

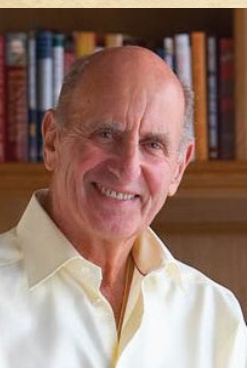


The DECLARATION

"An investment in knowledge pays the best interest." Benjamin Franklin

Fall 2014

CHAIRMAN'S MESSAGE



Unintended Benefits

By Jack Miller

We've all heard the phrase, "unintended consequences," and when we hear it, we think of

something bad happening as a result of some decision or action. But unintended good things can also happen. So to differentiate the good from the bad, let's call this "unintended benefits." That is exactly what is beginning to happen around the country as a result of what we are doing on college campuses.

From the beginning, our mission has been to bring the teaching of our founding principles and our history back into campus-wide curricula to enrich what our young people are learning. And we have been successful in doing so (although there is still much to do), with 750 professors in our network on more than 200 campuses across the country. But then the "unintended benefits" kicked in. Some professors decided to carry it further by taking this education into their communities through local high schools.

And when you think about it, this is a logical thing to do. High school teachers are required to earn a certain number of teaching credits each year and want solid content in the subjects they are teaching. Teachers

Continued on page 12

New JMC Fellowship at Columbia Expands Unique Program for New York City High School Seniors

The *Freedom and Citizenship Program* at Columbia University introduces an aspiring group of low-income and first generation college-bound high school seniors to the meanings and possibilities of citizenship in a free society.

Founded and directed by Professor Casey N. Blake, the program is a partnership between Columbia's *Center for American Studies*, a JMC partner program, and the *Double Discovery Center* (DDC), a Columbia program that serves low-income middle and high school students attending New York City schools.

Rising seniors within the pool of DDC students who have demonstrated a degree of academic achievement and intellectual aspiration are identified by DDC staff and given the opportunity to apply to the *Freedom and Citizenship Program*.

"These are absolutely fabulous kids," said



High school students participate in The Freedom and Citizenship Program summer seminar.

Professor Blake. "They take hold of this opportunity with both hands—with enthusiasm and a kind of earnest, active engagement that has never failed to impress all of us involved in the program."

The program was featured this past summer in a *New York Times* op-ed piece by columnist Frank Bruni ("Plato and the Promise of College," *The New York Times*, August 14, 2014).

Professor Roosevelt Montàs, director of Columbia's Core Curriculum and JMC faculty partner, teaches the seminar that includes classes taught by other Columbia professors.

The students study central texts in the

Continued on page 13



For Teaching America's Founding Principles and History

The way we understand our freedoms and institutions is shaped by what is taught in our colleges and universities. But too few students are educated on the principles that sustain those freedoms and institutions.

The Jack Miller Center partners with faculty, administrators and donors to revitalize education in American political thought and history.

Our goal is for students to gain the knowledge necessary for informed civic engagement and to help ensure a future that preserves the freedoms envisioned by our nation's Founders.

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"Educate and inform the whole mass of the people. They are the only sure reliance for the preservation of our liberty."

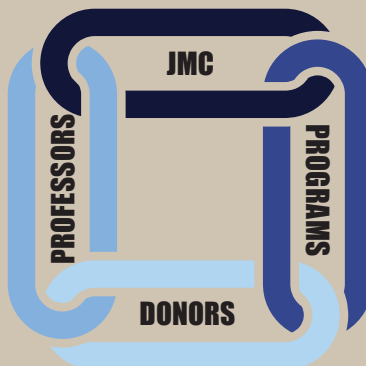
THOMAS JEFFERSON

JMC STRATEGY

BUILD A COMMUNITY OF

PROFESSORS committed to providing this education. These professors will be the primary engines for change, expanding student access to courses and other opportunities to learn. Miller Summer Institutes, our postdoctoral fellowships, regional seminars such as our Jeffersonian Seminars, as well as programs including reunions and panels at national professional conferences allow us to expand and deepen our relationships with these professors.

DEVELOP A NETWORK OF PARTNER PROGRAMS that will sustain this teaching on individual campuses. As the number of partner programs grows, we can leverage their impact through the "network effect" as professors find opportunities to work together to advance this vital education and scholarship.



CONDUCT NATIONAL PROGRAMS

that no individual professor or campus would be able to do independently. These include the Constitution Day Initiative to focus attention on this education and its advocates; the journal, *American Political Thought*, that provides a platform for the scholarship of professors who dedicate their careers to this teaching; and annual summits that provide occasions for the directors of Miller campus partner programs and others to learn from one another and to work together.

SUPPORT A COMMUNITY OF DONORS with research and services that allow them to invest in this higher education intelligently with an expectation of both doing good and achieving their individual goals.



PRESIDENT'S MESSAGE

Making an Impact

We have been working to revitalize education in our nation's founding principles and history for ten years. Since we began, we have built a community of 750 professors on more than 200 campuses and helped to launch or grow 54 partner programs on colleges and universities across the country.

The question is, are we having an impact—are we helping to transform access to the education students need to be informed, engaged citizens? Are our donors getting a good return?



Mike Ratliff

In this edition of *The Declaration*, we are launching a series on the impact of our partner programs. We begin on page 4 with the *American Democracy Forum* at the University of Wisconsin. The ADF, under the direction of Professor John Zumbunnen, in just four years has built an impressive record. And John has ambitious plans to do even more in the coming years.

ALL STUDENTS NEED THIS ESSENTIAL EDUCATION

The JMC's mission is to help faculty do more to prepare *all* students for good citizenship; this essential education should not be limited to political science and history majors. This is why our Commercial Republic Initiative, supported by the John Templeton Foundation, is so important to our mission. Its focus is on broadening pre-professional education—engineering, business, science and law—to include a better understanding of the sources and ideas that have shaped the American constitutional order. You can read about our Commercial Republic Initiative on page 15.

PARTNER PROGRAMS ADVANCE THIS EDUCATION AT THE HIGH SCHOOL LEVEL

The National Civic Literacy Board published the results of the largest national test ever administered to college freshman and seniors to evaluate their knowledge of US government and history. The freshmen score was a failing 51 percent, and students graduated without any notable improvements. Clearly, most students arrive to college unprepared to deepen their knowledge of the American experience. They still need the basics.

As Jack Miller writes in his Chairman's Message, we enthusiastically support our faculty partners who want to expand their efforts to help at the high school level. On pages 1 and 14, you can read about innovative projects underway at Columbia University and Mercer University. And, as John Zumbunnen says, the high school component of the *American Democracy Forum* at UW-Madison is a real highlight of all the programs underway there.

As always, if you would like to learn more about the programs we are supporting on college campuses, please contact me. I can be reached at 484-436-2065, or at mratliff@gojmc.org.

Very respectfully,

Mike Ratliff, president
Rear Admiral, United States Navy, ret.



Q & A with a JMC Faculty Partner

Are We Having an **Impact?**

After ten years and investing millions of dollars in the effort to help faculty and administrators revitalize education on America's founding principles and history on college campuses, donors need to know whether these efforts are working. In the first of a series on the impact of our partner programs, we spoke with Professor John Zumbunnen, director of The American Democracy Forum at the University of Wisconsin, to get his views on how his program is making a difference.



JMC: How has the *American Democracy Forum* (ADF) had an impact at the University of Wisconsin-Madison?

JZ: Our programs reach undergraduates and graduate students across campus, postdoctoral fellows, faculty and the public. Since 2010, we have:

- Made possible the development of 19 new courses in American political thought
- Developed a program for junior high and high school teachers
- Established an undergraduate fellows program
- Supported postdoctoral fellowships
- Conducted numerous conferences and lectures with renowned scholars

And through JMC's Commercial Republic Initiative, the ADF established the Benjamin Franklin Initiative, which has provided a platform for us to build a network of faculty members and students across campus.

JMC: The ADF has allowed the development of 19 new courses in American political thought. Why do you think these courses are important?

JZ: There's a serious interest and hunger among students for the kind of education we're offering. If you offer them the opportunity, they will take advantage of it. The American political thought courses the ADF has allowed us to develop are always full.

"It's not just teaching them the content of a set of ideas. It's also about trying to spark in them that curiosity that's going to lead them to continue to ask big questions and think about big foundational ideas throughout their life."

Snapshot:

American Democracy Forum



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

The *American Democracy Forum*, founded in 2010 with support from JMC, is devoted to the study of the principles of American political thought—as they were articulated in the American Founding and in their continued role in the contemporary practice of American democracy.

SELECTED COURSE OFFERINGS:

History of American Political Thought
Progressives and Conservatives in American Political Thought
Liberty and Equality in American Political Thought
Representation and American Democracy
The Ethics of Civic Engagement

For some students, this might be one of their only chances during their college career to be exposed to the big ideas that have informed the American political experience, so we are able to give them something they might not otherwise get.

JMC: The ADF reaches a broader audience through its junior high and high school teachers program. Please tell us more about that.

JZ: The University of Wisconsin has an incredibly strong tradition of outreach beyond the campus. We're trying to continue this tradition by sharing our knowledge around the state. Each year, our program draws teachers from a wider variety of districts in Wisconsin and northern Illinois.

The teachers in our program read primary texts about big political ideas in the American tradition. We then spend the time we have together on campus in seminar-style discussions of our shared readings and on how to bring the ideas in those readings to students.

We've worked to add an online component so that we can keep in touch throughout the year. And we offer every teacher who completes the program two graduate credits.

We work to bring new content to them and help them formulate new curricula for their classrooms. It's pretty exciting. It's one of the most gratifying parts of all of this programming we do.

JMC: We are pleased to see that directors are looking to you as a resource for advice on developing their own college programs, and that the ADF has become a model other programs are emulating. Where do you see the ADF five years from now – if you secure the necessary resources?

JZ: With sufficient funding, we can build on ADF's exciting array of programs by:

- Developing a full statewide junior high and high school teachers program by partnering with other UW system campuses
- Expanding the ADF Undergraduate Fellows program to include more UW-Madison students and involve students from other UW system campuses
- Expanding the number of course offerings tied to the mission of the ADF and Benjamin Franklin Initiative
- Offering course development grants to UW-Madison faculty for developing new undergraduate and graduate courses that advance the ADF mission
- Offering research grants to UW-Madison faculty engaged in scholarship on American political thought and American history

JMC: Many of Wisconsin's future leaders will attend UW-Madison. How is this education important to the civic life of Wisconsin?

JZ: I think it's important for us to provide this education not only to future politicians and government officials, but to leaders in the private sector and across the life of Wisconsin. My hope is that we're grounding them in thinking about the big ideas which inform our shared life together in Wisconsin and that they will carry that forward no matter what line of work they're involved in.

It's not just teaching them the content of a set of ideas. It's also about trying to spark in them that curiosity that's going to lead them to continue to ask big questions and think about big foundational ideas throughout their life.

For more information on the *American Democracy Forum*, please visit adf.wisc.edu.



JMC Supports Constitution Day Programs On College Campuses Across the Nation

JMCMC supported Constitution Day programs on college campuses across the United States on a wide-range of topics in observance of Constitution Day on September 17.

With a lead gift from the Andrea Waitt Carlton Family Foundation and support from other donors, JMC launched its Constitution Day Initiative (CDI) in 2011 to increase awareness of the Constitution Day mandate and assist colleges in developing substantive educational programs.

"I'm thrilled to see how quickly the Constitution Day Initiative has touched campuses all across the country," said Wilfred M. McClay, Blankenship Chair in the History of Liberty at the University of Oklahoma.

"The observance of Constitution Day on many of those campuses used to be minimal to nonexistent. But now, under Dan Cullen's energetic leadership, the Constitution Day Initiative is helping schools mount rich and sophisticated programming, with great speakers and exciting subjects. It's a plus for everyone."

Daniel Cullen, political philosophy professor at Rhodes College and JMC senior fellow in constitutional studies, directs the Constitution Day Initiative.

THE ONLY NATIONAL INITIATIVE

Today, JMC offers the only national initiative to help higher education meet the federal mandate. JMC's Constitution Day website provides valuable information on how to prepare and execute substantive programs that appeal to students.

This year, JMC distributed over 1200 information packages that offer recommendations to colleges and universities to enhance their Constitution Day programming. We also provided support materials such as pocket-sized copies of the Constitution and Declaration of Independence.

In the past four years, JMC has provided matching funds to nearly 150 of the most outstanding programs on college campuses across the country exploring the central role of the Constitution to understanding the American experience, past and present.

In addition to an impressive roster of professors from some of the nation's most prestigious universities, past programs have included leading public intellectuals, members of Congress and Supreme Court Justices John Paul Stevens, Stephen Breyer and Antonin Scalia.

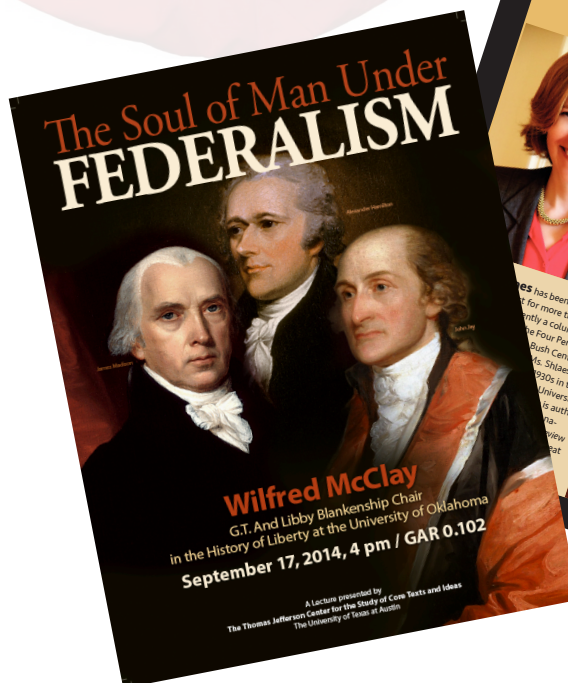
To learn more about the Constitution Day Initiative, please visit jackmillercenter.org/constitution-day-initiative.



CDI debate at Christopher Newport University, "Filling in the Gaps: Is Executive Prerogative Constitutional?" featuring Jonathan Turley, Shapiro Chair for Public Interest Law, George Washington University, and John Yoo, Emanuel S. Heller Professor of Law, University of California at Berkeley School of Law

Noted scholars who spoke on a wide range of constitutional subjects include:

- *Wall Street Journal* columnist and senior fellow **William Galston** (Brookings Institution)
- Pulitzer Prize-winning historians **Gordon Wood** (Brown) and **Jack Rakove** (Stanford)
- Former Deputy Assistant Attorney General **John Yoo** (University of California-Berkeley)
- Professor **Robert George** (Princeton)
- Professor **James W. Ceaser** (University of Virginia)
- Professor **Wilfred McClay** (University of Oklahoma)
- *New York Times* best-selling author **Amity Shlaes**
- Senior fellow in Governance Studies **Benjamin Wittes** (Brookings Institution)

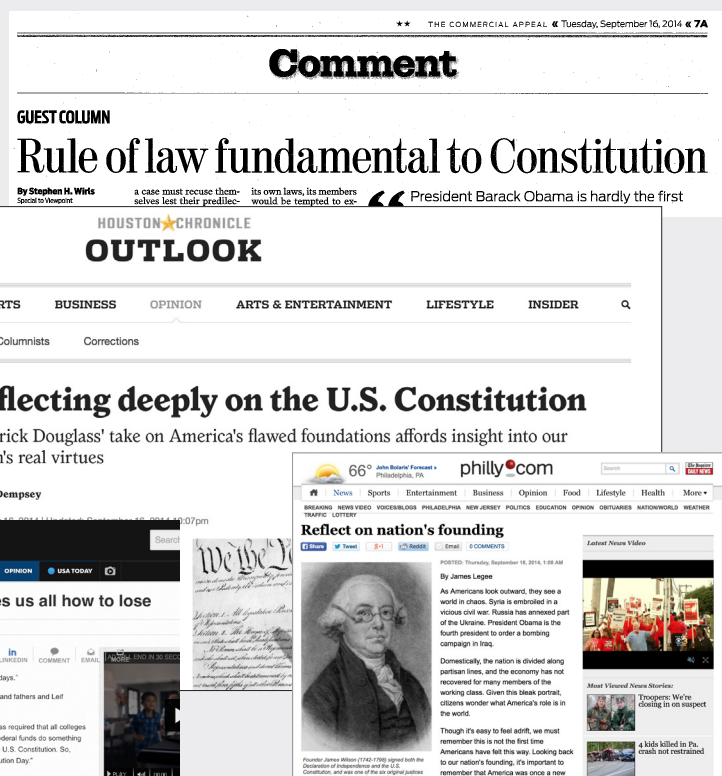


"The Constitution Day Initiative is helping schools mount rich and sophisticated programming, with great speakers and exciting subjects. It's a plus for everyone."

PROFESSOR WILFRED M. MCCLAY
UNIVERSITY OF OKLAHOMA

Constitution Day in the Media

To raise awareness about Constitution Day, JMC helped scholars place essays in leading regional newspapers around the country including the *Philadelphia Inquirer*, *Detroit Free Press*, *Miami Herald*, and the *Houston Chronicle*, exploring a variety of themes related to the Constitution. In addition, media outlets published a JMC press release on Constitution Day that included the full list of JMC-supported campus events conducted nationwide.



Sam Adams in Ferguson: A Reflection

By Jeffrey L. Pasley



Professor Pasley teaches American history and serves as associate director of the Kinder Forum on Constitutional Democracy at the University of Missouri. The Kinder Forum is a JMC partner program that promotes excellence in teaching and scholarship about the American constitutional and democratic traditions.

“... one problem I hope we can address is the profound indifference-to-hostility that many Americans today, of all backgrounds, seem to feel toward our democratic institutions.”

This summer as we were launching JMC’s new partner program here at the University of Missouri, our home state made one of its rare starring appearances in the international media, but not for reasons we would prefer. The killing of black teenager Michael Brown by white policeman Darren Wilson in Ferguson, Missouri, on August 9, 2014, sparked rioting, street protests and widespread unrest across the St. Louis area. It spurred me to reflect on the state of our constitutional democracy.

At a minimum, constitutional democracies should provide citizens with government that conducts their affairs peacefully and legitimately. In St. Louis County, this test was not met.

Upsetting as they were, the protests and violence in Ferguson should not be seen as especially new. The protests of the unruly crowd have deep roots in the Anglo-American political tradition. The Founders would have understood, if not approved. In their time, violence in the streets, including property destruction and looting, was part of the expected repertoire of actions through which public opinion could be expressed, especially by the common people.

“When the passions of a multitude become headstrong, they generally will have their course,” wrote Samuel Adams. “A direct opposition only tends to increase them.” Sam even admitted to the belief that disorder might occasionally even be necessary, and rational, when liberty was in the balance. He knew that the Patriots would never have stopped the Stamp Act without the Stamp Act Riots to deter any officials who might consider trying to implement the law.

The possibility that heavy-handed or unjust law enforcement tactics might inspire street-level outrage was known to the Founders as well. For most of the decade leading up to the Revolution, major American towns were patrolled by redcoated British regulars. By all accounts, the men of the Boston garrison were quite right to feel threatened by the angry, rock- and ice-throwing crowd they confronted on the evening of March 5, 1770; when they fired their weapons, the resulting tragedy was labelled the Boston Massacre, and the soldiers were quickly arrested.

If Twitter had existed in 1770, Paul Revere and Sam Adams would assuredly have used it to fan the flames that burned in American hearts against troops who looked



and talked like them, but increasingly seemed to act more as occupiers than protectors. Instead of hashtag #massacre, they had to content themselves with Revere's famously slanted engraving, with brightly-colored British coats and spilled American blood.

The American revolutionaries abhorred the idea of being subjected to authorities who were unaccountable and alien to their communities, who could hurt and punish them with impunity.

The creation of a new nation, and eventually a constitutional republic with democratic institutions, relieved many of these fears, and cast riots and most other types of political violence in an increasingly unfavorable light. In a properly functioning democratic polity, the original architects of the American party system argued, violence was no longer necessary, though it was not until very deep into the 20th century that it was completely removed from the repertoire of American politics.

But as we have discovered, many local communities in modern America are far from properly functioning democratic polities. North St. Louis County, for instance, teems with small municipalities where the governments and public agencies have been allowed to become grossly unrepresentative of and disconnected from the populations they serve.

Many factors contributed to producing this situation, but a healthier constitutional democracy might have prevented or ameliorated it. If the local government in Ferguson had been engaged with its citizens and the people of Ferguson had been participating fully in its elections and deliberations, the misunderstandings and hostilities evident now might not have been quite so profound.

Historians and political scientists cannot do much to address entrenched social ills, but one problem I hope we can address is the profound indifference-to-hostility that many Americans today, of all backgrounds, seem to feel toward our democratic institutions.

In the face of its many financial and political challenges, the educational system at all levels has retreated from the teaching of civics, and political thought and history, in favor of other priorities. Regarding the Founders, students know names and faces, and a couple of scandalous factoids, but little of substance.

Combatting this indifference, at its roots, is one of the most vital missions that programs like our Kinder Forum on Constitutional Democracy, and supportive institutions like JMC, can perform.



“Combatting this indifference, at its roots, is one of the most vital missions that programs like our Kinder Forum on Constitutional Democracy, and supportive institutions like JMC, can perform.”

A Scholar's View is a regular feature of *The Declaration* by a member of JMC's faculty community. The views expressed do not necessarily reflect the views of JMC, other members of the JMC faculty community or JMC donor partners.



19th Miller Summer Institute Held in Philadelphia with Focus on Graduate Students

In Partnership with University of Missouri and University of Pennsylvania

Designed for the first time primarily for advanced graduate students, the 19th Miller Summer Institute was held July 29 to August 8 in Philadelphia in partnership with University of Missouri's *Kinder Forum on Constitutional Democracy* and University of Pennsylvania's *Program on Democracy, Citizenship and Constitutionalism*.

The Institute was made possible through the generous support of the Kinder Foundation, a family foundation established by Rich and Nancy Kinder, the Earhart Foundation and JMC resources.

"We strive to design programs tailored to the specific needs of students and scholars at every point in their academic careers," said Dr. Michael Andrews, JMC executive officer and vice president. "In this case, we devised a Summer Institute to meet the needs of graduate students.

"These graduate students will soon be looking for jobs, and they need to feel they are part of the profession. This institute put them in touch with outstanding scholars and gave them the opportunity to establish connections, build relationships and create the potential for future collaboration, all of which will be vital to their success in the highly competitive academic job market."

The theme, "Modern Revolutions and the Emergence of the Constitutional Republic," fostered discussions about changing notions of citizenship and constitution-making in the modern era, with a view both to those who influenced the American Founders and to the Founders' own unique contribution to the modern science of politics.



*Professor Justin Dyer
(University of Missouri)
leading group in discussion*



University of Missouri and University of Pennsylvania participants with Professors Nancy Hirschmann (left) and Rogers Smith (center) of University of Pennsylvania, and Dr. Pamela Edwards (second from right), JMC Director of Academic Programs

Speakers included Professors Nancy Hirschmann and Rogers Smith, University of Pennsylvania; Justin Dyer and Jeff Pasley, University of Missouri; Jack Greene, Brown University; Wilfred McClay, University of Oklahoma; and Jim Ceaser, University of Virginia. Editors from University Press of Kentucky and Cambridge University Press led publishing workshops.

The intensive schedule of seminars, publishing and professional workshops and lectures were designed to enable new scholars studying American political thought and history to enter the academic job market already integrated into an extensive community of professors and well-prepared for the rigors of academia.



Participants in the 2014 Summer Institute in Philadelphia



“Summer Institute readings gave me a reason to examine sources I might not have otherwise—some were so accessible and fantastic, I am assigning them to my own students this semester.”

JOSHUA RICE, PhD CANDIDATE, HISTORY,
UNIVERSITY OF MISSOURI



John York (left), PhD candidate,
University of Virginia, and Samuel Zeitlin
(right), PhD candidate, University of
California – Berkeley

“This ten-day event gave me the invaluable opportunity to build important contacts and lasting friendships with other young academics located at universities across the country.”

ELSPETH WILSON
PHD CANDIDATE, POLITICAL SCIENCE
UNIVERSITY OF PENNSYLVANIA

JMC Partners with the American Philosophical Society

JMC is partnering with the American Philosophical Society (APS) to advance scholarship in fields of study that contribute to a deeper understanding of America's founding principles and history.

An internationally-recognized scholarly organization, the APS is home to a range of extraordinary documents from the revolutionary and founding era, including a substantial collection of Benjamin Franklin's correspondence and printed works.

JMC will award research fellowships to select scholars to examine APS's expansive collection of books and materials.

"The American Philosophical Society is the preeminent scientific and scholarly society of its kind in the United States,"

said Dr. Pamela Edwards, JMC director of academic programs.

"Benjamin Franklin founded it with the ambition to make Philadelphia an international center of Enlightened Science and Philosophy. We are honored to partner with APS and afford young scholars the opportunity to explore its unparalleled collections of manuscripts and rare books both from the founding era and beyond."

APS promotes knowledge in the sciences and humanities through excellence in scholarly research, professional meetings, support of young scholars, publications, library resources, and museum and community outreach. The APS has played an important role in American cultural and intellectual life for over 250 years.

Research Library Partnerships

In addition to the American Philosophical Society, JMC has established partnerships with three of America's foremost independent research libraries: the Newberry Library in Chicago, the Huntington Library in San Marino (CA), and the John D. Rockefeller Library in Colonial Williamsburg.

In collaboration with these institutions, JMC provides research fellowships, hosts conferences and organizes seminars that help advance JMC's central mission to revitalize the study and teaching of American political thought and history.

Unintended Benefits

Continued from page 1

have said that high school students are remarkably eager for education on the big ideas of the founding era. Our professors in the JMC community have the knowledge, teaching skills and the passion for this topic to create strong, interesting programs for high school teachers.

A perfect combination! And it has proven to work. I attended two of the Miller Center's institutes for high school teachers at Roosevelt University in Chicago, and I can tell you that the teachers thought they were great. "It's terrific, getting content instead of just more teaching techniques," was one comment. And, in fact, that may be one of the keys for improving education in our country, providing the opportunity for teachers to get more in-depth knowledge on the subjects they are teaching.

In this issue of *The Declaration*, you will read about high school programs offered through three of our partner programs at Columbia, University of Wisconsin-Madison and Mercer. And directors of other programs are expressing interest. They just need the resources and know-how to get started.

SO HOW CAN WE HELP AND HOW CAN YOU HELP?

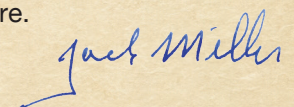
Based on our experience, we can help our professors develop the format, the curricula and the readings. We can promote the idea to our network of professors. We can also hold workshops for professors on how to set up such programs. We have the contacts, experience and knowledge to make it happen.

You can help make it happen by contacting your local school officials

and encouraging them to support this essential education on America's founding principles and history. The directors of our partner programs are passionate about the impact of this education and determined to educate as many students as possible on campuses and beyond.

While the Miller Center will stay true to its mission of focusing on higher education, we feel that it is important to encourage this "unintended benefit" in any way we can. In fact, it will only further our mission if more high school graduates come into college with a solid base in America's founding principles and history so they are ready to dig deeper into it.

The saying is, "Success breeds success." And that is what we see happening here.



Columbia Program for High School Seniors

Continued from page 1

Western tradition from the classical period to the present. Major works range from Plato and Aristotle, to Hobbes and Locke, to Jefferson, Lincoln and King.

With the addition of Dr. Tamara Mann, JMC's John Strassburger Fellow in American Studies, the number of students doubled this past summer.

Thanks to a generous gift from Mr. H.F. "Gerry" Lenfest and the Harvey L. Miller Family Foundation, JMC established the Strassburger Postdoctoral Fellowship at Columbia in memory of John Strassburger, former president of Ursinus College and member of JMC's board of directors.

"One of the most powerful parts of the Freedom and Citizenship seminar for me was the questions posed and tackled over the course of the summer," said Dr. Mann. "Such questions included: What is the purpose of knowledge, how can we cultivate a sense of the greater good, and what are our obligations as citizens?"

"A number of students told me that they came into this class thinking about themselves and how the course would prepare them for college, but they walked away with a genuine sense of their responsibilities as citizens and their extraordinary potential to contribute to the future of this country."



Dr. Mann (third row center) and Professors Montàs and Blake with the 2014 class of The Freedom and Citizenship Program

"A number of students ... came into this class thinking ... how the course would prepare them for college, but they walked away with a genuine sense of their responsibilities as citizens and their extraordinary potential to contribute to the future of this country."

After the seminar, students apply the ideas and analytical tools gained over the summer to a year-long research project on some aspect of American civic life today.

Past projects have examined debates surrounding immigration and voting rights, access to higher education, and the workings of New York City government.

All students who have participated in the *Freedom and Citizenship Program* have moved on to college, including Ivy

League schools, small, private liberal arts colleges and major public universities.

"To my mind, this program fits beautifully with the mission of the Jack Miller Center," said Professor Blake. "The goal is to provide the students with the knowledge base and the intellectual tools necessary to embark on lives as active and responsible citizens."



PARTNER PROFILE

Mercer University



THE McDONALD CENTER FOR AMERICA'S FOUNDING PRINCIPLES

M E R C E R
U N I V E R S I T Y



*Professor Charlotte Thomas
Co-director*



*Professor Will Jordan
Co-director*

The McDonald Center for America's Founding Principles

The McDonald Center for America's Founding Principles at Mercer University (Macon, GA) fosters the study of great texts and ideas that have shaped Western civilization and the American political order.

Launched in fall 2008 as "The Center for the Teaching of America's Western Foundations," the Center was renamed last year after a generous endowment from Thomas C. and Ramona E. McDonald.

Under the direction of Professors Charlotte Thomas and Will Jordan, the Center's programming includes undergraduate research fellowships, an annual lecture series, faculty-student reading groups, the A.V. Elliot Conference on Great Books and Ideas, and an edited volume of essays published annually based on presentations made at the conference.

The Center also supports education off campus through its Great Books summer programs for both high school teachers from around the country and for college-bound high school students.

The Great Books travel program for high school teachers supports their professional development and helps them build primary text curricula and seminar pedagogy for their classrooms. The high school student program introduces participants to foundational texts and helps them hone their writing, reading and discussion skills in preparation for college.

Beginning this year, the program also offers a course titled "America's Founding Principles." Open to all Mercer students, the course exposes students to classic texts that influenced the Founders, and explores the major writings of the Founders themselves. Nationally-recognized scholars are brought in to give lectures and join faculty-student reading groups.

The Center supplements Mercer's long-standing Great Books program. Regardless of their majors, students may pursue the Great Books seven-course sequence to fulfill much of their general education requirements.

"We sponsor serious, well-grounded civil discourse on some of the most important and influential books in the Western tradition in order to educate thoughtful citizens," said Professor Thomas.

"We believe that our participants, when they gather at the table to discuss these great ideas, both learn about citizenship and practice it. That's what we strive for in everything we do."

To learn more about the McDonald Center for America's Founding Principles, please visit afp.mercer.edu.

The Commercial Republic Initiative:

Students in Engineering, Science, Law and Business Gain Access to Education on the Founding Era

Many of tomorrow's leaders are today's students majoring in science, business, engineering and law. The Commercial Republic Initiative, JMC's national interdisciplinary project, aims to broaden and enrich their pre-professional education to include an understanding of the sources and ideas that shape the American constitutional order.

"Pre-professional studies have become increasingly focused on career training," said Dr. Michael Andrews, JMC executive officer and vice president. "But for these students to play an engaged and thoughtful role in our civic life, they also need courses that help them contend with the ideas that make a free society and a self-governing citizenry possible."

Launched in 2013 with a generous grant from the John Templeton Foundation, the program enables undergraduates to study the connection between science and political thought at the time of the nation's founding. They explore the moral and intellectual significance of political institutions, science and technology with regard to innovation and wealth creation.

SEVEN INSTITUTIONS PARTICIPATING

The Commercial Republic Initiative helps schools to work collaboratively and offer new courses in their pre-professional curricula. The program currently supports projects at seven institutions: Yale University, Massachusetts Institute of Technology, University of Wisconsin-Madison, Illinois Institute of Technology, Northwestern University, the University of California-Los Angeles and, new this year, Roosevelt University.

"JMC's Commercial Republic Initiative has given us the



Directors Laura Beth Nielsen, Northwestern University; Steven Smith, Yale University; and Christena Nippert-Eng, Illinois Institute of Technology at JMC's National Summit on Higher Education.

opportunity to teach several new classes in the engineering department that focus on the American Founding," said Professor Bernhardt Trout, director of the project at MIT. "These classes show the paramount importance of education on the American founding era and are broadening the outlook of our engineering students."

The Commercial Republic Initiative helps open lines of communication between departments and colleges that until now have been largely isolated from one another. **As a result, students, especially those in business, law, science and engineering, now have access to the resources that provide the basis for informed civic engagement.**

Dr. Pamela Edwards, JMC director of academic programs, noted that "a deeper understanding of the moral foundations of markets and law—tied to a richer conception of innovation and invention—not only will make students more creative entrepreneurs and professionals, but also will make them more thoughtful and ethically-reflective citizens."

To learn more about the Commercial Republic Initiative, please visit jackmillercenter.org/commercial-republic-initiative.



JACK MILLER CENTER

For Teaching America's Founding Principles and History

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*If you are interested in learning
more about JMC's mission
and programs, please contact
Mike Deshaies, vice president,
at mdeshaies@gojmc.org or
484.436.2067.*

UPCOMING EVENTS

October 16-18: Association for Political Theory Annual Conference; **University of Wisconsin-Madison**, Madison, WI

October 20: Stephen Moore Debate with Professor Alberto Coll on the European Union and its effect on human freedom, Economics and Liberty Lecture Series; **DePaul University**, Chicago, IL

October 23: Amity Shlaes Lecture on the presidency of Calvin Coolidge, Economics and Liberty Lecture Series; **Villanova University**, Villanova, PA

October 30-November 1: 11th Annual JMC National Summit on Higher Education, Chicago, IL

October 31: Francis Fukuyama Lecture on his new book, *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*, sponsor: *The Program on Constitutional Government*; **Harvard University**, Cambridge, MA

November 6: James Stoner of Louisiana State University, Lecture, "The War Power, the Executive Power and the Rule of Law," sponsor: *The McDonald Center for America's Founding Principles*; **Mercer University**, Macon, GA

November 13-14: Conference, The Galileo-Shakespeare Project, co-sponsors: the *Montesquieu Forum for the Study of Civic Life*, Roosevelt University, and the *Benjamin Franklin Project*, Illinois Institute of Technology; **Roosevelt University**, Chicago, IL

December 4, 6: Joel Mokyr of Northwestern University, Lecture and Seminar, sponsor: *Center for Liberal Arts and Free Institutions*; **University of California-Los Angeles**, Los Angeles, CA

December 5: Peter Schuck Lecture on his new book, *Why Government Fails So Often: And How It Can Do Better*, sponsor: *The Program on Constitutional Government*; **Harvard University**, Cambridge, MA