

Annual Report 2010



An Investment of Consequence:

Reinvigorating Education in America's Founding Principles and History on College Campuses

“When men yield up the privilege of thinking,
the last shadow of liberty quits the horizon.”

THOMAS PAINE

College students want to learn the principles and great ideas that have made possible the freedoms they enjoy as Americans. Unfortunately, too many colleges and universities are failing to educate their students about America’s heritage.

We’re working to change that.



Cover:
Participants in the 2010
Faculty Development
Summer Institute at the
University of Virginia.

A CAUSE WORTHY OF OUR BEST EFFORTS

INSIDE

About the Jack Miller Center

 The Jack Miller Center (JMC) is a nonpartisan, nonprofit foundation dedicated to enriching education in America's Founding Principles and history. The JMC is a unique resource for higher education in the United States. We provide a wide variety of ongoing programs and support services to a growing network of college professors who want to expand opportunities for their students to learn about American history, government, and political thought. Today there are 406 Miller Center faculty partners on 171 college campuses across the country.

A Cause Worthy of Our Best Efforts

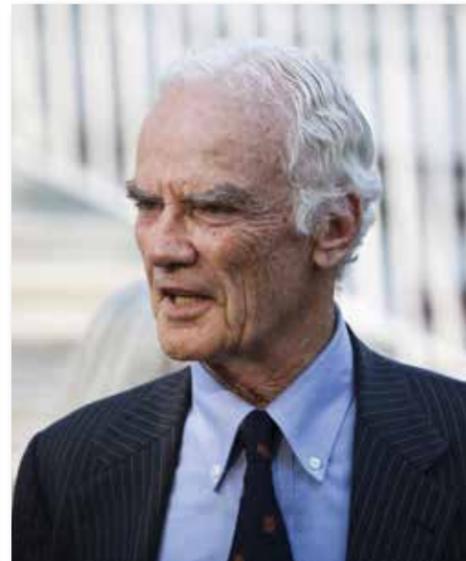
Jack Miller began working with professors after they approached him in 2004, requesting his help to strengthen education in America's Founding Principles. After funding a three-year start-up phase, he founded the JMC with an additional \$10 million to fund operating costs for five years. His "Investment of Consequence" is providing a pathway for others who share his commitment to enriching education in America's Founding Principles and history. Since then, scores of individuals and organizations have donated millions of dollars to support the JMC's academic programs. We believe this is a cause worthy of support by all concerned Americans, regardless of political persuasion.

Marjorie Rendell, former first lady of Pennsylvania, a judge on the United States Third Circuit Court of Appeals and one of the nation's leading advocates for civic education, was the featured speaker at the JMC Civics Education Roundtable in Chicago in 2010.

John Lillard, former chairman of the Wintrust Financial Corporation in Lake Forest, IL, includes the JMC in his philanthropy.

Pulitzer Prize-winning author Gordon Wood is a frequent guest scholar at the JMC's annual Faculty Development Summer Institutes.

Left to right: Miller Fellows David Thunder, Villanova University; Carl Scott, Hampden Sydney College; and Natalie Elliot, Southern Methodist University.



Our Mission

To enrich education in America's Founding Principles and history by supporting college professors who want to expand opportunities for their students to study the deep roots of American history, government, and political thought. We provide to these professors programs and services to enhance their knowledge, advance their careers, support their teaching, and engage them as a community of scholars.

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FOREWORD

A Growing Investment

When we began our efforts in 2004 to reintroduce the teaching of America's Founding Principles and history onto college campuses, some people told us that our initiative would never succeed. Higher education had shifted its focus to professional training rather than education in who we are as a people. Not enough money and time to develop programs, not enough young scholars interested in the subject matter—were the common themes expressed.

Well, six years later, as you will read in this report, we are succeeding beyond our early expectations and the opportunities before us are more exciting than ever.

When we incorporated as an independent foundation in late 2007 there were some 125 professors in our faculty network and we supported academic programs on eight campuses. By the end of 2010 we had 406 faculty partners on 171 campuses and we supported 38 partner programs at Ivy League Institutions, flagship state universities and leading liberal arts colleges across the United States. Three major additions in 2010 were the University of Wisconsin-Madison, Yale University, and UCLA. Clearly, the ever expanding need for our resources and services far exceeds our ability to support all of the demand for this essential education that prepares our best students for lives as engaged and thoughtful citizens and potential future leaders.

We launched our new and much needed postdoctoral fellowship program in April of 2008 with eight fellows. Now, in the 2010-2011 academic year we are supporting 22 young scholars who work closely with many of our nation's leading professors in American history, political thought, and philosophy, helping them to prepare for a lifetime career in the classroom. Since the program began just three years ago, 52 Miller and Miller-Veritas postdoctoral fellowships have been awarded. There is a great opportunity to also expand this program.

We have built a network of hundreds of young scholars and nationally renowned professors through our annual Faculty Development Summer Institutes and our annual National Summit on Higher Education. Also in 2010, we launched our annual High School Teacher Academy in partnership with Roosevelt University in Chicago.



We are succeeding beyond our early expectations and the opportunities before us are more exciting than ever.



Left to right: Susan Hamilton, Harvard University; Scott Yenor, Boise State University; George Thomas, Claremont McKenna College; Jeremy Bailey, University of Houston; and Steven Bilakovics, Yale University.

The growth in our faculty network and our other programs illustrates the strong demand from both established professors and young scholars who have a real desire to teach America's Founding Principles and history. More than that, it proves that we can enrich what colleges have to offer with solid programs on our Founding Principles and history.

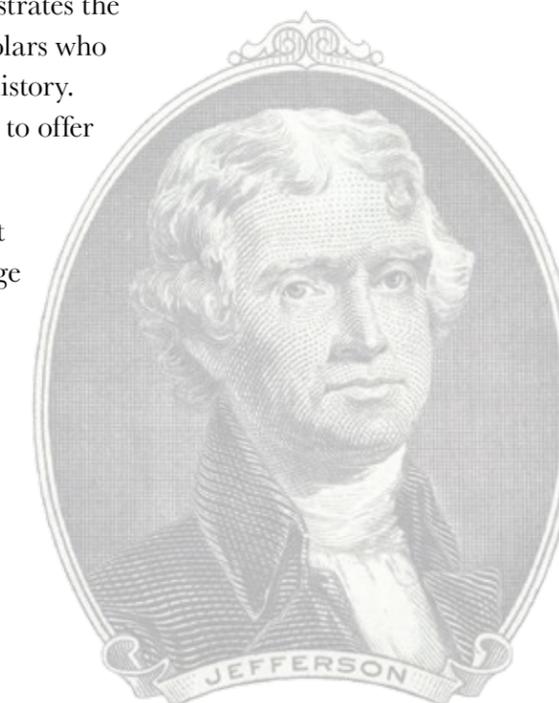
Thanks to our donors and faculty partners, more programs that communicate these great ideas are making their way onto college campuses across the United States. As Professor Bob Faulkner (Boston College) said at our 2010 summit on higher education, "The JMC is on the map." We thank you for your support that has brought us this far, and we invite you to continue as partners in this much needed, strong and ever expanding program.


Jack Miller


Mike Ratliff



The growth in our faculty network and our other programs illustrates the strong demand from both established professors and young scholars who have a real desire to teach America's Founding Principles and history.



INVESTMENT: THE NEXT GENERATION OF COLLEGE PROFESSORS

JMC Postdoctoral Fellows: A Success Story



“The postdoctoral program has put the JMC on the academic map.”

PROFESSOR ROBERT FAULKNER
DEPARTMENT OF POLITICAL SCIENCE
BOSTON COLLEGE

The JMC awarded 22 postdoctoral fellowships in the 2010-2011 academic year. These fellowships give promising young scholars the opportunity to begin or advance their careers after receiving their doctoral degrees in politics and history.

We launched our postdoctoral fellowship program in 2008 as a result of a \$1,000,000 anonymous gift. The program has expanded rapidly as a result of the JMC-Veritas Fund Joint Initiative as well as the support of other donors who have come forward. The JMC has supported 41 postdoctoral fellows, including 22 young scholars in the 2010/2011 academic year, who work closely with many of our nation’s leading professors in American history, political thought and philosophy, helping them to prepare for a lifetime career in the classroom.

“I am very honored to be associated with the Jack Miller Center and Harvard University for this academic year. I hope that my relationship with the Jack Miller Center will be a long one, and I am excited to be among the select group contributing to the teaching of the principles of the American Founding.”

CHRISTOPHER BARKER, JMC POSTDOCTORAL FELLOW
PROGRAM ON CONSTITUTIONAL GOVERNMENT, HARVARD UNIVERSITY

The Next Generation of Teaching Scholars

James Zink, JMC Postdoctoral Fellow at Emory, recently secured a tenure-track position at North Carolina State University.



“The JMC fellowship gave me the time and resources to be productive (at Emory), which in turn makes it easier to get a job.”

Barton Myers, former Cornell JMC Postdoctoral Fellow, is now in a tenure-track position at Texas Tech. A military historian, his master’s thesis has already been published and his next book, *Rebels Against a Rebellion: Southern Unionists in Secession, War and Remembrance*, is on the way.



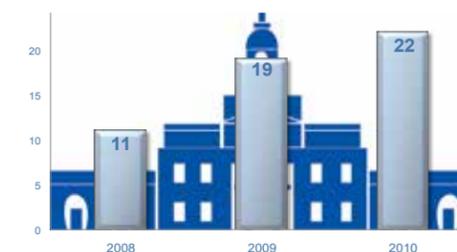
“Your investment not only has positively changed Dr. White’s life - he is now in a tenure-track position as a result of his postdoc appointment - but has also improved the quality of the Center for American Studies and Christopher Newport University.”

PROFESSOR ELIZABETH KAUFER BUSCH, DEPARTMENT OF GOVERNMENT, CHRISTOPHER NEWPORT UNIVERSITY

2010-2011 JMC Fellows

Fellow	Postdoctoral Position	Program
Jeremiah Russell	University of Virginia	Program in Constitutionalism and Democracy
Matthew Sitman	University of Virginia	Program in Constitutionalism and Democracy
Erik Dempsey	University of Texas	Thomas Jefferson Center
James Mastrangelo	University of Notre Dame	Program in Constitutional Studies
Steven Bilakovics	Yale University	Dept. of Political Science
James Vaughn	Yale University	Dept. of History
Randal Hendrickson	Duke University	Gerst Program
Jonathan White	Christopher Newport University	Center for American Studies
Stewart Gardner	Boise State University	American Founding Initiative
Evan Oxman	Lake Forest College	Dept. of Political Science
Patrick Peel	The Ohio University	George Washington Forum
Sarah Houser	Georgetown University	Tocqueville Forum
Aaron Herrold	Boston College	Program for Study of Western Heritage
Christopher Barker	Harvard University	Program on Constitutional Govt.
James Zink	Emory University	Program in Democracy and Citizenship
Daniel Kenney	Michigan State	Dept. of Political Science
Brent Cushner	Rhodes College	Project for the Study of Liberal Democracy
Fabrice Beland	Villanova University	Ryan Center for the Study of Free Institutions
Kathryn Milne	Cornell University	Program on Freedom and Free Societies
Arthur Shuster	Claremont Graduate University	Claremont Graduate University
Linda Rabieh*	MIT	Concourse Program
Gregory Weiner	Brown University	Political Theory Project

Postdoctoral Participants



In its first three years, the JMC postdoctoral program has supported 41 scholars who work closely with many of our nation’s leading professors.

*Instructor

INVESTMENT: A NETWORK OF SCHOLARS

“Liberty and Enterprise” Considered at 2010 Faculty Development Summer Institutes

The JMC held its 2010 Faculty Development Summer Institutes in Charlottesville, Virginia and Chicago. Attendees focused on the theme of “Liberty and Enterprise: The American Founding and the Birth of the Modern Commercial Republic.”

These annual institutes give dozens of promising young professors and advanced graduate students an opportunity to come together for two intellectually stimulating weeks. Led by renowned scholars, institute fellows participate in seminars on selected topics in American history, political thought, or economics. They also attend professional workshops on developing engaging courses, the tenure process, book publishing, and long-term career advancement.

Working closely with our Academic Advisory Council and faculty partners on campuses across the country, we select young scholars who have demonstrated the potential to become experts in their field (history, government, economics, and philosophy) and who are committed to effectively teaching America’s Founding Principles and history. The attendees reflect upon and discuss the enduring ideas, issues, and questions from the American past and the traditions of Western civilization as a means of deepening and enriching their knowledge of America’s history and institutions.

Faculty Partners



406 Number of scholars in the JMC network of faculty partners



Political analyst Michael Barone (left), a featured speaker at the Summer Institute in Charlottesville, in conversation with Jack Miller.



“Our goal at the summer institutes is to assist in the cultivation, support, and professional advancement of the next generation of college and university professors.”

REAR ADMIRAL MIKE RATLIFF (USN RET.) JMC PRESIDENT

2010 Summer Institute Teaching Faculty

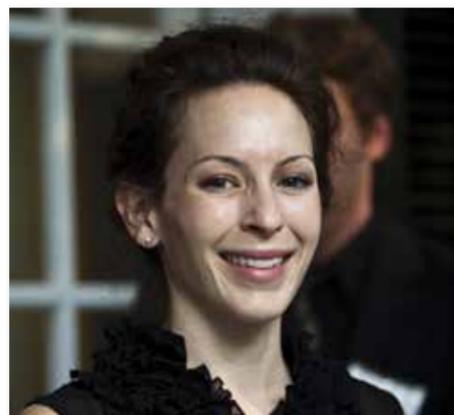
- UNIVERSITY OF VIRGINIA Professor James Ceaser
CLAREMONT MCKENNA COLLEGE Professor Mark Blitz
UNIVERSITY OF TENNESSEE AT CHATTANOOGA Professor Wilfred McClay
UNIVERSITY OF CHICAGO Professor Ralph Lerner
UNIVERSITY OF CALIFORNIA AT LOS ANGELES Professor Joyce Appleby
UTAH STATE UNIVERSITY Professor Peter McNamara
UNIVERSITY OF CHICAGO Professor Nathan Tarcov
UNIVERSITY OF TEXAS AT AUSTIN Professor Thomas Pangle
ROOSEVELT UNIVERSITY Professor Stuart Warner
UNIVERSITY OF DALLAS Professor Thomas West
UNIVERSITY OF NOTRE DAME Professor Michael Zuckert
BROWN UNIVERSITY Professor Gordon Wood
LOYOLA UNIVERSITY OF CHICAGO Professor John Danford
BOWDOIN COLLEGE Professor Jean Yarbrough
SOUTHERN ILLINOIS UNIVERSITY Professor Jonathan Bean



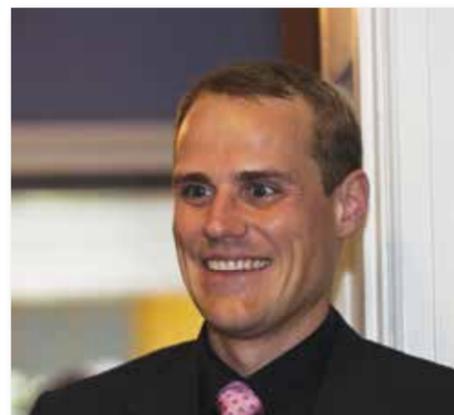
The Miller Network: A Community of Scholars



John Coleman, Ave Maria University



Andrea Diduch, Aurora University



Patrick Collins, Claremont Graduate School

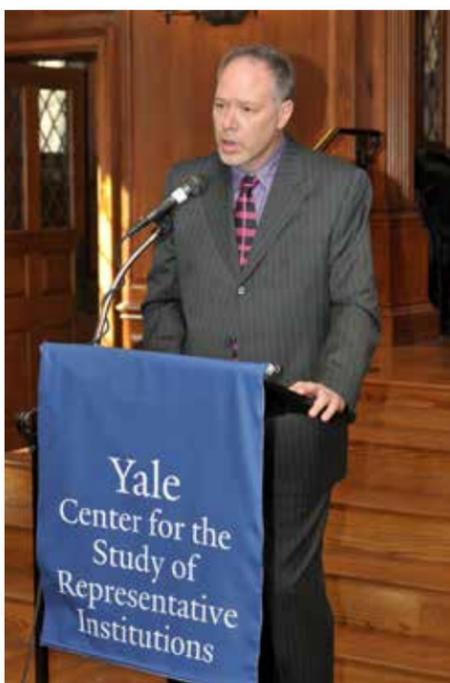
INVESTMENT: INSTITUTION BUILDING

INVESTMENT: PARTNER PROGRAMS



“Continued funding from the Jack Miller Center directly impacts the teaching of the founding American ideals and values at Brown University.”

PROFESSOR JOHN TOMASI
DEPARTMENT OF POLITICAL SCIENCE
BROWN UNIVERSITY



Professor Steven Smith at the launch of the Yale partner program.

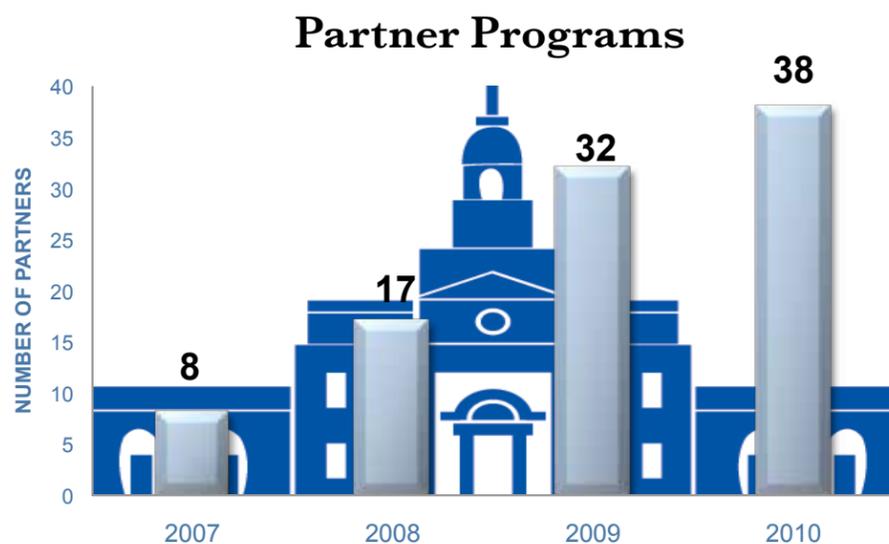
Number of JMC Partner Programs Grew to 38 in 2010

Six new academic centers dedicated to invigorating the teaching of America’s heritage were added to the growing list of partner programs supported by the JMC in 2010. These new programs included Yale University, the University of Wisconsin-Madison, and UCLA.

These centers, founded and directed by professors in history, political thought, and philosophy, can be found at Ivy League institutions, flagship state universities and leading liberal arts colleges across the country. Jack Miller began supporting these efforts in 2004, and since the incorporation of the JMC as a nonprofit foundation in 2007 the number of centers supported by the JMC has grown from eight to 38.

Through lectures, conferences, workshops, graduate student and postdoctoral fellowships, sponsorship of visiting professors, and publishing and archival projects, thousands of college students now have the opportunity to gain valuable insight into America’s Founding Principles and core texts of Western civilization that shaped the Founders’ thinking.

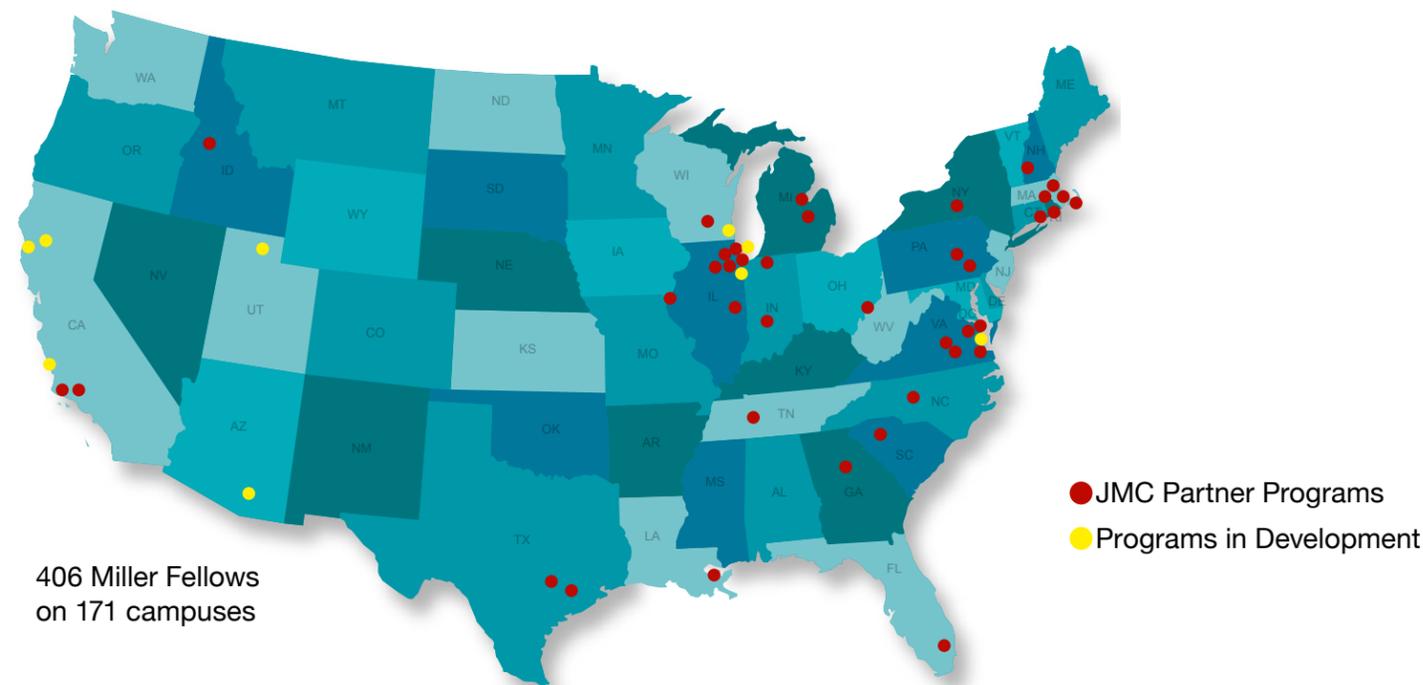
Working at the request of a faculty member, the JMC provides seed money to launch a program and then provides ongoing program support tailored to the needs of each new faculty partner and the institution where he or she teaches. We also help facilitate relationships between donors and faculty to ensure that the desires of both parties are aligned.



Institution	Program	Location
Current Programs (Institutions in bold added in 2010)		
Boston College	Political Science Department	Chestnut Hill, MA
Brown University	Political Theory Project	Providence, RI
Cornell University	Program on Freedom and Free Societies	Ithaca, NY
Duke University	Gerst Program in American Values and Institutions	Durham, NC
Emory University	American Citizenship and Democracy Program	Atlanta, GA
Georgetown University	Tocqueville Forum	Washington, DC
Harvard University	Program in Constitutional Government	Cambridge, MA
MIT	Benjamin Franklin Project	Cambridge, MA
University of Notre Dame	Tocqueville Center; Constitutional Studies	South Bend, IN
University of Chicago	Tocqueville Conference and Course Support	Chicago, IL
Yale University	Political Science Department	New Haven, CT
UCLA	Center for Liberal Education	Los Angeles, CA
University of Houston	The Phronesis Program in Politics and Ethics	Houston, TX
University of Texas	Jefferson Center for Core Texts and Ideas	Austin, TX
University of Virginia	Constitutionalism and Democracy	Charlottesville, VA
University of Wisconsin	American Democracy Forum	Madison, WI
Indiana University	Tocqueville Forum	Bloomington, IN
Boise State University	American Founding Initiative	Boise, ID
Louisiana State University	Classical Tradition in Learning & Leadership	Baton Rouge, LA
Michigan State University	James Madison College; Department of Political Science	East Lansing, MI
Ohio University	George Washington Forum	Athens, OH
University of Illinois	Cline Center	Urbana, IL
Christopher Newport University	American Studies and Civic Leadership	Newport News, VA
Florida Atlantic University	Miller Forum for Civics Education	Boca Raton, FL
George Mason University	Civic Education Project	Fairfax, VA
Claremont Graduate School	Claremont Graduate School	Claremont, CA
Furman University	The Tocqueville Program	Greenville, SC
IIT - Kent College of Law	Kent Forum	Chicago, IL
Northwood University	The Forum for Citizenship and Enterprise	Midland, MI

Continued next page

Institution	Program	Location
Roosevelt University	Montesquieu Forum for the Study of Civic Life	Chicago, IL
University of Richmond	Adam Smith Program/Conference on Capitalism	Richmond, VA
DePaul University	Conference on American and Jewish Legal Thought	Chicago, IL
Villanova University	Ryan Center for the Study Of Free Institutions	Villanova, PA
Amherst College	Colloquium on American Founding	Amherst, MA
Dartmouth College	Daniel Webster Program	Hanover, NH
Lake Forest College	Department of Political Science	Lake Forest, IL
Rhodes College	Project for the Study of Liberal Democracy	Memphis, TN
Ursinus College	Common Intellectual Experience	Collegeville, PA
Programs in Development for 2011		
University of California, Davis		Davis, CA
Utah State University		Logan, UT
University of Arizona		Tucson, AZ
University of California, Berkeley		Berkeley, CA
American University		Washington, DC
Carthage College		Kenosha, WI
Loyola University of Chicago		Chicago, IL
University of Illinois, Chicago		Chicago, IL
Pepperdine University		Malibu, CA



PARTNER PROGRAM PROFILE: MIT



The Benjamin Franklin Forum is a weekly, credit-course seminar series consisting of teaching by MIT faculty on the philosophical origins of the modern world, emphasizing the broad context around the Founding, and provocative discussions by outside visitors.

The Forum is part of Concourse: Integrated Science and Humanities Education in the 21st Century, a learning community of students and instructors within MIT who are interested in human knowledge in its broad possibilities. It combines the rigor of the sciences and mathematics with elements of a liberal education, all aimed towards educating students to the fullest extent possible and allowing them to reach their full potential. Concourse provides the advantages of a small school while retaining the vast range of opportunities offered by the Institute as a whole.

A unique aspect of Concourse is a two-part series of humanities and social sciences courses that explore key elements of Western thought. The fall course, "Becoming Human: Ancient Greek Perspectives on the Best Life," focuses on the origins of political philosophy in the human questions of ethics, beginning with and culminating in the choice of the best human life. The spring course, "Modern Conceptions of Freedom," addresses the foundations of modern politics with an emphasis on the development of modern liberal democracy, in particular, as manifest in the American regime.

MIT students, not surprisingly, primarily focus on science, math, and engineering; however, it is very important for them to understand how these fit together within the breadth of human knowledge.

PROFESSOR BERNHARDT TROUT
DEPARTMENT OF CHEMICAL ENGINEERING, MIT

Mission

The Benjamin Franklin Forum exposes MIT's Concourse students to ideas from key scholars across the span of disciplines. It follows the objective of the Concourse program, which is to educate students broadly by teaching the foundational ideas that animate the disciplines and therein connect them.

Program Inception

2009

Program Elements

- Lecture Series
- Curriculum



Director of the Benjamin Franklin Forum,
Professor Bernhardt Trout.

PARTNER PROGRAM PROFILE: UNIVERSITY OF WISCONSIN



Mission

To promote the study of the principles of the American Founding and the continued relevance of those principles to the practice of democracy in the United States.

Program Inception

2010

Program Elements

- Undergraduate Course
- Jr. High & High School Teacher's Forum
- Annual Academic Conference
- Undergraduate Fellows Program
- Postdoctoral Fellowship
- Monthly Research Workshops
- Undergraduate Essay Contest



Co-directors of the American Democracy Forum, Professor John Coleman and Professor John Zumbrennen.

With support from the Jack Miller Center, Professors John Coleman and John Zumbrennen launched the American Democracy Forum in the fall of 2010 at the University of Wisconsin-Madison (UW).

The program aims to make UW a leader for scholarship and teaching that reflects both an appreciation of the vitality and relevance of the principles of the American Founding and an understanding of contemporary American democracy in all its complexity.

During the 2010-2011 academic year students and faculty will focus on the issue of popular sovereignty. In 2011-2012 the focus will be on the principles of liberty.

Initial funding for the initiative was provided by Mr. Dick Uihlein, the founder of Uline Shipping Supplies. Mr. Uihlein's philanthropy includes many efforts in Wisconsin, where his company has its headquarters.

"It's important that students understand that American democracy involves an ongoing conversation about the principles central to the American Founding: popular sovereignty, representative democracy, equality, liberty, and limited government."

Professor John Coleman, Department of Political Science, UW-Madison



The Departments of History and Political Science jointly host the Yale Center for the Study of Representative Institutions (YCRI), developed in 2010 with support from the JMC with plans to begin in the 2010-2011 academic year.

The YCRI aims to reassert in Yale's history and political science curricula the study of constitutional government theory and practice, not simply to restore the historical tradition long absent in American universities, but rather to challenge and extend that tradition with new questions.

Those questions will focus on the origins, development, and diffusion of a political culture that emerged in England and was transmitted to America during the 17th and 18th centuries, transformed and extended by the American Revolution, and tested in the American Civil War. The project will explore the future of constitutional government and representative democracy in the 21st century and focus on the question of whether the ideas and institutions developed to handle problems peculiar to their historical time still apply in a very different world.

"Undergraduates exhibit an eagerness to engage with these matters, which are inadequately provided for in contemporary academic programs."

PROFESSOR KEITH WRIGHTSON, DEPARTMENT OF HISTORY YALE UNIVERSITY

PARTNER PROGRAM PROFILE: YALE UNIVERSITY

Yale

Center for the Study of Representative Institutions

Mission

To revive the study of modern constitutionalism in the Anglo-American tradition as a means to challenge and extend that tradition with new questions.

Program Inception

Program developed in 2010; launch in 2011

Program Elements

- Two-year Postdoctoral Fellowships
- Seminar Courses
- Conference Series
- Public Lecture Series
- Research Grants



YCRI Co-directors, Professor Keith Wrightson and Professor Steven Smith.

PARTNER PROGRAM PROFILE: UNIVERSITY OF NOTRE DAME

WHY THIS IS IMPORTANT



UNIVERSITY OF NOTRE DAME

Mission

To foster the study of the role of religion in American democracy.

Program Inception

2009

Program Elements

- Distinguished Visiting Lecture Series
- Annual Seminars for Journalists and News Commentators
- Postdoctoral Teaching Fellowship
- Dissertation Fellowships
- Supplemental Graduate Student Stipends



Director of the Tocqueville and Constitutional Studies programs, Professor Michael Zuckert.



The JMC supports two programs at the University of Notre Dame: The Tocqueville Program for Inquiry into Religious and American Public Life, and the Constitutional Studies Program.

Through classes, outreach seminars, conferences, and fellowships, the Tocqueville Program seeks to create an energetic and stimulating environment in which students, professors, the community, journalists, and policy makers can discuss and better understand the role of religious faith, religious communities, and religious issues in American public life, and encourage public awareness of the various historic and philosophical principles involved.

Notre Dame has always been strong in constitutional studies and aims to maintain and expand that strength. In the early stages of development, The Constitutional Studies program is in the process of admitting its first graduate students. The department has made Constitutional Studies a separate field in its graduate program to prepare students to teach and to ensure the continued presence of a qualitative, Constitution-centered approach to political science at Notre Dame. Also in the midst of getting a minor in constitutional studies approved by the college council, the department expects to offer its first courses in the minor for the next academic year.

The Tocqueville and Constitutional Studies programs are directed by Michael Zuckert, Nancy Reeves Dreux Professor and Chair, Department of Political Science.

“We had a very impressive group of applicants for our new Constitutional Studies field, two of whom we will be able to take into our program, thanks to the help of the Jack Miller Center, the Veritas Fund and the Thomas Smith Foundation.”

PROFESSOR MICHAEL ZUCKERT
DEPARTMENT OF POLITICAL SCIENCE, UNIVERSITY OF NOTRE DAME

Two of America’s Leading Historians Discuss The State of Historical Study on Campus

In October 2010, Mr. William Osborn, the former CEO of Northern Trust Bank, held a luncheon for a group of distinguished jurists in Chicago to introduce them to the Jack Miller Center. The featured speaker was Gordon Wood, the preeminent historian of the American Founding and a Pulitzer Prize-winning author. An attendee asked Professor Wood why education in America’s Founding Principles and history is no longer commonly included in the curricula at most colleges and universities.

This question inspired the following conversation about why colleges are failing to teach, and students are failing to learn, about America’s heritage. The JMC’s Dr. Pamela Edwards met with Professor Wood and Jack Greene in early February 2011 to discuss the state of historical study in today’s university. Professor Greene is one of the seminal figures in the field of Atlantic history and is the Andrew W. Mellon Professor Emeritus at Johns Hopkins University.

PE: You’ve both had very distinguished careers teaching American history. What is your feeling about the current state of the field and what would you like to see for it?

GW: I think in terms of constitutional history, it’s generally not being taught at the undergraduate level. Of course the law schools are still teaching American constitutional history, but by and large, legal and constitutional history along with diplomatic history has been shunted aside (at the undergraduate level) over the last generation by cultural history.

PE: Why has this happened?

GW: Race and gender issues have become very, very important because of contemporary issues, and they have dominated many history departments, certainly my own. It’s been at the cost of some of these older, traditional fields. It takes sometimes 20 or 30 years, but you do have new people coming up and they have new interests, and there will be new contemporary issues that focus on the past that we want to understand. It’s not surprising that the best studies of slavery came out of the 1960s civil rights movement. People wanted to know where did this race problem come from and so it’s natural to do that. And the women’s movement of the 1970s generated a tremendous number of works on women in the past.



Left to right: Professor Gordon Wood, Dr. Pamela Edwards, and Professor Jack Greene.

Continued on next page

Wood, Greene, continued from page 19

JG: Even when they do teach American history, it's highly distorted I think. When they teach American Constitutional history for instance, it's a history of the Supreme Court. Let's face it, the Supreme Court wasn't very important until the 20th Century. What they don't do is give you a history of the Virginia Supreme Court in the early half of the 19th Century, which has a very rich history.

I actually think this is part of a broader problem, which is using the national state as a framework for historical studies. If you really wanted to do an accurate history of the American nation, it would be a history that gave more attention to what was going on in the states. It's a complicated thing. It's very difficult to do that. American history textbooks, if you look at one, have a little bit on the colonial period and on the revolution and then they move from one election to the next election. So mostly, it's elections, which didn't have much meaning or bearing on the lives of these people who were living in the United States.

GW: You're quite right. Even in teaching constitutional history, they focus on the Supreme Court. There are only two books that are on the federal district courts that have been written, and the district courts in most states were one per state, and I think there's one in Kentucky. But all those other district courts, nobody has worked on those and we know so little. So much was taking place at the federal district if you're talking about the federal law. The states are the really important arena for most events but even at the federal level, we know very little.

JG: I think one of the most important things that should be done in any history course is to give students a strong sense of anachronism. The United States was, in 1776, a kind of unintended consequence of this revolt against Britain. People had come together in 1774 and '75 and they had this strong sense that they had these unities that bound them together and so forth. But the idea of creating a significantly empowered national government is an idea that grows out of the experience of the 1780's, as Gordon has explained so successfully in a number of books.

I want to get back to your original question and make a point about how people moved away from constitutional history into social history and cultural history. In doing that, I think that it's true that at the moment, people seem to be ignoring something that Gordon and I both are still interested in, but at the same time, it has drawn people into an interest and a stake in history that has a potential to rework and revive things like American constitutional history. It's just that, as African Americans for instance, come to realize they have a history, which for a long time was very marginal and not central.

GW: Almost denied.

JG: Almost denied and not central. Women were certainly even more deeply denied. It's very hard to ignore slavery. But it was easy to ignore women. When you thought of history in terms of some sort of paradigm or power, men had the power. So if history is about power, I think there is potential there for reviving, and in a very different way and with a much richer fallout, the history of the Constitution, interest in the American Constitution.



"I think one of the most important things that should be done in any history course is to give students a strong sense of anachronism."

JACK GREENE

PE: And so is that really the new project perhaps, to create a very rich, complex context but at the same time to be able to have an integrated narrative again? Could you tell not one narrative but a number of extremely important exciting ones that are interdependent without flattening context and details entirely? Is that the way one would want to move do you think?

GW: You have to have multiple narratives because there's just too much information, too many stories out there and it becomes very difficult. There is a stake in history. It's not life and death, but it is important how one views the past of your country, and if it's a depressing story of murderous killing of native peoples and enslaving of Africans and that's it, then it's a little depressing for youngsters to get that. So you need to offset that kind of negative story with some kind of sense of what the country has been besides that. But these are contested all the time and that contest will go on because the stakes are high because people have agendas that they are promoting in the present.

It's the present that drives the interpretations of the past. We're not antiquarians. We don't wallow back in the past for its own sake. My own view is that questions of the present lead you to want to find answers but the present shouldn't dictate the answers you come up with. And that's generally happened. The first forays into the slavery in the 1960s may have been crude but people get away from the present and they just get fascinated with the authenticity of the past and they forget why they even went to investigate the subject. That's the best kind of history.

PE: I'd like to ask each of you what you imagine or would hope for the field in American history in the next decade.

GW: I don't know what's going to happen but I would hope there would be some return at least to a sophisticated political, diplomatic; I mean certainly there is a greater awareness of the world, and Jack has been a pioneer in Atlantic history, way back before it was called Atlantic history. He was, at Hopkins, creating the Atlantic world as a source of study. So that has enriched things, but I think looking at the world because we, the United States, are a world power now, a super power and so it's natural that we want to think about things in this worldwide aspect, and that just complicates the past even more.

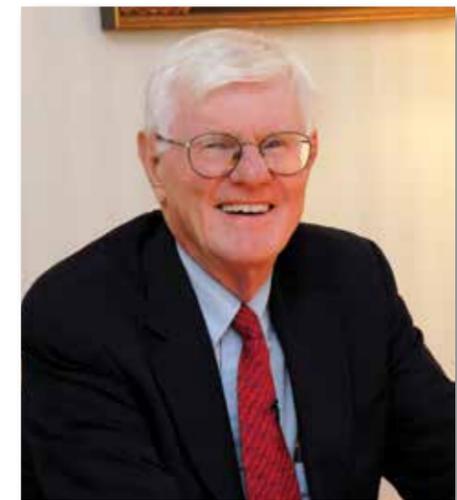
PE: Jack any final thoughts?

JG: I've always thought that the function of historical studies generally was to create critical citizens and to give them a sense of skepticism about received wisdom. I think that if we can continue doing that, it doesn't really very much matter what subjects we're taking up. It's just a matter of making people aware of the past and of difference.

GW: And how complicated the past is.

"There is a stake in history. It's not life and death, but it is important how one views the past of your country..."

GORDON WOOD



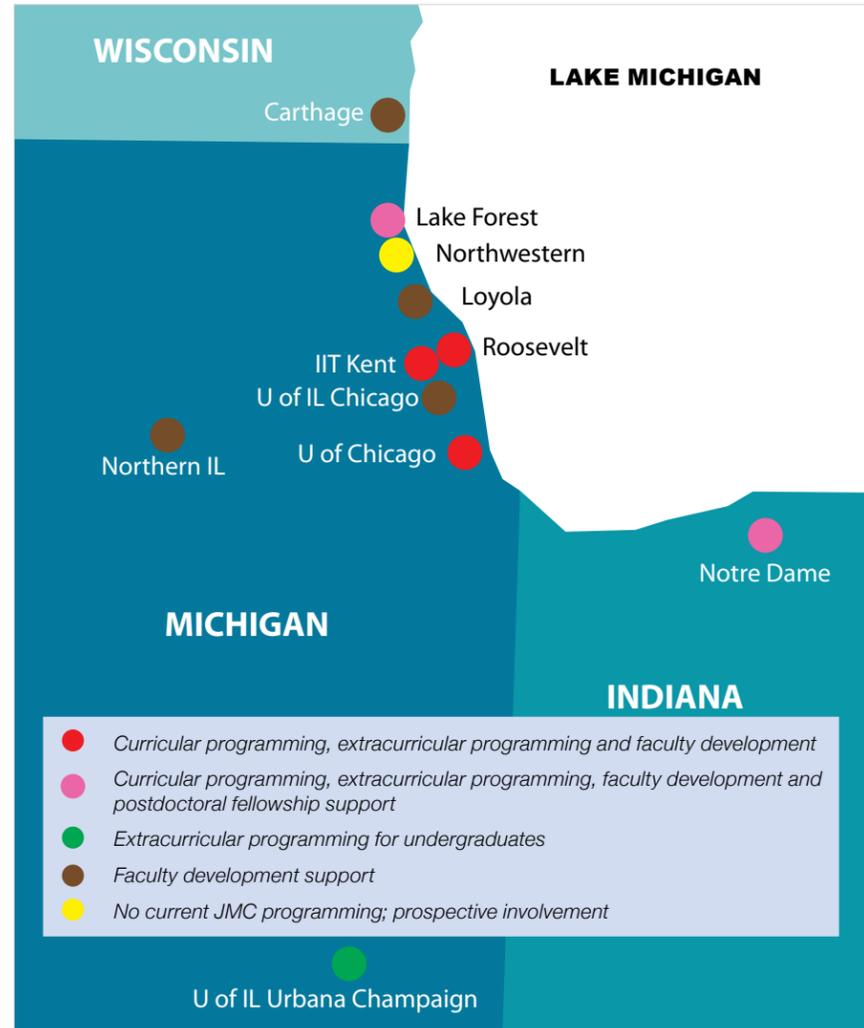
To hear the entire conversation, go to our Web site, www.jackmillercenter.com.

INVESTMENT: COLLABORATION AND THE CHICAGO MODEL

The Chicago Initiative, a Model for the Nation

The JMC's *Chicago Initiative* is a growing regional network that brings together administrators, faculty, and donors to work together to enrich students' understanding of our nation's Founding Principles, a prerequisite to becoming responsible citizens dedicated to preserving our free institutions. This strategy leverages both academic talent and philanthropic investment, providing for a transformation of education in the region.

The lessons being learned in developing the *Chicago Initiative* will be the foundation for a template the JMC will use to establish similar programs in other cities across the country where there is a high density of top-tier institutions of higher learning. These include, for example, Austin, TX; Washington, D.C.; Philadelphia, and Boston.



School	Program
Roosevelt University	Montesquieu Forum
IIT/Kent School of Law	Kent Forum
University of Chicago	Tocqueville Conference
University of Illinois Urbana-Champaign	Cline Symposium
Loyola Chicago	Hume Forum
University of Notre Dame	Tocqueville Program, Program on Constitutional Studies
Lake Forest College	Department of Political Science

The Chicago Initiative at Work

Roosevelt University hosted the first annual Summer Teachers' Academy on the History and Principles of the American Founding for high school teachers in July. The Academy is a partnership between Roosevelt University's *Montesquieu Forum for the Study of Civic Life* and the JMC's *Chicago Initiative*.

The program brought together high school teachers for a one-week series of lectures, workshops, and seminars designed to foster effective teaching of the American Founding. It was modeled after the successful faculty development summer institutes for college professors that the Jack Miller Center conducts in association with leading universities and colleges.

"The relevance of our freedoms came alive in the week as the group read and discussed extensively Franklin, Adams, Jefferson, and Madison at various points in the formation of our government," said Janet Mark, a history teacher from Hinsdale Central High School in Hinsdale, Illinois.

The theme of the Summer Academy was Liberty & Constitutionalism: Five Founding Freedoms. Participants had the opportunity to work closely with nationally recognized scholars on the American Founding, including Ralph Lerner, University of Chicago; Peter Onuf, University of Virginia; Michael Zuckert, University of Notre Dame; Jessica Choppin Roney, Ohio University; and Maura Jane Farrelly, Brandeis University.

Additional plans include an essay contest for high school students. The Academy will be offered in 2011 and expanded in 2012, providing Chicago-land high school teachers continuing opportunities to advance their professional standing.

"It was a first-rate educational experience to exchange ideas with such an engaging group of professionals. I am planning to use excerpts of many of the readings with my students this year."

JANET MARK, HINSDALE CENTRAL HIGH SCHOOL



LEADERSHIP



Board of Directors

Jack Miller. Chairman and founder of the JMC. Mr. Miller was the founder and former president/CEO of Quill Corporation, which became the nation's largest independent direct marketer of office products before being acquired by Staples, the giant office supply company, in 1998.

Goldie Wolfe Miller. Mrs. Miller is the president of Millbrook Corporate Real Estate Services and founder of the Goldie B. Wolfe Miller Women Leaders in Real Estate Initiative at Roosevelt University (Chicago).

Douglas Regan. Mr Regan is the treasurer of the JMC board of directors. He is the executive vice president for wealth management at Northern Trust, a leading provider of investment management, asset and fund administration, fiduciary, and banking solutions for corporations, institutions and affluent individuals worldwide.

John Lillard. Mr. Lillard is the former chairman of the Wintrust Financial Corporation, a financial services holding company headquartered in Lake Forest, Illinois. He supports several philanthropic efforts in higher education, including at his alma mater the University of Virginia and Lake Forest College in Illinois.

Bruce Cole. Dr. Cole is the president of the American Revolution Center, the only museum dedicated exclusively to the American Revolution (scheduled to open in Philadelphia in 2013). He is the former chairman of the National Endowment for the Humanities.

James Ceaser. Professor of politics at the University of Virginia and director of the Program on Constitutionalism and Democracy at UVA, Professor Ceaser is the chairman of the JMC's Academic Advisory Council.

Wilfred M. McClay. Professor of history at the University of Tennessee at Chattanooga, Dr. McClay was the 2009-10 William E. Simon Distinguished Visiting Professor at Pepperdine University. He is the vice chairman of the JMC's Academic Advisory Council.

Mike Ratliff. Admiral Ratliff is the president of the JMC and board secretary. He is the former director of Naval Intelligence.



From left to right: Mike Ratliff, Douglas Regan, James Ceaser, Goldie Wolfe Miller, Jack Miller, John Lillard, Bruce Cole, Wilfred McClay.



Academic Advisory Council

James Ceaser, professor of politics at the University of Virginia; Chairman.

Wilfred M. McClay, professor of history at the University of Tennessee at Chattanooga and 2009-10 William E. Simon Distinguished Visiting Professor at Pepperdine University; Vice Chairman.

Mark Bauerlein, professor of English and founder of The Program in Democracy and Citizenship at Emory University.

Bruce Cole, president of the American Revolution Center.

Daniel Cullen, associate professor of political science and director of The Project for the Study of Liberal Democracy at Rhodes College.

Patrick Deneen, Tsakopoulos-Kounalakis Chair in political science and founder and director of The Tocqueville Forum on the Roots of American University at Georgetown University.

Allen Guelzo, Henry R. Luce Professor of the Civil War Era and the director of Civil War Era Studies at Gettysburg College.

Robert Koons, professor of philosophy and founder of The Program in Western Civilization and American Institutions at the University of Texas-Austin.

Ralph Lerner, Benjamin Franklin Professor Emeritus in the Committee on Social Thought at the University of Chicago.

Harvey Mansfield, William R. Kennan, Jr. Professor of Government at Harvard University and a 2004 recipient of the National Humanities Medal from President George W. Bush.

Thomas Pangle, Joe R. Long Chair in Democratic Studies and the director of the Jefferson Center for Core Texts and Ideas at the University of Texas-Austin.

Sandra Peart, dean of the Jepson School of Leadership Studies at the University of Richmond.

Gordon Wood, Alva O. Way Professor Emeritus of History at Brown University and Pulitzer prize-winning author of *The Radicalism of the American Revolution*.

Jean Yarbrough, Gary M. Penty Professor of Social Sciences and chair of the Government Department at Bowdoin College.

Michael Zuckert, Nancy Reeves Dreux Professor of Political Science at the University of Notre Dame.



JMC Team

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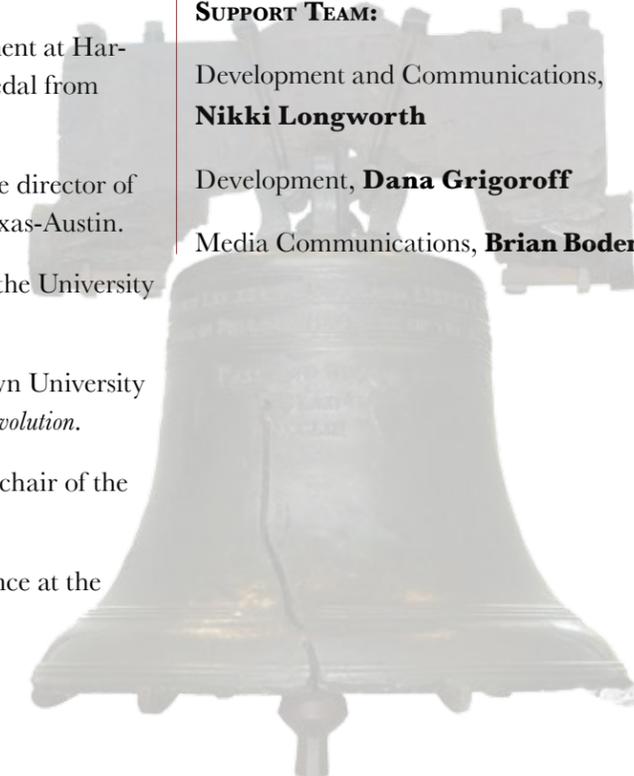
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Development and Communications, **Nikki Longworth**

Development, **Dana Grigoroff**

Media Communications, **Brian Boden**



COMMUNICATIONS

FINANCIALS

“The JMC Web site has become one of my main resources for both professional and scholarly links.”

PROFESSOR, BENJAMIN KLEINERMAN
DEPARTMENT OF POLITICAL SCIENCE, MICHIGAN STATE UNIVERSITY

Print

The Jack Miller Center launched “The Quarterly Report” in the spring of 2010.

Published in print and electronic formats, the newsletter is distributed to more than 3,000 friends of the JMC nationwide.

Each edition reports on new developments regarding academic programs, faculty partners, JMC conferences and other events, and contains book reviews, an interview with a prominent scholar or a nationally known advocate of civics education, and a profile piece on one of the JMC’s faculty partners and his/her program.



Video

The award winning JMC video series was significantly expanded in 2010.

Available on the JMC Web site and on YouTube, the series lets viewers watch interviews with several prominent scholars and advocates for education in America’s heritage. These include Gordon Wood, Allen Guelzo, James Ceaser, Wilfred McClay, Thomas Pangle, Harold Krent, Greg Campbell, Elizabeth Busch, Judge Marjorie Rendell, Bruce Cole, Michael Barone, and William Kristol.

A new video featuring students at the University of Virginia sharing their comments about the importance of learning about America’s Founding Principles is a popular addition to the JMC video series. The students have participated in the highly successful Program in Constitutionalism and Democracy at UVA.

Web

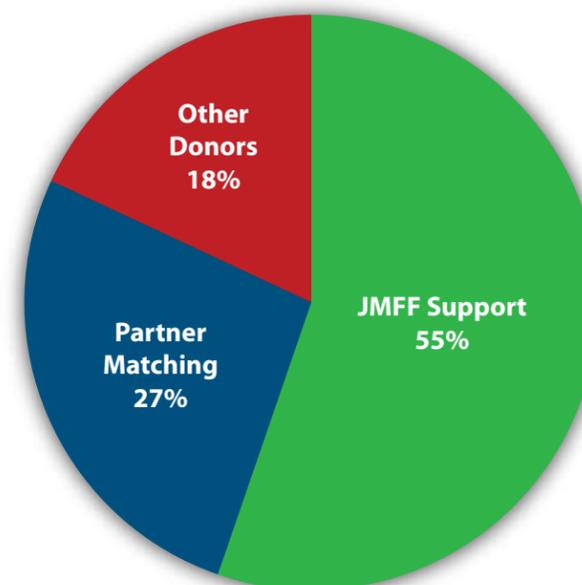
The JMC online presence grew to include social media in 2010.

In addition to the Web site, www.jackmillercenter.org, the JMC now posts content through Facebook, Twitter, and YouTube.

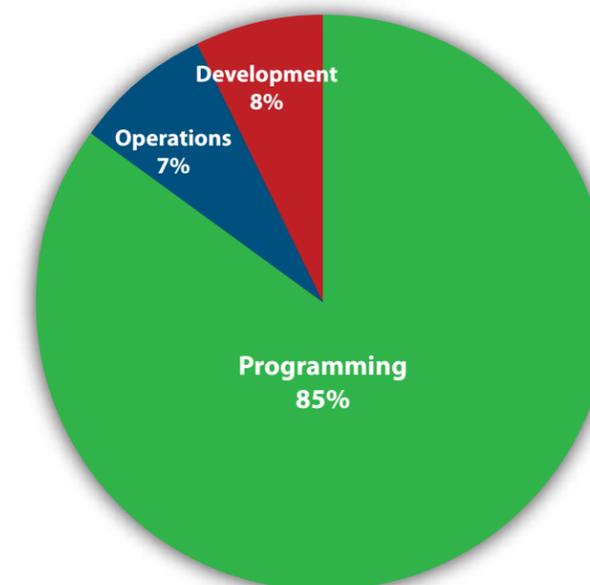
The Web site is a forum for readers interested in higher education, the American Founding, and issues concerning philanthropy. Visitors find information about the JMC mission and staff, upcoming events, job announcements, sample syllabi, essays on the American Founding, and a monthly featured professor and partner program. Visitors may also purchase books on the Founding, many by JMC fellows, at the online JMC Bookstore.

The JMC Facebook page has approximately 3,000 users who visit Web posts over 1,000 times every day. Beginning in January 2011, the JMC blog is available on Kindle.

Revenue



Expenditures

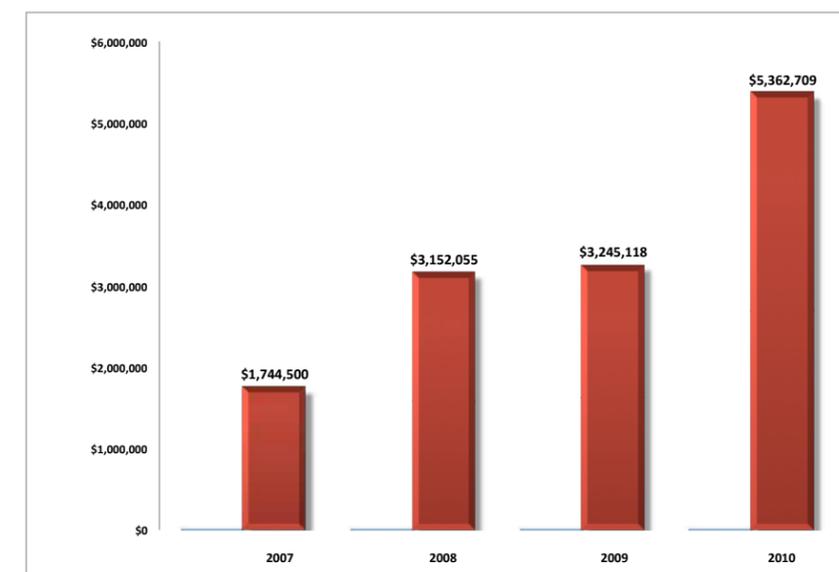


JMC Receives Public Charity Status

In 2010 the IRS granted the JMC an advance ruling qualifying the organization as a public charity. While the JMC began as a private charity with seed funding from Jack Miller, expanding its status to a public charity demonstrates the broad public nature of our mission.

With this ruling, donations made to the JMC as of January 1, 2011 are treated as public charity donations by the IRS.

Revenue Growth, 2007 - 2010



www.jackmillercenter.org

“If you would understand anything,
observe its beginning and its
development.”

Aristotle, 4th century BCE



JACK MILLER CENTER

For Teaching America's Founding Principles and History

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