



## THE PRICE OF SUCCESS

*An Appeal to Donors to Help  
Us Save the Founding Ideals for  
Future Generations*

By Jack Miller

Everyone knows there is a price for failure--the loss of money, time and energy; a bruised ego and most importantly the failure to achieve your goal.

People normally don't think about the price of success. First, of course, we must define success. Personally, I don't believe that success is reaching some goal. Success is in advancing along the pathway. Goals are just the markers along the way and as soon as you successfully arrive at a particular marker and experience the brief pleasure of getting there, you immediately see more markers in the distance. In my experience, that's the way life is and that's what is happening at the Jack Miller Center.

Consider the markers we have passed so far:

- A network of 550 professors teaching on more than 180 campuses;
- Support for 52 academic centers that offer expanded opportunities for students to learn about our nation's constitutional traditions;

*Continued on page 6*

# The DECLARATION

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

Volume 3

## Higher Education Summit Addresses Needs, Solutions

The JMC's ninth Annual National Summit on Higher Education was held October 25-27 in Chicago.

The summit brings together distinguished scholars, public intellectuals, journalists, and foundation leaders to discuss the challenges of improving education in American history and political thought on our nation's college campuses.

Featured speakers were Mr. Frank Brogan, chancellor of the State University System of Florida, and Professor Andrew Delbanco of Columbia University. Chancellor Brogan addressed his remarks to the importance of civic education for our colleges and universities.

Professor Delbanco, the Mendelson Family Chair of American Studies at Columbia, spoke about his recently published book, *College, What it Was, Is, and Should be*. Professor Delbanco makes the case that the ideal of a democratic education — an experience that challenges students to develop as individuals and gain a sense of ethical responsibility — is in danger of becoming a thing of the past. See page 8 for a transcript of Professor Delbanco's remarks.



*Chancellor Frank Brogan at the JMC Annual National Summit on Higher Education.*

Panel discussions were led by the JMC's academic staff — Dr. Michael Andrews, Dr. Rafe Major, and Dr. Pamela Edwards. The staff focused on efforts led by regional networks of faculty and donors to improve education and strengthen the core curriculum and the role of foundation philanthropy.

During the summit Professor Bill McClay of the University of Tennessee-Chatanooga awarded Professor Delbanco with the annual Jack Miller Award for Academic Excellence.

## Jack Miller Receives Citizen of the Year Award

*Presentation made at the 67th Annual Meeting of the National Conference on Citizenship in Philadelphia*

JMC Chairman Jack Miller received the Joseph H. Kanter Citizen of the Year Award at the annual meeting of the National Conference on Citizenship (NCoC), held on September 14th in Philadelphia.



The award recognizes a private citizen who has made exemplary contributions in championing civic participation in the United States. Previous recipients include Jean and Steve Case of the Case Foundation; *Time* magazine's Managing Editor, Rick Stengel; former U.S. Senator Harris Wofford; and 9-11 Commission Co-chair and former Congressman Lee Hamilton.

"The Kanter Citizen of the Year Award is given to those truly outstanding citizens who do the most to advance good citizenship," says Rear Admiral Mike Ratliff (USN ret.), president of the Jack Miller Center. "Jack Miller's philanthropy and his tireless efforts to help colleges and universities provide the education their students need to understand and value our free institutions merit this award. I hope it will encourage others to follow his example."

### HIGH PRAISE

Mr. David Eisner, president of the National Constitution Center in Philadelphia, told Mr. Miller and the other distinguished attendees "you are changing the world," through your commitment to "illuminating constitutional ideas" and



Left to right: Norman Mineta, Jack Miller and Captain Chris Marvin, recipient of the Major George A. Smith Memorial HOOAH Award.

building an engaged citizenry. Mr. Bob Nardelli, former CEO of Home Depot; Christina Lurie, co-owner of the Philadelphia Eagles; and Norman Mineta, former Secretary of Commerce (Clinton administration) and Transportation (George W. Bush administration) joined Mr. Miller at the conference.

Mr. Miller thanked the hundreds of educators, policy makers, and community builders present at the conference for the award. He accepted the Citizen of the Year Award "on behalf of the Jack Miller Center for Teaching America's Founding Principles and History" and its work to advance this essential education on American college and university campuses.

Later both Mr. Nardelli and Secretary Mineta remarked on Jack's characterization of how young our nation is because it is "really only three times a lifetime such as mine."

The National Conference on Citizenship is a public-private partnership that grew from an idea discussed by President Truman and former general of the Army Dwight Eisenhower. The conference was later mandated by Congress in 1953.

To watch Mr. Miller's acceptance speech, and to learn more about the National Council on Citizenship, please visit [www.ncoc.net](http://www.ncoc.net).

## Constitution Day Initiative Gains Momentum with Compelling Topics and Dignitaries

The character of *The Federalist Papers*, the health care mandate, and the proper role of the Judiciary were among the topics covered on the 41 college campuses participating in the JMC Constitution Day Initiative (CDI) in September.

Programs featured dignitaries, including retired U.S. Supreme Court Justice John Paul Stevens and U.S. Deputy Solicitor General Michael Dreeben, as well as preeminent scholars such as Professor Jack Greene, Johns Hopkins University; Professor Pauline Maier, MIT; and Professor James Ceaser, University of Virginia.

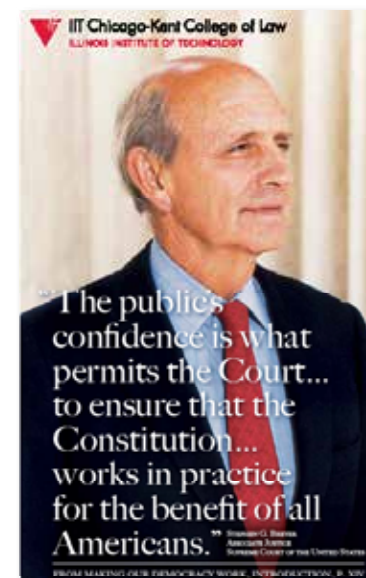
Reports on Constitution Day 2012 from partner programs docu-



WEDNESDAY, SEPTEMBER 14TH  
*The State of Our Federalism*

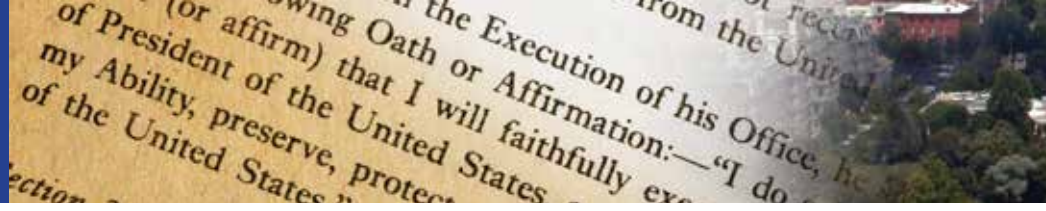
mented a concerted effort to link CDI events to ongoing courses. This trend supports restoration of the study of constitutionalism in the curriculum as it rekindles student interest in the critical study of their political heritage. Attendance was high at the campus-wide events: 400 people, for example, attended a lecture by Professor James Ceaser at Louisiana Tech University.

"Without exaggeration, the event was a remarkable success. The turnout for the talk was an unexpected though welcome surprise. Many students showed up of their own accord, and many others were brought by faculty who were themselves interested in the talk. We have done Constitution Day talks before, but none produced even half the turnout," said Louisiana Tech Professor Jeremy Mhire.



The JMC initiative was launched in 2011 to help enrich understanding of the constitutional architecture of our political system that is crucial to genuine deliberation about matters of power and policy on college campuses. The JMC initiative assists schools in meeting a federal law that requires all schools receiving federal funds to hold an educational program on the United States Constitution in connection with Constitution Day (September 17) for their students.

The Constitution Day Initiative is made possible through the generosity of the Andrea Wait Carlton Foundation and other donor partners. Dr. Daniel Cullen, senior fellow for constitutional studies, leads the JMC Constitution Day effort.



**PARTNER PROGRAMS IN ACTION**

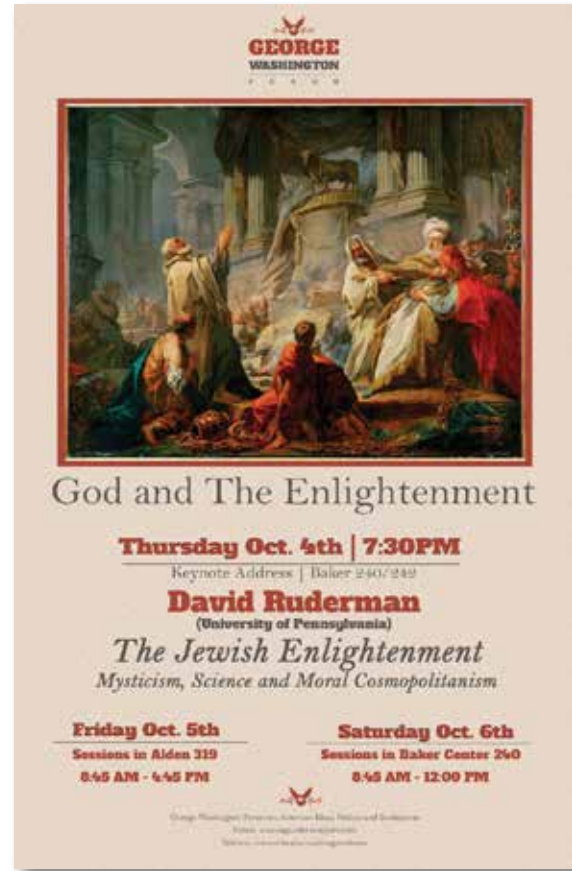
# God and The Enlightenment Conference Attracts International Scholars

Ohio University's *George Washington Forum* hosted an international conference on God and the Enlightenment October 4-6.

The conference, open to the public, brought together scholars of early modern European religious and intellectual history to consider the relationship between religion and many of the intellectual innovations associated with the Enlightenment.

The conference opened with a keynote address by David Ruderman on "The Jewish Enlightenment: Mysticism, Science and Moral Cosmopolitanism." Ruderman's remarks addressed the work of 18th Century Jewish scholar Pinchas Horowitz on religion and the natural world.

Ruderman is the Joseph Mayerhoff Professor of Modern Jewish History and the Ella Darivoff Director of the Herbert D. Katz Center for Advanced Judaic Studies at the University of Pennsylvania. He was previously the Frederick P. Rose Professor of Jewish History at Yale University. One of the world's leading historians on early modern Jewish intellectual history, Ruderman has published most recently *Connecting the Covenants: Judaism and the Search for Christian Identity in Eighteenth-Century England* in 2007 and *Early Modern Jewry: A New Cultural History* in 2010, which won the National Jewish Book Award in History.



Sixteen scholars from the U.S. and Europe presented papers at the three-day conference.

A partner program of the JMC, the *George Washington Forum on American Ideas, Politics, and Institutions* teaches America's foundational principles in their Western intellectual, political, and institutional contexts. It is grounded on the idea that students facing an increasingly globalized world need to understand what characterizes and distinguishes the nation in which they live and the civilization from which it emerged. The Forum helps students become enlightened citizens in a liberal democracy whose roots run deep in Western civilization, but whose ideals and interests transcend the West.



**OHIO**  
UNIVERSITY

**ADVANCING CAREERS**

# Weiner Credits JMC Postdoctoral Fellowship as 'Central' to Landing Tenure Track Position



Professor Greg Weiner

*Professor Greg Weiner is Assistant Professor of Political Science at Assumption College in Worcester, MA. A JMC postdoctoral fellow at Brown University, Weiner has also taught at Georgetown University and Johns Hopkins University. He holds a B.A. from the University of Texas at Austin, and an M.A.L.S. and Ph.D. from Georgetown University.*

**Where did you receive your Ph.D.? Where did you hold a JMC postdoctoral fellowship, and when?**

I received my Ph.D. from Georgetown University. This is a second career for me; before becoming a professor, I spent 15 years working as a political consultant. From 2010-2011 I was the JMC Postdoctoral Fellow at Brown University, in association with the Political Theory Project.

**How did the JMC postdoctoral fellowship impact your career and teaching?**

The JMC postdoctoral fellowship enabled me to complete my first book and to spend an entire year studying the political thought of James Madison. I believe the fellowship was absolutely central to landing a tenure-track job at Assumption College.

**You recently published *Madison's Metronome: The Constitution, Majority Rule, and the Tempo of American Politics*. How do you think the political thought of James Madison is relevant to modern American politics?**

I think Madison is still tremendously relevant to politics today, for two reasons. First, the thesis of my book is that Madison relies on a delay mechanism to slow down the political process and allow time for rational decision making. He relies on the patience of citizens. In Madison's time, patience was a fact of life because communication was slow. In our time, it's a virtue, and we need to reclaim it.

Second, Madison believed firmly in the separation of powers as the central device for protecting liberty. This separation has badly eroded in contemporary politics.

**What courses are you teaching this semester at Assumption College?**

I am teaching three courses this semester: "Political Issues: The Quest for Justice," "Introduction to American Government," and "Constitutional Law."

**Why do you believe it is important for undergraduates to study the Constitution and our nation's Founding?**

I think it is important because, whether they realize it or not, students are living under a Constitution. They are living under the political arrangements that were designed during the Founding. We tend to forget that today, and only focus on politics in terms of elections. Constitutionalism is not everybody getting what they want when they want it. And I think this lack of awareness shows in students' disappointment with politics today.

I think what the JMC is doing to remedy this problem is tremendous. It is critical that we teach students that we live under a Constitution so that they have a greater understanding of how and why our political system works.



## *"I am asking you to help support our effort to make this happen."*

- 331 young scholars have participated in 16 faculty development summer institutes we have conducted since 2005;
- 95 postdoctoral fellowships since 2008;
- A new top-flight, peer-reviewed journal, *American Political Thought*.

We certainly have come a long way from our first conference with college professors eight years ago when the mood was grim. My desire to restore education in the Founding Principles and American history was met with comments like, "It can't be done....there will be too much opposition on campus," etc.

We, along with our faculty and donor partners, have proven that students are willing to take advantage of new opportunities to deepen their knowledge and appreciation for America's constitutional heritage.

### **THE PRICE OF SUCCESS**

The price of our success comes in the need for more donor partners to join us in our mission to reinvigorate education in America's Founding Principles and history. We see more markers, more exciting opportunities for success down the road.

There are still more than two thousand universities and colleges we haven't reached, plus more than a thousand community colleges and untold numbers of high school civics teachers who could be reaching millions of students.

*"The price of our success comes in the need for more donor partners to join us in our mission to reinvigorate education in America's Founding Principles and history."*

Let me talk about just a few of them and explain the costs involved. But first, I want to emphasize that we will not cut back on the many good things we are currently doing, such as our partner programs on campuses and our postdoctoral fellowship initiative.

### **TREMENDOUS OPPORTUNITIES WITH OUR EXISTING PARTNERS**

Our existing network of partner programs need substantially increased support if they are to realize their potential on campuses such as Yale, MIT, the University of Virginia, Notre Dame, and the University of Texas. Our postdoctoral initiative is changing careers and creating jobs for dedicated young professors who will teach America's Founding Principles to millions of students over the coming decades, and it, too, needs to be sustained! What's the price if we are to realize even a fraction of the potential of these growing efforts to advance this essential education? We are adding another staff member, but we need an Academic Initiative Fund that will allow us to support each of these programs over the coming five years as they establish themselves and are able to stand on their own.

### **JMC ONLINE RESOURCE CENTER**

We are now developing the "JMC Online Resource Center," which will include a full semester series of videos on the most important concepts in our Declaration of Independence and our Constitution. Each video will come complete with an online anthology of the works that our founders read and wrote on that particular topic.

This resource center is going to be a powerful tool that will allow us to reach thousands of universities, colleges and high schools across the country. Professors and high school teachers could use this resource center in any way they see fit, including showing the videos in class, assigning readings from the anthology included, or just learning more about the subject themselves. The first video, which will be available in December, is on "Liberty" and what our founders meant by it in the Declaration of Independence.

What's the price of this new marker? This first effort is being done by our current staff working "overtime," and, fortunately, several of our faculty partners are donating their precious time to advise and to lecture in the series. To produce the entire series and market it successfully we need to add one or two more individuals to our staff. Then, of course, there's the cost of producing the videos, about \$30,000 each. We will need several million dollars to do this as well as we want.

### **HIGH SCHOOLS**

For the past three years we have supported initiatives to help high school teachers in partnership with Roosevelt University in Chicago and the University of Wisconsin-Madison.

We have gotten rave reviews. The following comment reflects the feedback we have received from many of the participants, "I have been to dozens of teacher programs, and this is the first time I have learned 'content' on the subject I am teaching, not just more teaching techniques."

These programs at Roosevelt and Wisconsin are just the beginning of what we can do to help at the high school level. With additional donor support, we can do so much more to enhance the teaching of our founding principles and history to high school students across the country.

But as you know from your own business experience it's going to take a focused effort from a very capable person (plus enough support to allow us to expand the teacher program to other campuses) to successfully grow this program. That's probably another one and half to two million in salaries and expenses over the next five years.

### **CONSTITUTION DAY INITIATIVE**

In 2011, we launched our Constitution Day Initiative to help colleges engage in meaningful Constitution Day (September 17) programs for students. With our help, 27 colleges held programs in 2011; in 2012, our faculty partners on 42 campuses held lectures, workshops, debates, etc. involving experts on the Constitution.

Twenty-seven schools the first year, 42 the second year—that's a good start; however, it's far, far, far too few. We recently mailed to some 600 college presidents, provosts and department chairpersons an information booklet on our Constitution Day Initiative and will follow-up with more information early next year. This outreach effort combined with our on-line resource center means that we will have the potential to eventually help thousands of schools at all levels. But, again, it's going to take someone to make it happen, someone to reach out to all those schools. More money.

### **JOIN US IN OUR EFFORTS TO REVITALIZE THIS VITAL EDUCATION!**

I recently signed a pledge to continue to support our center for the next five years, which will add to my "investment" of about \$20 million over the past 8 years. My money will continue to cover current operating costs. I am very grateful for the many generous donors who have also contributed money to support programs on campuses across the country.

*"I want to emphasize that to continue on this path to success and build on what we have accomplished, we need more donors who are willing to provide unrestricted funds to help cover additional operating costs associated with new and expanded programs."*

I know it's difficult for a donor to make an unrestricted gift; however, I have outlined three fantastic opportunities to get Americans, particularly young Americans, back to understanding the principles on which our great country was founded.

Many of us complain about how these principles are not being taught in our schools, about how little our young people know about what this country is really about. Well, we have successfully been doing something about that. Now is the time to put what we have learned into overdrive and to do so much more. It is time to do more than just complain.

I am asking you to help support our effort to make this happen. A thousand dollars, ten thousand, one hundred thousand, or more. Whatever your ability, whatever your passion, this is a project worthy of your support. I promise you, as one donor to another, none of your money will be wasted and donor's intent will be followed to the letter.

Yours for even greater success!

*Jack Miller*

IF YOU WOULD LIKE TO LEARN MORE ABOUT OUR MISSION AND PROGRAMS, PLEASE VISIT [WWW.JACKMILLERCENTER.ORG](http://WWW.JACKMILLERCENTER.ORG), OR BETTER YET, CALL ME AT 847-883-8469 OR MIKE RATLIFF AT 484-436-2065.

# Are Colleges Endangered?

*Professor Andrew Delbanco delivered the keynote address at the the Jack Miller Center's Annual Summit held in Chicago in October. He discussed the past, present, and future of American higher education. The following is an excerpt of his closing remarks on technology and its impact on the traditional college classroom.*

"Are colleges endangered?" I believe the answer is yes. In some ways, the premise behind everything I've said tonight is a conservative one-- that the institutions we remember from our own student days, and where many of us have spent our lives as teachers, will continue to exist in something like their traditional form. Maybe not in the ideal form of the tree-lined campus with its walkways and dorms and libraries, but recognizable as the college or university we remember and still know.

Yet there are some very smart people who don't think that's the case; who think that these institutions are likely to be transformed beyond recognition—sooner rather than later. One of the reasons they say that, a reason hard to refute, is that the financial burden of running these institutions appears in many cases to be unsustainable. The business model of American higher education appears to be broken, both the public model, because of massive disinvestment by the states; and the private model as well, at least for institutions without large endowments and secure "market share."

It's in this context that we are seeing huge investments in various forms of "distance learning" that some people believe will furnish a viable alternative to the traditional college. Harvard, MIT, Berkeley and most recently the University of Texas have invested something north of 60 million dollars in a new online project called "edX." In just the past few months, the word MOOC, the acronym for massive open online courses, has become part of the language. Meanwhile, for-profit "universities," which operate almost exclusively online, are by far the fastest growing sector of American higher education. So I think it's a good bet that a new world is coming and that there's little we can do to stop it. Perhaps there are good reasons not even to try. Rather, I think we need to prepare for the digital future, to try to engage it for the purposes we believe in. But we also want to keep in mind some of the prospective perils that it may bring.

I worry about the potential of these new technologies to destroy, damage, or at least make much more difficult, the life of the teacher as a vocation or calling. Many of

*"I think we need to prepare for the digital future, to try to engage it for the purposes we believe in. But we also want to keep in mind some of the prospective perils that it may bring."*

us already know how difficult it is to sustain a true sense of academic or intellectual community in our own institutions. One question to ponder is how, in this digitized future, will we train, develop, and inspire a future faculty? I don't have an answer to that question but I think we should be asking it, and with some sense of urgency.

The second—though ultimately even more important-- question is what will this new technology mean for students? To the extent that college education moves online, it will have moved into the same space where students go to shop, where they go for entertainment, and where they go to socialize. Historically, the university has been a sequestered if not cloistered space, but I think that's going to change as we go forward.

Finally, what are the implications of these new technologies for the humanities in particular? Studies have shown that online learning works well for some courses. In a statistics course, for example, students may do just as well, and maybe even a little better, online than their peers do with the in-person class experience. But I have trouble imagining the experience of a humanities seminar being replicated online. I fear that the decline of the humanities, already far advanced, will accelerate, and that education will be thought of more and more exclusively as the transmission of information and the provision of training-- at the expense of reflection, self-knowledge and insight into deep human problems.

As a testimonial to the kind of educational experience we don't want to lose, I'd like to close with an email that was sent to one of my teaching assistants the week before last.

The student wrote: "I just wanted to let you know that our section meeting tonight had a profound effect on me. I got more out of that discussion than I could have ever asked for. I don't know why it should have happened tonight, because I've read Emerson before, but I felt what I can only describe as a religious experience in class today. Some fire was lit within me tonight."

This is an enormously precious kind of experience, much like what my Puritan friends would have called conversion — and we need to fight to defend and protect it for the sake of future students. It is something I find hard to imagine in the brave new world that's emerging before our eyes. One thing's for sure: we don't want to look back a few years from now and say, as Henry David Thoreau said about an earlier technological revolution, "we do not ride upon the railroad, the railroad rides upon us." Thanks very much.



Andrew Delbanco

Professor Andrew Delbanco is the Mendelson Family Chair of American Studies at Columbia University and has been Columbia's Julian Clarence Levi Professor in the Humanities since 1995.

Delbanco's essays appear regularly in the *New York Review of Books*, *The New Republic*, and other journals, on topics ranging from American literary and religious history to contemporary issues in higher education. He is the author of several books, including most recently, *College: What It Was, Is, and Should Be* (2012).

He was awarded a 2011 National Humanities Medal by President Barack Obama "for his writings on higher education and the place classic authors hold in history and contemporary life."

Professor Delbanco was awarded the Chairman's Award for Academic Excellence at the JMC Summit.





**PARTNER PROGRAM PROFILE**



Professor John Tomasi, director of the Political Theory Project

## Brown Program Focuses on 'What Works in the World'

The *Political Theory Project* (PTP), a vibrant research center at Brown University, provides a space for students of diverse perspectives to freely discuss the most pressing political problems of our day.

The Project brings to this study a synthesis of humanistic and social scientific tools. It aims to encourage discussions that are more than merely academic or intellectually fashionable.

The Project delves beneath familiar ideological labels, focusing on questions about what actually works in the world. According to Professor John Tomasi, director of the PTP, responsible criticism of political institutions must be conducted in light of economic realities and the findings of mainstream social science, rather than a mere rehearsal of ideology or an expression of intellectual fashion.

"We are interested in ideas and are committed to searching out insights from whatever parts of the political spectrum we might find them. Our interest in connecting normative theory to actual practice, however, does direct our attention to a set of norms that have a record of providing modern societies with a measure of stability, wealth, and well-being: individual rights, the rule of law, private property and systems of market exchange, religious liberty, freedoms of speech and association, democratic self-governance, and the ideal of voluntarism in human affairs."

The PTP offers curriculum, programs, academic conferences and graduate research fellowships currently organized around three main themes: The American Experiment, Market Society

and Social Order, and Globalization and Development.

A sampling of undergraduate courses developed by the PTP include Constitutional Theory, Defenses of Capitalism, Constitutional Law: Government Powers, and U.S. Legal and Business History: Regulating the Marketplace.

The Janus Forum, the student arm of the PTP, sponsors a variety of university-wide lectures, debates, seminars and conversations. The Janus Forum is the student arm of the PTP. They encourage open-minded debate about political ideas through lectures, debates, seminars, and town hall meetings. Janus Lectures bring together two or more speakers with opposing viewpoints on relevant social and political issues. Janus Lectures are chosen by the Janus Steering Committee, a group comprised of representatives from Brown's major political and religious groups.

The Project also supports Brown Political Union, a non-partisan student-run magazine and website that publishes a wide range of student commentary and analysis on national and international issues. You can find them at <http://www.brownpoliticalreview.org/>.

In addition, the PTP produces the Odyssey Lecture Series, hosting a speaker who explores unexpected intellectual terrain. In October, the Odyssey Lecture featured Charles Murray, author of *Coming Apart: The State of White America, 1960-2010*.

Visit the Political Theory Project Web site at: [www.brown.edu/Departments/Political\\_Theory\\_Project](http://www.brown.edu/Departments/Political_Theory_Project)

## Thomas Smith, Michael Weiser Join JMC Board



Thomas W. Smith



Michael Weiser

Thomas W. Smith and Michael Weiser have joined the board of directors of the Jack Miller Center for Teaching America's Founding Principles and History.

Thomas W. Smith is the managing partner of Prescott Investors, a private investment firm he founded in 1973. Mr. Smith serves on the board of directors of Prepaid Legal Services, Inc., and formerly served on the board of directors of SEI Investments Company. He received his undergraduate degree from Miami University (Ohio) and a master's degree in economics from the University of California-Berkeley. Mr. Smith is a resident of Connecticut and Florida.

Mr. Weiser was elected chairman of the National Conference on Citizenship (NCoC) in January 2008. Chartered by Congress in 1953, the NCoC works to invigorate good citizenship throughout the United States through events, research, and reports.

Mr. Weiser serves as general partner of Lowell Associates. A former financial journalist and communications consultant, he is a frequent commentator on issues relating to finance, citizenship and community building for *The Washington Times*, *The Miami-Herald*, *Chicago Tribune*, *The Street.com*, and other media. Mr. Weiser is a resident of New York and Florida. He earned his undergraduate degree at the University of Missouri-Columbia.

"We are thrilled to have Thomas and Michael join our board of directors," said Mike Ratliff, president of the JMC. "Both are passionate about our mission to reinvigorate education in America's Founding Principles and history. All of us at the JMC are looking forward to their wise counsel as we continue to add to our programs that support our faculty partners on hundreds of college campuses across the country."

## New JMC Fellowship Offered at Chicago's Newberry Library

The Jack Miller Center is offering a new fellowship at the Newberry Library that will contribute to a deeper understanding of America's Founding Principles and history, including the wider traditions that influenced its development.

A world renowned independent research library in Chicago, the Newberry offers readers an extensive non-circulating collection of rare books, maps, music, manuscripts, and other printed material spanning six centuries. Its staff provides award-winning service and supports a rich array of programmatic opportunities.

The Newberry is internationally known as a center for genealogical research as well as for local history, early American history and Atlantic studies. American history and culture is one of its core collection strengths. The Dr. William M. Scholl Center for American History and Culture promotes research in American History, Literature, and Culture.

This fellowship offers support for Ph.D. candidates and postdoctoral scholars to research at the Newberry for up to two months. While in residence, fellows will deliver one public lecture based on research findings in the Newberry collection.

The monthly stipend is \$2,000; fellows also will receive a stipend for the public lecture.



## JACK MILLER CENTER

*For Teaching America's Founding Principles and History*

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Philadelphia, PA 19004

## UPCOMING EVENTS

**OHIO UNIVERSITY:** Shakespeare and History, December 3, 2012

**UNIVERSITY OF CALIFORNIA, DAVIS:** Richard B. Sher, *"Books, the Book Trade, and the Transatlantic Scottish Enlightenment"*, January 11, 2013

**UNIVERSITY OF CALIFORNIA, DAVIS:** Ryan Patrick Hanley, *"Freedom in the Scottish Enlightenment"*, February 15, 2013

**GETTYSBURG COLLEGE:** 150th Anniversary of the American Civil War, February 20, 2013

**OHIO UNIVERSITY:** A Capitalism for the People, February 21, 2013

**GETTYSBURG COLLEGE:** 150th Anniversary of the American Civil War, March 20, 2013

**BOSTON:** Bradley Conference, April 4-6, 2013

**CHICAGO:** Midwest Political Science Conference, April 11, 2013

For information about these and other events, go to <http://www.jackmillercenter.org/regional-initiatives/calendar-of-events>