker decries the all-too-common campus culture that privileges real or imagined sensitivity over free speech and intellectual engagement. Citing ACTA’s findings, she criticizes the many colleges that foster ignorance instead of setting serious academic standards, and she observes that students might better understand the First Amendment if they took American government or history in college—a requirement for which ACTA advocates in its What Will They Learn?™ project.

In these troubling times, events at Johns Hopkins University also offer encouragement: ACTA reviewed the initial draft of its “Statement of Principles of Academic Freedom” and pointed out ambiguous language that could have undermined its goal. The final draft reflected the feedback ACTA provided. The document now unambiguously states, “academic freedom necessarily permits the expression of views that even the vast majority of the community may find misguided, ignorant, or offensive. The appropriate response to such statements in an academic setting is not to censor or punish, but to challenge, criticize, and persuade.” ACTA will never cease from its work to promote campus freedom of speech and freedom of expression and to protect American higher education’s heritage of academic freedom. ●

ACTA Releases What Will They Learn?TM 2015–16 College Ratings



Vice President of Policy Michael Poliakoff discusses ACTA's What Will They Learn?TM 2015–16 findings on *Wall Street Journal Live*.

On October 6, ACTA released the latest edition of the award-winning What Will They Learn?TM project. This year, What Will They Learn?TM evaluated the core requirements of over 1,100 public universities and private liberal arts colleges across the country. The grades are in, and the results are rather grim. Over half the colleges evaluated have a “C” or below. Less than half of schools require literature and intermediate-level foreign language. Only 18.1% of surveyed colleges require U.S. history or government, and only 3.1% require an economics course! ACTA was able to award only 24 schools an “A” for their core curricula.

A bright spot in the survey was Christopher Newport

University, once again the only public university with a perfect “A.” ACTA Vice President of Policy Michael Poliakoff visited CNU to celebrate their continued academic achievement. Houston Baptist University was evaluated for the first time this year and also earned a perfect “A.”

Poliakoff was interviewed on *Wall Street Journal Live* about this year’s findings. He highlighted the sharp disparity between the promises colleges regularly make to students and what they actually deliver. As the cost of college rises, the gap between rhetoric and academic reality may well encourage students to look to the “Hidden Gems” in ACTA’s survey: schools that may not be deemed “elite” but which reflect a campus culture of academic seriousness in the requirements they set for all students, regardless of major.

Employers are increasingly disappointed with the career readiness of college graduates. College students who have met requirements in the seven core subjects of What Will They Learn?TM will inevitably enjoy an advantage over graduates whose time and money have been wasted on a grab bag of courses and electives that may devote more attention to zombies, vampires, and pop singers than to the fundamental skills and knowledge that students need.

To learn more about how a rigorous core curriculum could improve educational quality and cut costs, read about *The Cost of Chaos in the Curriculum* on page 9.

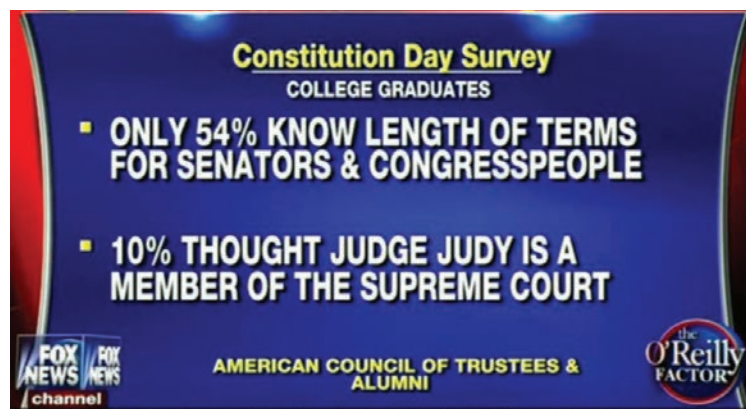
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Constitution Day Survey Gains Traction

In early September, ACTA released a survey conducted by GfK that shows how little college graduates and the general public know about the Constitution. Findings reveal that nearly 10% of college graduates thought Judge Judy was on the Supreme Court; one-third of college graduates couldn’t identify the Bill of Rights; and 32% believed that the Honorable John Boehner was the president of the U.S. Senate. Shockingly, 46% of college graduates didn’t even know the term lengths of members of Congress.

The release of the survey coincided with Constitution Day, September 17,

designated by Congress nearly a decade ago as a day of educational programming for all publicly funded institutions to improve knowledge of the Constitution. Just this year, however, higher education leaders called on Congress to eliminate the Constitution Day educational requirement as undue interference in a university’s autonomy. ACTA’s survey



reminds us that we need more, not less, study of our system of government. ACTA President Anne Neal observed, “The findings are deeply troubling

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ACTA's 20th Anniversary Gala Celebration

Panel



Candace and Cortes de Russey



Dr. Amjad Hussain



Anne Neal, Mitch Daniels, Richard Arum, Tom McMillen, and David McCullough

Cocktail Reception



Ann Cypar and Paul Davies



Charles Kolb



National Geographic Society Courtyard



Bill Keyes and Philip Booth



Barbara Bruning, Louise Mirrer, and John Bruning



Peter Meyer and Jacquie Pfeffer Merrill



Jake Dell, Stanley Stillman, and Bill Dennis



James Nicholson and M. Peter McPherson



Michael Barone and Abigail and Stephan Thernstrom

Gala & Presentation of Merrill Award



Diana Davis Spencer and Robert Lewit



Anne Neal



Attendees raise a glass to ACTA. Huzzah!



Nan, Hank, and Lori Brown



David McCullough



John Cooney, Hank Brown, Jerry Rutledge, and Jerry Martin



Wallace Hall



Robert "KC" Johnson



Thomas Rollins



Sandy and Barry Latzer and Steve Balch



Roger and Edna Haskell



Jody Wolfe and Ann Winsor

ACTA Celebrates 20 Years (cont'd)

love something you don't know any more than you can love someone you don't know." He emphasized the need for prospective teachers to major in the subjects they intend to teach and to fulfill a true core curriculum.

Following these remarks, there was a robust, engaging Q&A session. It was a fantastic panel, and ACTA is grateful to have had such distinguished and expert leaders sharing their urgent insights.

Later that evening, ACTA held its black-tie Gala celebration. A short film called *Temperate Radicals: 20 Years Fighting for Higher Education Reform* showcased ACTA's initiatives and successes. **Robert Lewit**, the chairman of ACTA's Board of Directors, and **Diana Davis Spencer**, the co-chair of the Gala Host Committee, delivered welcoming remarks. Throughout the dinner, several ACTA friends—**Thomas Rollins** and **Robert "KC" Johnson**, both former Merrill Award recipients; **Wallace Hall**, regent of the University of Texas System; and **David McCullough**—offered observations on ACTA's two decades of work.

The evening culminated in the presentation of the Philip Merrill Award for Outstanding Contributions to Liberal Arts Education to ACTA's guest of honor, the **Honorable Hank Brown**. President Anne Neal and **Catherine Merrill Williams**, the daughter of Philip Merrill, described the history of the 11-year-old



Anne Neal, Hank Brown, and Robert Lewit at ACTA's 20th Anniversary Gala presentation of the Philip Merrill Award

prize named in honor of Mr. Merrill, a renowned philanthropist and trustee.

Hank Brown's long career reflects the values the award seeks to honor. Throughout his terms in Congress and his service as president of the University of Northern Colorado and then the

University of Colorado, Brown has been a leader in reforming higher education. Under his guidance, both universities saw massive reallocation of spending away from administrative bloat and toward academic priorities. He guarded academic freedom and promoted the study of Western civilization. ACTA is grateful to Hank Brown for his support and guidance as a founding member of our National Council in 1995.

Hank Brown received distinguished tributes from **John Cooney**, professor emeritus at the University of Northern Colorado; **Jerry Rutledge**, director of the University of Colorado Foundation; and **Jerry Martin**, ACTA's founding president. His acceptance speech focused on the importance of a solid core curriculum, rigorous assessment, honest grading standards, and intellectual

diversity.

ACTA was honored to see more than 200 of our friends and supporters at this inspiring event. We look forward to another 20 years of energetic work and achievement that will strengthen American higher education. ●

What Will They Learn?™ 2015-16, continued from 5

Website Improvements

Not many schools improved their grades this year, but ACTA has made improvements to WhatWillTheyLearn.com. The website is now optimized for mobile use. That means it's easier than ever to share the wealth of knowledge collected by What Will They Learn?™ Curious students, guidance counselors, and parents can easily look up a university's grade on their smartphone.

ACTA's **Oases of Excellence** directory is a new resource added to this year's edition of What Will They Learn?™ The oases have long been a resource for donors to ensure their philanthropy is directed at real academic excellence. By adding Oases of Excellence designations to a school's listing, we hope to inform students about these worthy academic programs around the country. To see if your alma mater is home to an ACTA Oasis of Excellence, look for the happy little palm tree icon! ●

Effective TRUSTEESHIP

Perspectives on Higher Education: The Cost of Chaos in the Curriculum

ACTA has long argued that a thorough core curriculum is essential preparation for career, community, and citizenship. ACTA's newest report by Elizabeth D. Capaldi Phillips and Vice President of Policy Michael B. Poliakoff, *The Cost of Chaos in the Curriculum*, shows that a bloated, incoherent roster of general education courses is also a major waste of higher education funding.

At many universities, thousands of courses can count toward the completion of general education requirements, defeating, of course, the whole notion of a “core curriculum.” It is not uncommon for 80% of the students to fulfill their core requirements with only 20% of the courses offered. That means schools are dedicating time and resources to underfilled classes, ineffectively using precious (and costly) faculty time.

By trimming underenrolled general education courses that are not integral to any major, colleges can save 10% of instructional costs. Free elective courses that fulfill neither major nor general education requirements also contribute to an explosion of courses, and their reduction could bring further savings. These are significant savings, for instructional budgets constitute an average of 50% of public four-year college operating costs.

Capaldi Phillips and Poliakoff also examined the potential savings of restructuring departments and programs into larger units, which can sharply lower administrative costs. This tactic saved \$13 million at Arizona State University—without eliminating a single faculty position. The re-integration of academic specialties also facilitates interdisciplinary studies.

The report offers a brief history of how American higher education embraced a system that is at the same time financially costly and academically chaotic. It emphasizes that the greatest and saddest consequence of this chaos is in the quality of education. Citing social science research, the authors note that having too many choices is a barrier to timely completion of degree programs, particularly detrimental to students from disadvantaged backgrounds.

In the typical, fragmented system of departments and distribution requirements, the core has been eroded so far that general education is little more than a series of free electives, filling vague categories like “American pluralism,” “literacy and critical inquiry,” and “social and behavioral

sciences.” These categories are so broad and open-ended that students can fill the requirements without taking courses such as economics, American history and government, foreign language, and mathematics—courses that are essential for informed citizenship and real preparation for a demanding job market.

The proliferation of classes, the curricular bloat, has been documented by ACTA's signature What Will They Learn?™ project; it's one of the reasons so many schools receive middling to poor ratings. And when these many classes drain educational resources, the problem of poor educational quality is compounded with spiraling costs.

Capaldi Phillips and Poliakoff's report offers great insight into the urgent question of why colleges cost so much but often have such poor outcomes. It is our hope that this report will spur faculty, administrators, and trustees to focus more clearly on the needs of students. As the report observes, “We can no longer afford the human and financial cost of chaos in the college curriculum.” ●



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ACTA Meets with Governors Associations

In mid-October, ACTA met with a working group of the National Governors Association (NGA) to present reform strategies for American higher education. President Anne Neal, Vice President of Policy Michael Poliakoff, and Director of Trustee Programs Armand Alacbay discussed the reauthorization of the Higher Education Act and the need for input from the states to develop a new system of quality control to replace the current flawed and ineffective higher education accreditation process.

Senator Lamar Alexander’s white paper on accreditation reform, which extensively cites ACTA research, was the springboard for the discussion. Neal, Poliakoff, and Alacbay outlined an alternative path to protect the public interest, one focused on clear and verified consumer information. They

demonstrated how governors could provide greater support for local control and trustee governance instead of submitting to the interference of the federally empowered accreditors.

The presentation was well received: The NGA encouraged ACTA to continue working together with the governors and their staffs, especially as the reauthorization of the Higher Education Act nears. This meeting with the NGA followed two similar interactions earlier this year: ACTA had provided briefing materials to the education staff convening with the Republican Governors Association in July and had met with the DC directors group of the Democratic Governors Association in September to discuss similar issues of accreditation reform.

ACTA will continue to lead the charge on these high-level reform efforts. ●

New Faces at ACTA

The year 2015 has been one of tremendous growth for ACTA.

Our team has gained several amazing new staff members in just the last year: In February, **Kara Brounstein** joined as the program associate for trustee affairs, assisting with research and trustee outreach. Then in April, **Christine Ravold** came to ACTA as the program associate in communications, managing our Oases of Excellence initiative and our weekly “Class on Friday” quizzes.

A month later, **Ryan Sabot** became our new program manager for development, helping with outreach to donors and

foundations. More new faces appeared in the summer. In June, **Kirkwood**

program associate in communications, coordinating our overall social media

presence, including our Twitter account (follow us @goACTA!) as well as our Facebook account (like our page!). As veteran staff member Evan Burt left for graduate school, Eric came to ACTA as the new program officer for curricular reform, managing the production of our signature report, *What Will They Learn?* And Rich became ACTA’s editor and research associate, overseeing the quality control of



New ACTA staff members Molly Mitchell, Drew Lakin, Kara Brounstein, Ryan Sabot, Christine Ravold, and Rich Lizardo celebrate ACTA’s 20th Anniversary Gala.

Palmer, Eric Bledsoe, and Rich Lizardo joined the team. Kirkwood is now

publications through editing and fact-checking.

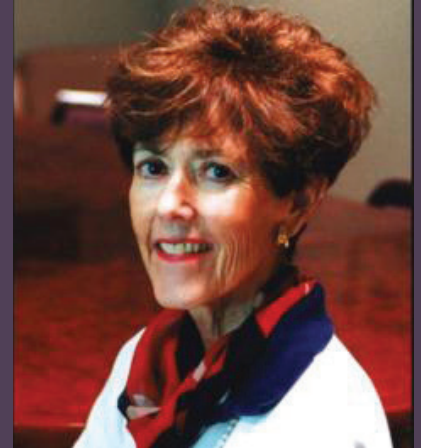
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Featured Donor: Jane Fraser

ACTA is honored to welcome to the Board of Directors Jane Fraser, who brings to the board the experience of a long career in philanthropy, business, and writing. Since 1981, she has served as the president of the Stuttering Foundation of America. During her term as president of the Stuttering Foundation, its endowment has grown from \$3 million to \$17 million, and the foundation has published over 30 books and brochures for stutterers. She coauthored *If Your Child Stutters: A Guide for Parents*, now in its eighth edition. Ms. Fraser was named Executive of the Year by the *NonProfit Times* in 2008 for her efforts to have independent operating foundations accepted into the 2007 Combined Federal Campaign, a move that allowed more nonprofit organizations to be included in the federal giving program. In 2007 she received the Outstanding Contribution Award, given by the International Stuttering Association.

An alumna of Bryn Mawr College (1964), where she studied Russian and linguistics, Ms. Fraser also attended the University of Strasbourg in France, where she earned a graduate degree in both subjects and worked for both the National Assembly of France and the Institut Gustave Roussy as a translator and editor. From 1996 to 2000, she served on the Advisory Council for the National Institute on Deafness and Other Communicative Disorders at the National Institutes of Health, and from 1991 to 1999, on Hamilton College's Board of Trustees.

Currently, she serves on the Board of Trustees for the Alexander Hamilton Institute for the Study of Western Civilization (an ACTA Oasis of Excellence) and on the Advisory Board for the Institute for Effective Governance. ●



New Faces, continued from 10



Kirkwood Palmer and Eric Bledsoe

Toward the end of summer, **Drew Lakin** and **Molly Mitchell** also joined the team. Drew became our new administrative director, organizing our administrative procedures and events, including our 20th Anniversary Gala. And Molly became our new press secretary and director of communications, placing ACTA's work in numerous influential media outlets.

These additions to our staff, together with our move to a larger office and our 20th Anniversary Gala, have made for a wonderful year of growth here at ACTA! ●

Constitution Survey, continued from 5

and underscore how our educational institutions are utterly failing to prepare our next leaders for citizenship. In a republic which depends on an educated citizenry, it's crucial that all Americans—especially college graduates—be fully familiar with the rights and responsibilities set out in the Constitution.”

ACTA found great success in advocating for constitutional education, as many media outlets covered the survey. *The O'Reilly Factor* featured the survey and discussed the importance of studying American history as preparation for lifelong citizenship. *USA Today* published an article discussing the survey, calling for a reinvigorated education on the U.S. Constitution. *The Orange County Register* devoted an editorial to our Constitution Day survey. And a number of papers in Texas, Tennessee, and New Jersey published columns on the report.

ACTA Vice President of Policy Michael Poliakoff spoke on the lapse in constitutional literacy on the nationally syndicated *Rod Arquette Show* and wrote an op-ed for the *Richmond Times-Dispatch* on the correlation between lax curricular standards and the widespread ignorance of American history among college graduates. ACTA Communications Director Molly Mitchell's articles on constitutional literacy and the importance of Constitution Day appeared in the *Washington Times* and in several Indiana newspapers.

For 20 years, ACTA has insisted that our college graduates be constitutionally literate as a precondition for an effective free society. Our Constitution Day survey serves as another reminder to higher education leaders and legislators that our colleges and universities need to establish much stronger requirements for the study of American history and our institutions of government. ●



INSIDE ACADEME
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RETURN SERVICE REQUESTED



*We thank you for your support during
this 20-year journey and look forward to
continuing our partnership in the New Year.*

Have the happiest of holidays!

American Council of Trustees and Alumni